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**OAKLAND UNIFIED  
SCHOOL DISTRICT**  
Community Schools, Thriving Students

# Memo

**To** Board of Education

**From** Kyla Johnson-Trammell, Superintendent  
Curtiss Sarikey, Chief of Staff  
Jessica Black, Black Organizing Project, Director Black Sanctuary

**Board Meeting Date** December 9, 2020

**Subject** George Floyd District Safety Plan Phase 1 (Adoption)

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**Action** The Board of Education vote to adopt the plan at the December 9 board meeting.

**Discussion** Per the direction of the [George Floyd Resolution to Eliminate the Oakland Schools Police Department](#) the Superintendent's staff, in partnership with the Black Organizing Project, launched a process for completing the revised District safety plan. The process involved identifying a need to develop a district-wide Safety Plan in two phases; the first phase to take the steps necessary to eliminate the Oakland School Police Department by January 1, 2021 (compliance phase) and the second phase to reimagine safety practices and to transform school culture. The design team for phase I included OUSD and BOP staff as well as several community partner organizations. The Phase II community-driven process will commence in January 2021.

A draft of the Phase 1 plan was shared with the Board in November, 2020. In the revised draft submitted today to the Board for review, the following changes have been made:

1) The "Oakland Schools Police Mandatory Safety Protocol," contained in all school safety plans and in the Secondary Comprehensive Culture Guide, was replaced with a more detailed "Law Enforcement Protocols" document, instructing OUSD staff on the specific circumstances under which law enforcement must be contacted or notified in writing.

2) The Discipline Matrix was revised in alignment with the new "Law Enforcement Protocols," as well as other OUSD policies.

3) Budget details were added, clarifying how funds will be spent to support George Floyd Resolution implementation in 2021-2022.

**Fiscal Impact**

Cost Neutral with current revised police services budget for 2020-21.

**Attachments**

[George Floyd Resolution to Eliminate the Oakland Schools Police Department](#)

Attachment A: The George Floyd District Safety Plan Phase 1

**RESOLUTION OF THE BOARD OF EDUCATION  
OF THE OAKLAND UNIFIED SCHOOL DISTRICT**

**RESOLUTION NO. 2021-0127**

**George Floyd District Safety Plan (Phase 1)**

**WHEREAS**, the Oakland Unified School District (“District”) has an obligation to promote the healthy development of each one of its students, which includes protecting them from the impact of systemic racism and violence to the greatest extent possible while they are at school;

**WHEREAS**, On June 24, 2020 the Board of Education passed Resolution No. 1920-0260 - George Floyd Resolution to Eliminate the Oakland Schools Police Department, which directed the Superintendent to take the steps necessary to eliminate the Oakland Schools Police Department prior to January 1, 2021, or as soon thereafter as legally permissible and to ensure that henceforth the District will no longer employ law enforcement or armed security presence of any kind within District schools; its intention, among other things, is to specifically eliminate the sworn law enforcement employees of the Oakland School Police Department and to reimagine how to keep District students and staff safe;

**WHEREAS**, consistent with the [George Floyd Resolution to Eliminate the Oakland Schools Police Department](#) the Superintendent’s staff, in partnership with the Black Organizing Project, launched a process for completing the revised District safety plan to explore ways to create revised positions in a way that reflects equity and a positive culture and climate to accelerated learning for Black students and all students of color;

**WHEREAS**, the process involved identifying a need to develop a district-wide Safety Plan in two phases; the first phase to take all the steps necessary to eliminate the Oakland School Police Department by January 1, 2021 or as soon thereafter as legally permissible (compliance phase) and the second phase, a community-driven process to reimagine safety practices and to transform school climate and culture;

**WHEREAS**, a Phase 1 Design Team was formed that included 35 OUSD staff and community partners who met weekly to revise policies and school guides to reflect alternatives to school police responses, develop climate and culture positions, create mental health crisis and child abuse response protocols, and identified budget allocations needed for positions and training for Phase 1;

**NOW, THEREFORE, BE IT RESOLVED**, that the Board of Education adopt the George Floyd District Safety Plan Phase 1 (Attachment A) that identifies the steps necessary to eliminate the Oakland Schools Police Department by January 1, 2021 or as soon thereafter as legally permissible;

**BE IT FURTHER RESOLVED**, the Board directs the Superintendent to continue the implementation of the George Floyd Resolution with the launch of the phase 2 community-driven process – involving parents, students, teachers, school administrators, student support staff, the Black Organizing Project, and other community

partners to include the steps necessary to transform school culture, including but not limited to the following areas that were originally stated in the [George Floyd Resolution to Eliminate the Oakland Schools Police Department](#):

- A training plan for all staff—including instructional, teaching, and other certificated staff—in the areas of instruction as well as unconscious or implicit bias, anti-racism, as well as a culturally responsive multi-tier system of supports via the onboarding of new employees and annually for all other employees during their time working in the District on behalf of children;
- Identification of funds to support Black students and all students of color that could pay for such positions as school-based case managers, social workers, psychologists, restorative justice practitioners, academic mentors and advisors, culture and climate leads, or other mental or behavioral health professionals.

**PASSED AND ADOPTED** by the Board of Education of the Oakland Unified School District this 9th day of December, 2020, by the following vote:

PREFERENTIAL AYE: None

PREFERENTIAL NOE: None

PREFERENTIAL ABSTENTION: None

PREFERENTIAL RECUSE: None

AYES: Aimee Eng, Gary Yee, Roseann Torres, James Harris, Vice President Shanthi Gonzales and President Jody London

NOES: None

ABSTAINED: Jumoke Hinton Hodge

RECUSE: None

ABSENT: Jessica Ramos and Samantha Pal (Student Directors)

**CERTIFICATION**

We hereby certify that the foregoing is a full, true and correct copy of a Resolution passed at a Regular Meeting of the Board of Education of the Oakland Unified School District held on December 9, 2020.

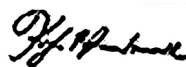
Legislative File	
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By:	

**OAKLAND UNIFIED SCHOOL DISTRICT**




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Jody London  
President, Board of Education




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Kyla Johnson-Trammell  
Superintendent and Secretary, Board of Education



# GEORGE FLOYD DISTRICT SAFETY PLAN

## PHASE 1

12.3.2020

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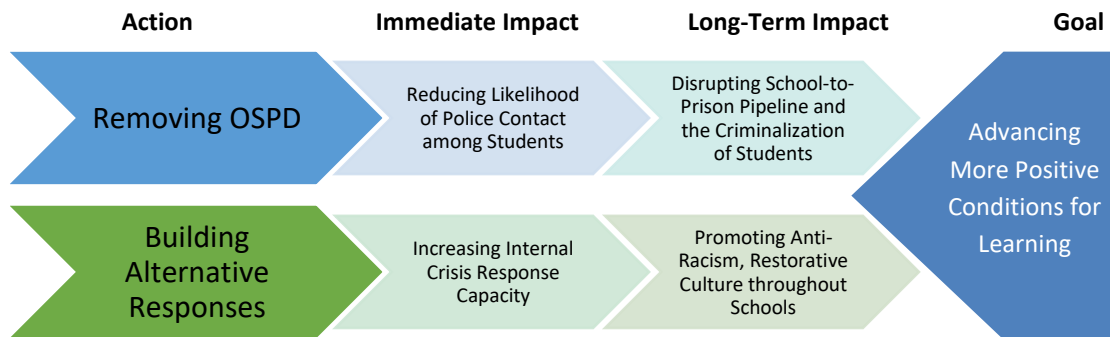


EXECUTIVE SUMMARY

**Background:** On June 24, 2020, the Oakland Board of Education formally and unanimously passed the [George Floyd Resolution](#), dissolving that the Oakland School Police Department (OSPD) and establishing the expectation that Oakland Unified School District (OUSD), in partnership with the Black Organizing Project and other community stakeholders and partners, would develop a plan to advance school safety and student well-being, using funds previously used to support OSPD.

This document represents the first of two phases of implementation planning (Phase 1). The function of the Phase 1 work is to meet the compliance requirements that will enable the removal of the police by the end of 2020. Phase 1 is meant to lay the foundation for Phase 2. Phase 2 will entail in-depth community engagement to develop strategies for school climate and culture transformation throughout the district. Phase 2 planning will begin in January 2021 and focus on building an anti-racist and restorative system that creates conditions conducive to learning, especially for Black and Brown students, and students with special needs, who have historically and disproportionately been subjected to racism, exclusion, and criminalizing practices in schools.

The George Floyd Resolution was informed by the BOP’s publication, [The People’s Plan for Police Free Schools](#), as well as a district-wide commitment to recognizing and interrupting the school-to-prison pipeline and the criminalization of students – especially Black and Brown students, who are disproportionately pushed out by criminalizing practices. The theory of change for this work is as follows: Removing officers from OUSD schools will reduce the likelihood of police contact among students, which will disrupt the school-to-prison pipeline and the criminalization of students, especially students of color and students with disabilities who are disproportionately criminalized. Furthermore, by collaborating with community voices to devise a set of alternative, non-police responses, grounded in culturally-responsive trauma-informed de-escalation, OUSD will grow its internal capacity to respond effectively and compassionately. Additionally, implementing a plan to promote trauma-informed, restorative, and anti-racist culture throughout schools will advance more positive conditions for learning.



Continuous improvement will also be built into the implementation process. OUSD, BOP, community stakeholders, and an external evaluator will monitor how changes are taking hold, including any barriers encountered and lessons learned along the way. These lessons will be re-integrated into implementation plans to ensure that the plan remains responsive and relevant to stakeholders, including students, families, school personnel, administrators, and the community.

**Data-Driven Planning:** The planning process began with an analysis of OSPD data, which revealed that in a typical year OSPD reports on roughly 2,200 police activities/visits. The analysis found that a substantial proportion of OSPD visits to schools (68%) are either routine checks and patrols or responses to student behavior which, according to district policies and guides, should not require a police response. An additional portion (26%) may



**ATTACHMENT : GEORGE FLOYD DISTRICT SAFETY PLAN**

require a police response, depending on the urgency of the situation, and a small portion (6%) represent emergency situations that would always require a police response. With a grasp of the data, BOP and OUSD assembled a number of work groups to address common circumstances that prompted an OSPD response – situations requiring skilled de-escalation, mental health crises, and child abuse reports. Another working group was assembled to review the various district policies and procedural guides that help school personnel navigate responses to these types of situations.

**School Policy and Guide Revisions:** In the review of policies, three (3) policies were deleted as they pertained entirely to OSPD (BP & AR 3515.3 (District Police Department) and BP 5145 (Tracking and Reducing Student Contacts With and Arrests By Law Enforcement: OSPD Responsibilities and Obligations). Four (4) policies were revised to align with the George Floyd Resolution BP 5131.4 (Campus Disturbances), AR 5141 (Questioning & Apprehension), BP 5145.13 (Tracking and Reducing Student Contacts With and Arrests By Law Enforcement: OUSD Responsibilities and Obligations) and AR 5113.1 (Truancy)). One (1) policy, BP 5145.12 (Search and Seizure) was recognized as problematic, but put over for review in Phase 2, as it may merit input from a broad array of stakeholders. AR 5113.1 (Truancy) and AR 5141 (Questioning & Apprehension) will also advance to Phase 2 for additional review. Eight (8) additional policies that referenced OSPD needed a simple deletion, and nine (9) simply required a deletion of a reference to 3515.3. An additional 10 policies mentioned the police or law enforcement but did not require any change as they did not name OSPD and other references to law enforcement still applied. In addition to these policies, several guides were reviewed including the Classroom Guide/Emergency Preparedness Manual, Comprehensive Culture Guide, School Safety Plan Template, and Discipline Matrix. These documents were revised to ensure that OSPD was omitted, that clarifications were made as to when law enforcement *needs* to be involved, and that other non-police responses and resources were emphasized.

**Culture & Climate Unit:** The People’s Plan for Police-Free Schools recognizes the importance of relationships between students and school staff, including Safety and Security Officers (SSOs), as important school community members with relationships with Black and Brown students and families. Although the SSO positions have been eliminated, the plan sustains the same number of site-based staff and creates new positions as part of a Culture & Climate Unit that will be multi-disciplinary and offer skilled, trauma-informed, culturally-relevant de-escalation, alongside restorative justice principles and transformative practices. The new Culture & Climate Ambassador and Assistant positions are relationship-focused and will not have a law-enforcement orientation (e.g., no handcuffs).

**Mental Health and Child Abuse Crisis Response:** The data analysis found that a substantial number of OSPD responses to campus were for mental health crises and child abuse reporting. Given the existing behavioral health infrastructure in the district (i.e., Behavioral Health Department and partnerships with community-based mental health providers), the safe and effective removal of police from mental health emergencies and child abuse reporting is feasible, with conscientious planning and resource leveraging. The plan details, in clear flowcharts, new protocols for pulling in behavioral health supports, leveraging County and City mobile responses for mental health crises and working with Child Protective Services for child abuse reporting.

**Training Plan:** The changes laid out in this plan will require training and ongoing capacity building. In order to prevent a sharp increase in 911 calls, all school-site personnel (especially school administrators) will need training on the new policies, procedural guides, and flow charts. Building the capacity of all adults/teams on campus will help ensure the changes unfold smoothly and effectively, in key areas such as de-escalation and Mental Health First Aid. Culture and Climate Ambassadors and Assistants will undergo extensive training in culturally-relevant, trauma-informed de-escalation, Mental Health First Aid, and School Crisis Prevention Intervention (CPI) Training (Verbal and Physical De-escalation) – these trainings must be coupled with ongoing consultation and job-



embedded coaching, and supported through professional learning communities formats to ensure that the new skills and practices are implemented. Special education staff can also participate in CPI training.

**Phase 2 Planning:** Phase 2 planning will begin in January 2021 and will enlist a broad array of stakeholders, including students, families, teachers, school administrators, and other community partners. The planning process will be co-convened by OUSD and BOP. While the specific content and strategies for Phase 2 have not been set, it is expected that the Phase 2 plan will at minimum include: a plan to conduct ongoing anti-racism training, school culture & climate transformation, and a progress monitoring & evaluation strategy. It will also detail resource allocation and budget information for implementation, as well as a timeline.

**Budget:** The District Budget Department is currently calculating savings associated with the elimination of OSPD that will be annually reinvested to support safety plan components.

## BACKGROUND

Oakland Unified School District (OUSD) has had an embedded police department since 1957. On June 24, 2020, the Oakland Board of Education formally and unanimously passed the [George Floyd Resolution](#) (Appendix 1), pronouncing that the Oakland School Police Department (OSPD) be dissolved, and that police officers be removed from day-to-day school operations. It also established that the district, in partnership with the Black Organizing Project, and other community stakeholders and partners, develop a plan to transform school climate and culture, safety and student well-being, using funds previously used to support OSPD. This plan represents the first part of a two-phase implementation planning process to ensure that the police can be removed while maintaining safety for school personnel and improving conditions for learning, health, and college/career readiness.

## OVERVIEW AND OBJECTIVES

The George Floyd Resolution is the result of a decade-long advocacy and organizing campaign led by the Black Organizing Project (BOP) and catalyzed as a response to the brutal murder of George Floyd at the hands of Minneapolis police officers, the growing recognition of racism in police practices throughout the country, as well as the persistent pattern of disproportionate suspension and expulsion of Black students in schools across the country and throughout Oakland Unified School District (OUSD). The Resolution also aligns with a plan to establish police-free schools, as delineated in BOP's publication *The People's Plan for Police-Free Schools* (Appendix 2).

The Resolution establishes that resulting savings from the dissolution of OSPD should be re-allocated to fund restorative justice, transformational practices, and behavioral health supports, which already have a strong foundation in OUSD. The Resolution also names protecting students from the impact of systemic racism and violence, implying that mechanisms for ensuring positive and anti-racist school culture and practices must also be built into long-term planning throughout the district.

The objectives of the George Floyd Resolution Implementation Plan fall into two sets: Phase 1 Objectives, and Phase 2 Objectives. This document represents the Phase 1 Plan, which addresses the minimum required changes to ensure clarity and safety in the absence of OSPD. The Phase 2 Plan, to be developed in the first half of 2021, and described later in this document, will address longer-term transformational planning for school climate and culture and student well-being in the absence of OSPD and will be informed and guided by a community-driven process – the content of the Phase 2 plan is, therefore, to be determined. The objectives for Phase 1, which will ensure compliance with the guarantee of safety, allowing for the safe removal of OSPD officers from OUSD schools, and laying the foundation for Phase 2 transformational work, are listed below:





Phase 1: Compliance & Foundation-Laying Objectives	
<b><u>Changes to Policies:</u></b>	Reviewing and revising all OUSD Board Policies (BPs) and Administrative Regulations (ARs) that reference the police in our schools or OSPD in particular
<b><u>School and Classroom Guides:</u></b>	Reviewing and revising all OUSD guides that reference the presence of police in our schools in general or OSPD in particular
<b><u>Revise Roles and Job Descriptions:</u></b>	Eliminating the Safety and Security Officer (SSO) position and creating positions for personnel highly trained in youth development, de-escalation, and trauma-informed, restorative justice, and transformative practices (Culture & Climate Ambassadors & Ambassador Assistants)
<b><u>Solidify Mental Health Crisis &amp; Child Abuse Response:</u></b>	Ensuring that the district is prepared to address mental health crises (including incidents where California Welfare and Institutions Code (WIC) 5150 may be applicable) effectively with a non-law-enforcement response

With the recognition that police contact increases anxiety and symptoms of post-traumatic stress,<sup>1</sup> this plan outlines alternative responses to the kinds of situations for which school personnel have traditionally relied upon OSPD, and guidance for reducing harm and mitigating stress-response when police must be involved.

PLANNING TEAMS

The George Floyd Resolution Phase 1 Implementation Planning process has involved stakeholders from multiple OUSD departments as well as community partners. Planning began in July 2020 and was co-convened by OUSD leadership and BOP. The co-convenor team met one to three times a week and broader working groups met four times. OUSD and BOP acknowledge with appreciation all planning team members for their input and guidance (see Appendix 3 for a full list of planning participants). Additionally, the planning team recognizes the OSPD Chief and other staff who delivered data and generously made themselves available for questions during this process.

Phase 2 planning will involve extensive stakeholder outreach and input to ensure fulfillment of the Resolution’s requirement for “an inclusive, community-driven process – involving parents, students, teachers, school administrators, student support staff, the Black Organizing Project, and other community partners.”

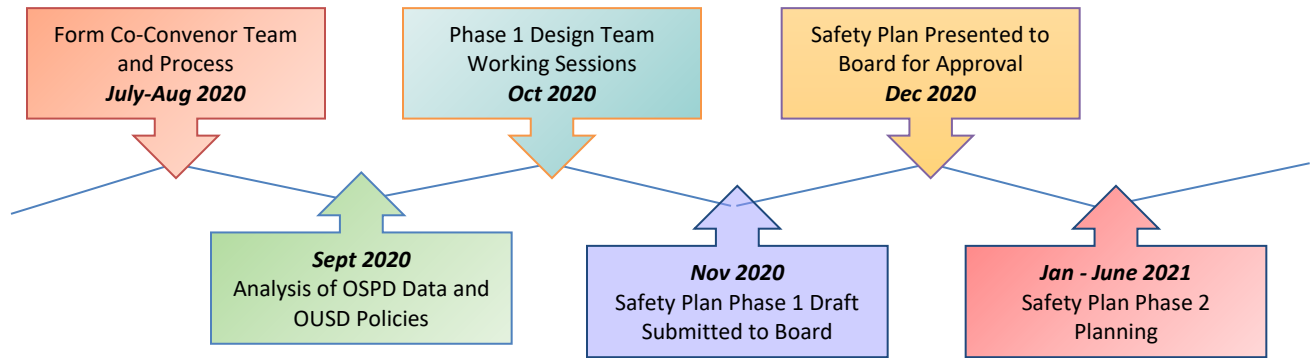
The process for Phase 1 planning has been to:

- 1) Analyze OSPD data in order to frame planning sessions co-led by OUSD and BOP;
- 2) Convene individuals from OUSD and community to lend insight from a variety of vantage points;
- 3) Break into working groups to establish and build upon existing non-police responses to:
  - a. Responses to mental health crises (WIC 5150),
  - b. Child abuse and Child Protective Service cases,
  - c. Common situations requiring skilled de-escalation,
  - d. OUSD policies (Board Policies and Administrative Regulations) that make reference to police, and
  - e. School-level guides and manuals that help provide school personnel direction in responding to situations that might have involved OSPD alongside other responses in the past.
- 4) Finalize a concrete plan to ensure the safety of students and adults on OUSD schools without OSPD; and
- 5) Remove OSPD.

<sup>1</sup> Geller, A., Fagan, J., and Tyler, T.R. (2017). *Police Contact and Mental Health*. New York, NY: Columbia Public Law, Research Paper No. 14-571 (2017).  
[https://scholarship.law.columbia.edu/cgi/viewcontent.cgi?article=3079&context=faculty\\_scholarship](https://scholarship.law.columbia.edu/cgi/viewcontent.cgi?article=3079&context=faculty_scholarship)

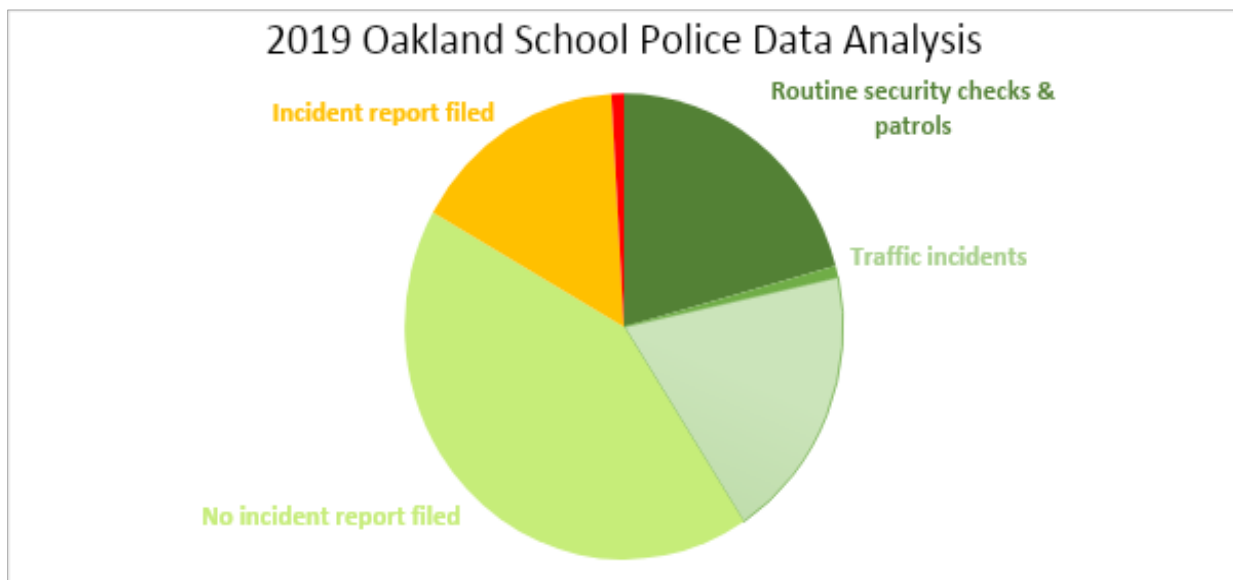


GEORGE FLOYD RESOLUTION PLANNING TIMELINE



OSPD DATA ANALYSIS

An analysis of OSPD data, including an in-depth look at records from 2019 (calendar year) conducted by Forward Change, informed much of the Phase 1 planning. The 2019 data showed a total of 2,171 OSPD activities. A number of these were categorized as routine security checks (456) and patrols and responses to traffic incidents (17). All together, these 473 police activities, comprising approximately 22% of OSPD data records for the year, demonstrate that a substantial proportion of OSPD calls are *not responses to disturbances or emergency situations*. For the remaining 1,698 activities, the data show that OSPD officers were responding to requests for assistance from a school or from the community. The majority of these (1,349, approximately 79% of the 1,698) were listed as “field visits” or “calls for service,” which means that the police responded to a situation but *did not deem it appropriate to file an incident report*. Records show these 1,349 calls corresponded to a variety of circumstances, including complaints for “Disturbing the Peace,” 911 hang-ups, fights, and mental health crises. The remaining 349 police activities which did result in an incident report or arrest also varied in terms of the reasons listed, which included battery, inflicting injury on a child, and, again, mental health crises. Notably, some (48) of the incident reports were made for minor incidents/crimes such as vandalism, cannabis possession, traffic, and possession of non-deadly weapons, while others were for more serious occurrences. Finally, data from 2019 show 20 arrests, demonstrating that a very small percentage (.9%) of police visits result in arrest.





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Forward Change conducted a second analysis using OSPD call data from the 2016-17 academic year, breaking down police calls according to OUSD’s Board Policy (BP) 5145.13: *Tracking and Reducing Student Contacts With and Arrests By Law Enforcement*. This analysis found that only about 6% of the calls that year corresponded to situations for which the policy indicates a police response. Most (68%) are situations that, in the future, should not require an emergency police response (either because they were routine patrols or because they were for petty incidents that can be resolved with skilled non-police school personnel). For some of the calls (26%), the policy indicated that it was *possible* that a police response would have been required, but it depended on specific circumstances that were not provided in the police files.<sup>2</sup>

Below are examples of the kinds of incidents in each of the three categories:

CLASSIFICATION OF OSPD CALLS ACCORDING TO BP 5143.13 REVIEW

6% Police Response Required	26% Police Response May Be Appropriate	68% Non-Police Response Appropriate
911 Hang Up (81 calls) Assault with a Deadly Weapon (14 calls) Vehicle Collision (11 calls) Gunshots (10 calls) Rape (8 calls) Assault or Robbery with a Firearm (5 calls) Brandishing a Weapon (4 calls) Firearms Possession (3 calls) Hit and Run (3 calls) Child Stealing (3 calls)	5150 (68 calls) Attempted robbery (13 calls) Burglary (19 calls) High-level fight, escalated conflict (31 calls) Child abuse (66 calls) Sexual behavior of high concern (20 calls) Off-campus people of high concern Elopement/runaway	<b>Administrative and Patrol</b> Routine patrol (197 calls) Security Check (145 calls) Stand by and Preserve (36 Calls) On View (177 calls)  <b>Police Not Needed</b> Disturbing the Peace (131 Calls) Car Stop (35 calls) Vandalism (27 calls) Abandoned Car (26 calls)

Police records show a total of 2,266 police activities recorded in 2016-17. Assuming that was a typical year, and using that figure and the 5145.13 analysis as a point of reference project future situations, the following figures emerge:

- 136 situations where police will be required (6%),
- 289 situations where a police response *could* be required, or may instead require a skilled, non-police response for de-escalation (26%),
- 1,042 situations where OSPD once would have responded, but according to BP 5143.13, it was not appropriate, so now a skilled non-police response can be applied (46%) and
- 499 situations where OSPD used to perform patrols and security checks and will now not be needed (22%).

The work of Planning Phase 1 has been to ensure that OUSD is equipped to provide these skilled, non-police responses to de-escalate situations and ensure safety, without exposing students to the risk of criminalization.

THEORY OF CHANGE

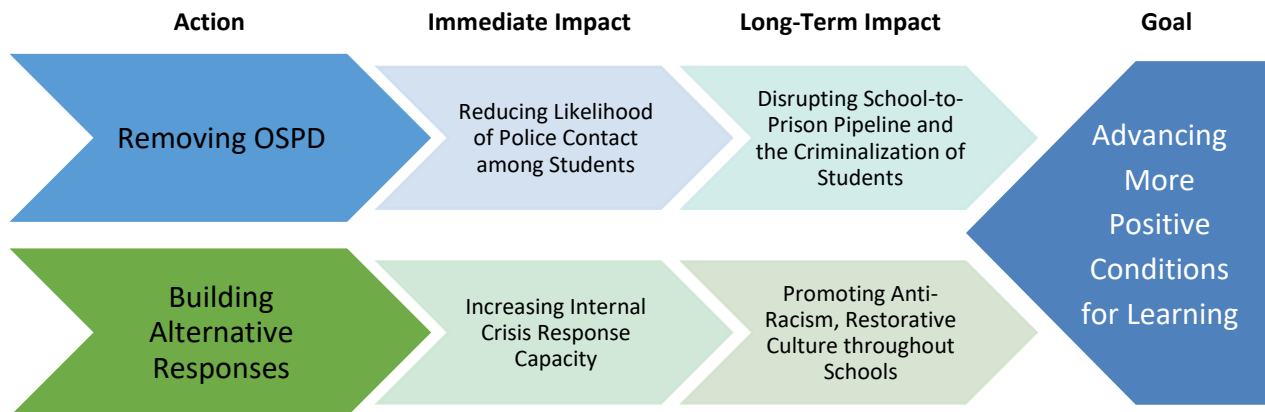
<sup>2</sup> The 2016-17 data also show 19 incidents resulting in arrest that year (.8%), a similar number and rate to that found in the 2019 data.



The foundational premise for this plan is that police presence in schools contributes to the criminalization of student behavior, enabling a school-to-prison pipeline and making schools unsafe for many students. As stated in BOP’s *People’s Plan for Police-Free Schools*, “Growing national research shows that police presence in schools does not increase school safety. Further, [school-based police officers] have been shown to increase school reliance on arrests to address discipline, to interfere with education, and to have disproportionate negative impacts on students of color and students with disabilities. Schools with police have been revealed to have higher suspension rates and longer suspension durations.”<sup>3</sup>

The overall aim of implementing the George Floyd Resolution, therefore, is to create a more positive climate for learning. The impact of such a change will be felt for all students, but in particular for Black and Brown students who experience disproportionate suspension, expulsion, and arrest throughout OUSD – OSPD data show that from 2015-2019, 67% of arrests were of Black students, during which time only 27% of the student body comprised Black students.

The theory of change for this plan is as follows: Removing officers from OUSD schools will reduce the likelihood of police contact among students, which will disrupt the school-to-prison pipeline and the criminalization of students, especially students of color and students with disabilities. Furthermore, by collaborating with community voices to devise a set of alternative, non-police responses, grounded in culturally-responsive trauma-informed de-escalation, OUSD will grow its internal capacity to respond effectively and compassionately, and alongside an intentional plan to promote trauma-informed, restorative, and anti-racist culture throughout schools, will advance a more positive conditions for learning.



The work of implementing the George Floyd Resolution is being undertaken in two phases: Phase 1 concerns meeting the compliance requirements that will enable the removal of the police by the end of 2020, including revising applicable policies and guides, building skilled non-law enforcement responses to common situations through the development of a Culture and Climate Unit, and leveraging district, city, county, and community resources to ensure supportive responses to mental health and child abuse situations. Phase 2 planning begins in January 2021 – through this process, parents, students, teachers, school administrators, district staff, and

<sup>3</sup> Black Organizing Project (2019). *The People’s Plan for Police-Free Schools*. Page 3. <http://blackorganizingproject.org/bops-peoples-plan/>; Stern, A., & Petrosino, A. (2018). What do we know about the effects of school-based law enforcement on school safety? San Francisco, CA: WestEd. <https://www.wested.org/wp-content/uploads/2018/04/JPRC-Police-Schools-Brief.pdf>



community members will be engaged to develop strategies to advance anti-racism, restorative responses, and culture and climate transformation throughout OUSD and its schools.

#### SCHOOL POLICY AND GUIDE REVISIONS

School personnel are guided by a number of policies and procedures guides that help them navigate district expectations and conform to the law, where applicable. For many years, OSPD’s role has been built into these documents. Removing OSPD from OUSD means updating and revising these policies and guides to ensure that there are no misleading references to OSPD, that OUSD personnel understand the various (old and new) resources available to help de-escalate and repair harm, and that they align with the spirit and purpose of the George Floyd resolution. A working group of planning participants met to discuss the policies and procedural guides listed in this plan.

#### BOARD POLICY & ADMINISTRATIVE REGULATION REVISIONS

A review of OUSD’s Board Policies (BPs) and Administrative Regulations (AR) revealed 35 policies that referred to the role of the police in OUSD, including but not limited to specific expectations for OSPD, which has been subject to OUSD’s Board Policies. It is worth noting that OUSD policies cannot dictate the actions of Oakland Police Department (OPD) officers, although OUSD policies can lay out expectations for how and when OUSD personnel engage OPD. A working group comprising BOP members, OUSD administrators, attorneys, and community representatives reviewed all 35 policies and made the following changes and revisions:

- BP & AR 3515.3 (District Police Department) and BP 5145 (Tracking and Reducing Student Contacts With and Arrests By Law Enforcement: OSPD Responsibilities and Obligations) were all deleted, as they pertained entirely to OSPD and are therefore no longer relevant or applicable.
- BP 5131.4 (Campus Disturbances) was simplified to limit the role of law enforcement to consultant on writing and developing a safety plan, as required by Ed Code. The sentence stating that students “shall” be disciplined for involvement in campus disturbances was changed to “may.”
- AR 5145.11 (Questioning & Apprehension) was revised to establish the expectation that OUSD staff will limit calls to police to situations when there is a real and immediate physical threat and will request that law enforcement who ask to enter school premises identify themselves and the reason for their visit.
- BP 5145.13 (Tracking and Reducing Student Contacts With and Arrests By Law Enforcement: OUSD Responsibilities and Obligations) was modified to include language to minimize the use of law enforcement in resolving conflicts, disturbances and crises, and to obligate OUSD to collect and regularly report data related to law enforcement activities on campuses.
- BP 5145.12 (Search and Seizure) was not changed, because it does not pertain to the roles of law enforcement officers, although it was flagged for review during Phase 2 as it is out of alignment with the George Floyd Resolution.
- AR 5113.1 (Truancy) was changed slightly to comply with California Ed Code 48260. It was also flagged for further review during Phase 2 as it directs the district to impose highly punitive and criminalizing responses to poor school attendance and represents an onramp to the school-to-prison pipeline.
- 8 additional policies included references to OSPD, which simply needed to be omitted from the policy language (BP 1113, BP 3150, BP 3515.5, AR 3516.2, AR 5144.1, AR 4112.6, BP 5030, and BP 10000).
- 9 policies simply required that the reference to 3515.3 be deleted, as that entire policy was deleted (AR 5125, AR 3515, BP 0450, AR 3515.2, AR 3515.4, AR 3515.6, BP 5131.7, BP 5144, and BP 1400).
- 10 policies that mention police or law enforcement were reviewed but did not require any change – they did not specifically name OSPD and the references to other law enforcement still apply.



Code Number	Policy Type	Title	Description of Policy	Notes on Changes	Justification
3515.3	BP	District Police Department	Outlines the existence of OSPD within OUSD.	Deleted.	This policy pertains entirely to OSPD, so the policy is no longer applicable.
3515.3	AR	District Police Department	Describes the operational function of OSPD within OUSD.	Deleted.	This policy pertains entirely to OSPD, so the policy is no longer applicable.
5145.14	BP	Tracking and Reducing Student Contacts With and Arrests By Law Enforcement: OSPD Responsibilities and Obligations	Describes OSPD’s role in schools, given the commitments laid out in BP 5145.13 (above), including the expectation that OSPD share its call, incident, and arrest data with OUSD.	Deleted	This policy pertains entirely to OSPD, so the policy is no longer applicable.
5131.4	BP	Campus Disturbances	Describes the expected responses to disturbances on campus throughout OUSD, including the role of OSPD in responding thereto.	Language was simplified to limit the role of law enforcement to consultation on the writing and development of safety plans, as required by Ed Code.  The sentence stating that students “shall” be disciplined for involvement in campus disturbances was changed to “may.”	Ed Code 32280-32289.5 School safety plans specifies that law enforcement shall be consulted in the development of safety plans, but does not dictate the involvement of law enforcement in campus disturbances.  The reference to the <u>requirement</u> for disciplining students for involvement in campus disturbances was found to be unnecessary.



Code Number	Policy Type	Title	Description of Policy	Notes on Changes	Justification
5145.11	AR	Questioning and Apprehension	<p>Describes procedures for questioning and apprehending students, including the role of OSPD, and includes the following language:</p> <p>“Police officers, officers of the juvenile court, and other authorized law enforcement officials have an <u>absolute right</u> to enter a school to take a student into custody or to make an arrest of a student.” (emphasis added)</p>	<p>Removal of all references to OSPD.</p> <p>Revised to establish the expectation that OUSD staff will limit calls to police to situations when there is a real and immediate physical threat and will also request that law enforcement who request to enter school premises identify themselves and the reason for their visit.</p>	<p>References to OSPD are no longer applicable.</p> <p>This policy must include protections for students and cannot reflect practices that criminalize student behavior and perpetuate the school-to-prison pipeline, in order to support the spirit and purpose of the George Floyd Resolution.</p>



Code Number	Policy Type	Title	Description of Policy	Notes on Changes	Justification
5145.13	BP	Tracking and Reducing Student Contacts and Arrests By Law Enforcement: OUSD Staff Responsibilities and Obligations	Describes OUSD's commitment to improving outcomes for Black students, promoting non-punitive responses to student behavior, stopping the unnecessary criminalization of students, and restricting the role of police in schools to only what is necessary to maintain safety.	<p>Removal of all references to OSPD.</p> <p>Addition of language that obligates OUSD to provide school personnel with information to help minimize the use of law enforcement in resolving conflicts, disturbances and crises.</p> <p>Addition of language obligating OUSD to track and make regular data requests to law enforcement agencies to ensure close and accurate monitoring of police calls, citations/incident reports, and arrests.</p>	<p>References to OSPD are no longer applicable.</p> <p>This policy must reflect the prioritization and focus on non-police responses to student behavior in order to support the spirit and purpose of the George Floyd Resolution.</p> <p>The expectation for data delivery from OSPD to OUSD, as detailed in BP 5145.14, will no longer be applicable because that policy is being deleted. The need, however, for regular and accurate monitoring of police still applies for monitoring equity, ensuring accountability, and communicating with the community. Additionally this information will be integral for assessment and evaluation.</p>
5145.12	BP	Search and Seizure	Describes the protocols for search and seizure of students and student property by non-police district and school personnel.	No change.	This policy does not pertain to OSPD, but it was found to be problematic and out of alignment with student rights as outlined by the American Civil Liberties Union, as well as the spirit and purpose of the George Floyd Resolution. The planning team flagged this policy for review and potential revision during Phase 2.





Code Number	Policy Type	Title	Description of Policy	Notes on Changes	Justification
5113.1	AR	Truancy	Describes OUSD responses to students defined as truant, including a definition of truant. It also provides for the potential arrest of the truant student, contains several references to the involvement of juvenile probation authority, stipulates for the ultimate referral to juvenile court, and names the parent/guardian as potentially subject to prosecution for the student’s truancy.	Minor changes to comply with state law.  Revised to update when a peace officer can issue a written warning and discretionary nature of juvenile court jurisdiction.	This policy catalogs a set of punitive responses to a student’s poor attendance and creates a clear pathway into justice involvement for behavior that should not be considered criminal. It criminalizes student behavior and does not reflect the spirit and purpose of the George Floyd Resolution. It aligns with California Ed Code 48260, but it may be possible to scale back the punitive measures. This review is slotted for Phase 2.
1113	BP	District and School Web Sites	Describes parameters by which the district may establish and maintain a website, and includes the provision that it shall not be a condition of their employment that “public safety officers” consent to having their photos published.	Reference to “public safety officer” conditions of employment and 3515.3 deleted.	OUSD will no longer be employing “public safety officers” and 3515.3 has been deleted, so these references are no longer applicable.
3150	BP	Results Based Budgeting	Describes budgeting processes, including alignment with Local Control Accountability Planning.	Delete reference to paying “School Police” as site-based budget consideration (Section 4.c).  Change reference to “Safety and Security Officers” to “Culture and Climate Positions”	OSPD has been dissolved so this reference is no longer applicable. The Safety and Security Officer position has been re-named.



Code Number	Policy Type	Title	Description of Policy	Notes on Changes	Justification
3515.5	BP	Sex Offender Notification	Describes the district’s response to notifications regarding sex offender register, including establishing a relationship with local law enforcement.	<p>The following has been deleted: Role of District Police/Security Department</p> <p>In accordance with law, Board policy and administrative regulation, the district police/security department may disseminate information about registered sex offenders to the school community. The district police/security department shall consult with local law enforcement and the Superintendent or designee prior to any such dissemination.</p> <p>(cf. 3515.3 - District Police/Security Department)</p> <p>The district police/security department shall maintain records of the means and dates of dissemination for five years. (Penal Code 290.45)</p>	OSPD has been dissolved so this reference is no longer applicable. Other references to local law enforcement are unchanged.
3516.2	AR	Bomb Threats	Establishes protocol in the event of a bomb threat.	The following sentence was deleted: “School police officers may assist in this search.”	OSPD has been dissolved so this reference is no longer applicable. Other references to law enforcement are unchanged.



Code Number	Policy Type	Title	Description of Policy	Notes on Changes	Justification
5144.1	AR	Suspension And Expulsion Process	Describes procedures for suspension and expulsion, including but not limited to communication with families, and references to the district discipline matrix.	The following sentence was deleted: "The Oakland School Police Department (OSPD) exists to support the educational mission of the District by ensuring the safety and security of the District's students, staff, and property."	OSPD has been dissolved so this reference is no longer applicable.
4112.6	AR	Personnel Records	Describes requirements for maintaining personnel files.	The following sentence was deleted: "Personnel files for district police or security officers shall be maintained and accessed in accordance with Government Code 3305-3306.5 and AR 3515.3 - District Police/Security Department." Reference to 3305-3306.5 deleted.	OSPD has been dissolved so this reference is no longer applicable.
5030	BP	Wellness	Recognizes social, emotional, and physical health as important to student outcomes.	In the sentence: "Emergency and Disaster Preparedness: To create a safe environment conducive to learning, each principal shall ensure the development of an annual comprehensive site level safety plan, with the support of OUSD Police Services," the reference to OUSD Police Services was deleted.	OSPD has been dissolved so this reference is no longer applicable.



Code Number	Policy Type	Title	Description of Policy	Notes on Changes	Justification
10000	BP	Conflict of Interest Code	Establishes the district’s conflict of interest disclosure expectations, and lists specific positions in “Indicated Required Disclosure Categories,” including “Chief of Police.”	Delete reference to “Chief of Police”	OSPD has been dissolved so this reference is no longer applicable.
5125	AR	Student Records	Defines student records (including some the specification that “Records of the law enforcement unit of the district” are not student records).	Reference to 3515.3 deleted	3515.3 has been deleted so this reference is no longer applicable. Note, however, that while the “law enforcement unit of the district” no longer exists, such records, collected during the years that OSPD existed, may still exist, and the provision that these records do not constitute “student records” still applies.
3515	AR	Campus Security	Describes potential campus security procedures that are consistent with the goals and objectives of the district's comprehensive safety plan and site-level safety plans.	Reference to 3515.3 deleted	3515.3 has been deleted so this reference is no longer applicable.
0450	BP	Comprehensive Safety Plan	Articulates the district’s commitment to ensuring all schools have a comprehensive safety plan.	Reference to 3515.3 deleted	3515.3 has been deleted so this reference is no longer applicable.
3515.2	AR	Disruptions	Authorizes the principal or designee of a school to direct a disruptive person to leave school grounds (provides exception for students and parents/guardians of students).	Reference to 3515.3 deleted	3515.3 has been deleted so this reference is no longer applicable.



Code Number	Policy Type	Title	Description of Policy	Notes on Changes	Justification
3515.4	AR	Recovery For Property Loss or Damage	Describes procedures for reporting lost property and attempting to recover value, including the expectation that law enforcement be notified when appropriate.	Reference to 3515.3 deleted	3515.3 has been deleted so this reference is no longer applicable.
3515.6	AR	Criminal Background Checks for Contractors	Establishes the expectation for criminal background check for contracts, with some exceptions described.	Reference to 3515.3 deleted	3515.3 has been deleted so this reference is no longer applicable.
5131.7	BP	Weapons and Dangerous Instruments	Prohibits weapons and dangerous instruments from campus, with some exceptions.	Reference to 3515.3 deleted	3515.3 has been deleted so this reference is no longer applicable.
5144	BP	Discipline	Establishes the district’s commitment to disciplinary policies that further the mission of serving the whole child, eliminate inequality in the use of punitive consequences, and provide each child with excellent teachers who are equipped to promote academic and behavioral learning.	Reference to 3515.3 deleted	3515.3 has been deleted so this reference is no longer applicable.
1400	BP	Relations Between Other Governmental Agencies And The Schools	Establishes the expectation that the district will maintain good working relationships with representatives of other government agencies.	Reference to 3515.3 deleted	3515.3 has been deleted so this reference is no longer applicable.



Code Number	Policy Type	Title	Description of Policy	Notes on Changes	Justification
3516.3	AR	Earthquake Emergency Procedure System	Describes earthquake preparedness and response. Mentions that the principal may request assistance from “county or city civil defense office or fire and police department.”	No change (consider changing He/She to He/She/They)	No Change/ Minor Edit
5142.3	AR	Safety and Dating Violence	Describes a range of responses to dating violence, including but not limited to prevention education, counseling, disciplinary action, and reporting to law enforcement when legally required.	No change	References to law enforcement are consistent with revised mental health protocols
1112	BP	Media Relations	Describes district’s media relations, including the provision that media may be restricted in the event that law enforcement has designated a crime scene.	No change	No Change – OSPD is not named, and other references to law enforcement still apply.
3511	AR	Energy and Water Conservation	Establishes water conservation goals and states that the district’s energy emergency action plan shall include guidelines for coordination with local police, fire department, etc.	No change	No Change – OSPD is not named, and other references to law enforcement still apply.
3544	BP	Vehicle Use	Describes expectations for vehicle use in the execution of district business, including the requirement that law enforcement be notified in the event of an accident.	No change	No Change – OSPD is not named, and other references to law enforcement still apply.



Code Number	Policy Type	Title	Description of Policy	Notes on Changes	Justification
4156.3	AR	Employee Property Reimbursement	Establishes that district employees may seek reimbursement for property stolen or intentionally destroyed while being used for work-related purposes, and includes the expectation that a police report be completed within 3 days of a crime.	No change	No Change – OSPD is not named, and other references to law enforcement still apply.
4158	BP	Employee Security	Establishes that workplaces should be safe, and allows for employee discretion in notifying law enforcement if a person is in possession of an injurious object on school grounds/event.	No change	No Change – OSPD is not named, and other references to law enforcement still apply.
4161.2	AR	Personal Leaves	Describes allowances and restrictions on personal leaves, including the expectation that the employee provide a police report in the event of a domestic violence or sexual assault incident that prompts a leave.	No change	No Change – OSPD is not named, and other references to law enforcement still apply.
5131.4	AR	Campus Disturbances	Establishes that school staff shall respond to campus disturbances in accordance to schools’ emergency response plans, including when to involve police.	No change	No Change – OSPD is not named, and other references to law enforcement still apply.

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Code Number	Policy Type	Title	Description of Policy	Notes on Changes	Justification
5141.4	BP	Child Abuse Reporting Procedures	Describes child abuse prevention and reporting.	No change	No Change – OSPD is not named, and this policy is reflected in new protocols for child abuse responses.





## GUIDE REVISIONS

Alongside the aforementioned district policies, the planning team reviewed several of the guides that help OUSD personnel navigate responses to behavior and situations that previously entailed an OSPD response.

## CLASSROOM GUIDE/EMERGENCY PREPAREDNESS MANUAL REVISIONS

The manual that schools use to guide responses to a variety of emergency situations (e.g., intruder on campus, bomb threat, weapons on school property, etc.) made frequent reference to enlisting OSPD. The working group reviewed several of these references and made a series of edits, which were reviewed by OUSD's Emergency Preparedness Program Manager, OUSD attorneys, and consulting attorneys for BOP. The revisions include: removing 25 references to OSPD, adding in language that clarifies how schools can utilize behavioral health resources, clarifying some circumstances when 911 should be called, and including the ways that Climate & Culture Ambassadors and Assistants can help de-escalate certain situations (see Appendix 4).<sup>4</sup>

## DISCIPLINE AND INTERVENTION MATRIX

The Discipline and Intervention Matrix lists 9 student rule violations as requiring notification to police. These 9 items have been reviewed and revised to ensure that the guide does not create unnecessary police involvement. Additional changes were made to ensure that this guide aligns with other OUSD policies and recent guide revisions (see Appendix 4).

## COMPREHENSIVE CULTURE GUIDE

The OUSD Secondary Comprehensive Culture Guide has been revised in the following ways to ensure alignment with the George Floyd Resolution:

- Appendix 8: Oakland Schools Police Mandatory Safety Protocol (pp. 73-75) contained multiple references to OSPD and was authored by OSPD. These pages were replaced with a more nuanced Law Enforcement Protocol detailing the minimum legal requirements for contacting and notifying law enforcement.

<sup>4</sup> Many instances will always require a 911 call, for emergency responders such as fire department, ambulance, or police, as indicated in the Classroom Guide/Emergency Preparedness Manual, including:

Bomb threat/discovery of a bomb

Medical emergencies

Fire

Death on school site (including suicide)

Serious injury (e.g., resulting from suicide attempt, violence, accident, etc.)

Drive-by shooting on school site

Shooting, sniper, or person brandishing a weapon or explosive

Armed robbery or hostage situation

Abduction/kidnapping (observed or suspected)

Major violent crime in progress (e.g., sexual assault, attempted murder, etc.)

Mass casualty (e.g., bomb, fire, biological/chemical attack, etc.)

Emergency building evacuation (e.g., fire, hazardous materials/fumes, gas leak, etc.)

Any operational failure that puts lives in danger (e.g., broken water, steam or gas lines)

Lightning strike of the building

Any other situation where lives are in danger



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- Appendix 16: Student Discipline and Intervention Matrix is reproduced in this guide and will be updated according to all changes made.
- A visually-accessible guide will be added that provides guidance for common situations that will require de-escalation, mental health support, calling 911, or notifying OPD through the non-emergency number.<sup>5</sup>

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### SAFETY PLAN TEMPLATE AND INSTRUCTIONS REVISIONS

The OUSD guidelines for creating School Safety Plans includes multiple references to OSPD. It has been revised in the following ways to ensure alignment with the George Floyd Resolution:

- Section 3: District Safety Policies & Procedures: The Oakland Schools Police Mandatory Safety Protocol is embedded in this document, so revisions to that will be reflected here, as well.
- Section 7: OUSD Emergency Response and Notification Protocol: OSPD are built into the emergency and post-emergency flowcharts and must be removed (note: for emergencies a 911 call is required).

### CULTURE & CLIMATE UNIT

The district has employed 57 Safety and Security Officers (SSOs) who are not police, but who do serve a security function. In addition to calling for the dissolution of OSPD, BOP's *People's Plan for Police-Free Schools* also calls for a re-imagining of the SSO role. It states, "School security personnel have an important role in schools because they are predominantly Black and Brown and have roots in the East Bay; they tend to have relationships with Oakland families and communities of color and have backgrounds working with children and youth of color. School security personnel can be trained/deployed as caring adults to enhance safety on and around the school grounds."

### REVISED ROLES

Data for past calls for service to the Oakland Schools Police Department show that schools were typically calling for incidents that, according to Board policy (i.e., BP 5145.13), did not require police response, and that these incidents were also responded to by a variety of other roles. The data also indicate that schools need additional non-police support in certain concrete areas (e.g. student psychiatric emergencies, de-escalation), which are also responded to by a variety of other roles. For example, data showed that the single most common category for which OSPD responded was "disturbing the peace," which is not something that necessitates an armed police response, and which was often responded to by school administrators, restorative justice practitioners, mental health providers, Safety and Security Officers (SSOs), and other adults on campus.

In light of the elimination of OSPD, OUSD, in partnership with BOP and other stakeholders, are re-envisioning these roles and discussing training and certification processes for these roles. The new culture and climate-focused unit will re-imagine school-based and central-based roles that help ensure that OUSD involves city's police only when necessary or required by law and have sufficient non-police support to address schools' needs.

The newly-envisioned approach differs from the previous approach in a number of ways, included in the list below:

- Relationship building and community keeping approach at the core;
- More emphasis on prevention of conflicts and safety issues through relationships with students, families, community;

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<sup>5</sup> If a crime has taken place but it does not constitute an emergency, the Classroom Guide/Emergency Preparedness Manual directs staff to notify OPD via their non-emergency number or online crime report system. A notification to law enforcement does not necessarily require an on-site police intervention.

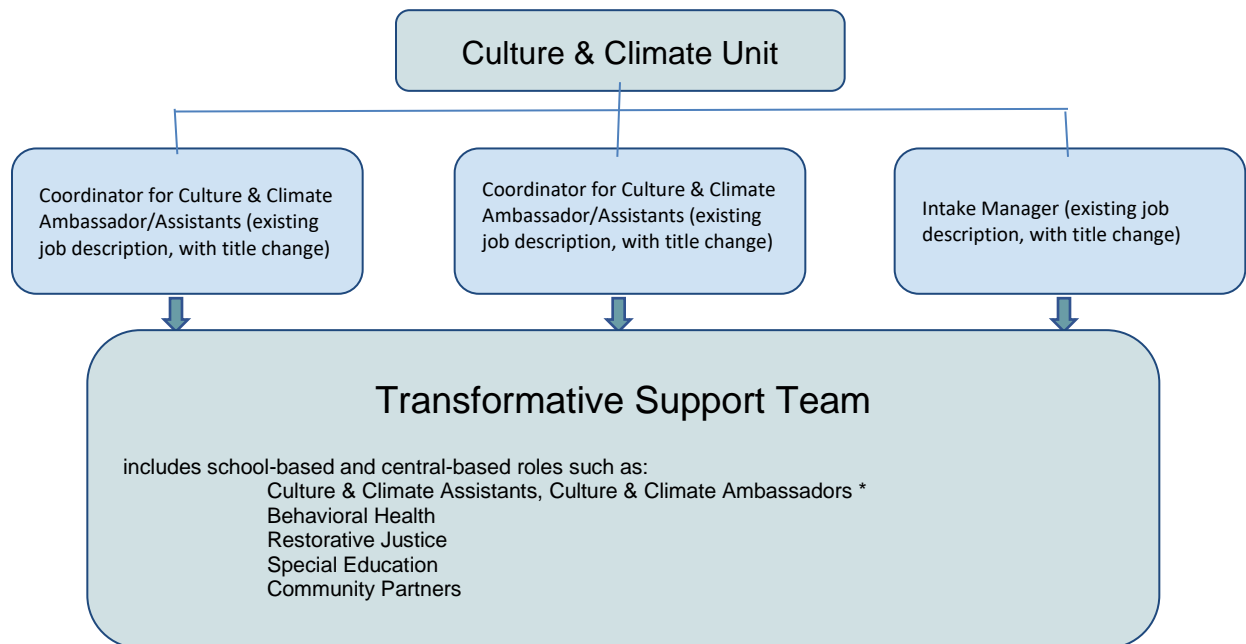


- No longer the schools’ “guards” or “bouncers” but rather trained and certified keepers of the schools’ culture and climate (e.g. without handcuffs);
- Part of a collaborative school-site team focused on “culture and climate” of the school, comprising:
  - Administrators
  - Culture & Climate Ambassadors & Assistants
  - Counselors, Mental Health Providers, Behavioral Health Staff
  - Community School Managers
  - Case Managers
  - Family liaisons, community assistants, family navigators
  - Restorative Justice Facilitators
  - All staff with daily interactions & relationships with students (janitorial, bus drivers, after school program staff)

REVISED REPORTING STRUCTURE

Campus SSOs formerly reported to OSPD. The new Culture & Climate Ambassadors and Assistants will sit within a different reporting structure, as shown below.

CULTURE AND CLIMATE UNIT ORGANIZATIONAL CHART



\* No reduction of existing site-level FTEs (currently SSO positions)  
 \*\* Pending Board approval of job title change

The structure of this unit allows for schools to make requests for support for which the Intake Manager may allocate Transformative Support Team members to respond with appropriate support and transformative practices.



## MENTAL HEALTH AND CHILD ABUSE CRISIS RESPONSE

The analysis of police data showed that OSPD were often called in response to mental health crises, suicidal ideation, and suspected child abuse. Additionally, principals cited student mental health emergencies and Child Protective Service issues as among the situations for which school staff traditionally rely upon OSPD. The planning team, including district and community behavioral health practitioners, advocates, parents, and attorneys, agreed that, with a clear, effective, and responsive set of protocols in place, these types of crises could be effectively addressed without the involvement of police officers. They developed the responses described in this section which leverage district, county, city, and community resources that already exist and require no additional budgetary expenditure (beyond training and coaching for all staff in the new protocols).

### RESPONSE TO MENTAL HEALTH CRISES

California Welfare and Institutions (WIC) code 5150 states that, “when a person, as a result of a mental health disorder, is a danger to others, or to himself or herself [or themselves], or gravely disabled,” he/she/they may be held for assessment, evaluation, and crisis intervention or treatment for up to 72 hours. The OSPD data showed that since 2014, OSPD has responded to an annual average of 66 incidents labeled as WIC 5150, with an additional 27 per year labeled “Mental Illness,” and 16 suicide attempts – that’s a total of 109 calls per year on average which require a specialized mental health response.

In the absence of OSPD, there is a risk that in the face of these mental health crises, school personnel will call upon Oakland Police Department (OPD) for assistance. Some school principals noted in a letter to the OUSD superintendent that they were concerned that an OPD response would be slower, less empathetic, less restorative, less respectful, and less de-escalating than that of OSPD.<sup>6</sup> Indeed, a review of research shows that people with mental illness are highly vulnerable to police encounters and at greater risk for perceived resistance, use of restraint, and deadly force.<sup>7</sup>

School principals (and assistant principals) are essential actors in how students experiencing a mental health crisis are supported – this was reinforced by reflections by OSPD personnel who noted that 5150s tend to “spike” when principals are out on professional development. This suggests that the presence of skilled leadership on campus helps to prevent the need for a police response to students experiencing a mental health crisis. Furthermore, within OUSD, mental health staff from OUSD’s Behavioral Health Department and contracted providers often respond in such cases, so OUSD has already strong consulting and support capacity around mental health crises. The revised and clarified mental health crisis response, therefore, intentionally builds upon the resources of school site leadership and existing mental health response capacity.

Recognizing that police encounters can be traumatizing for people with mental illness as well as other students and staff, that supportive adults on campus reduce the need for law-enforcement responses to mental health crises, and that trained mental health professionals are needed in many mental health crisis situations, the planning team developed a clear set of responses to mental health crises that do not include the use of police.

<sup>6</sup> Harrington, T. (2020). Oakland school board unanimously agrees to eliminate its police force. *EdSource*, June 25, 2020. <https://edsources.org/2020/oakland-school-board-unanimously-agrees-to-eliminate-its-police-force/634544>

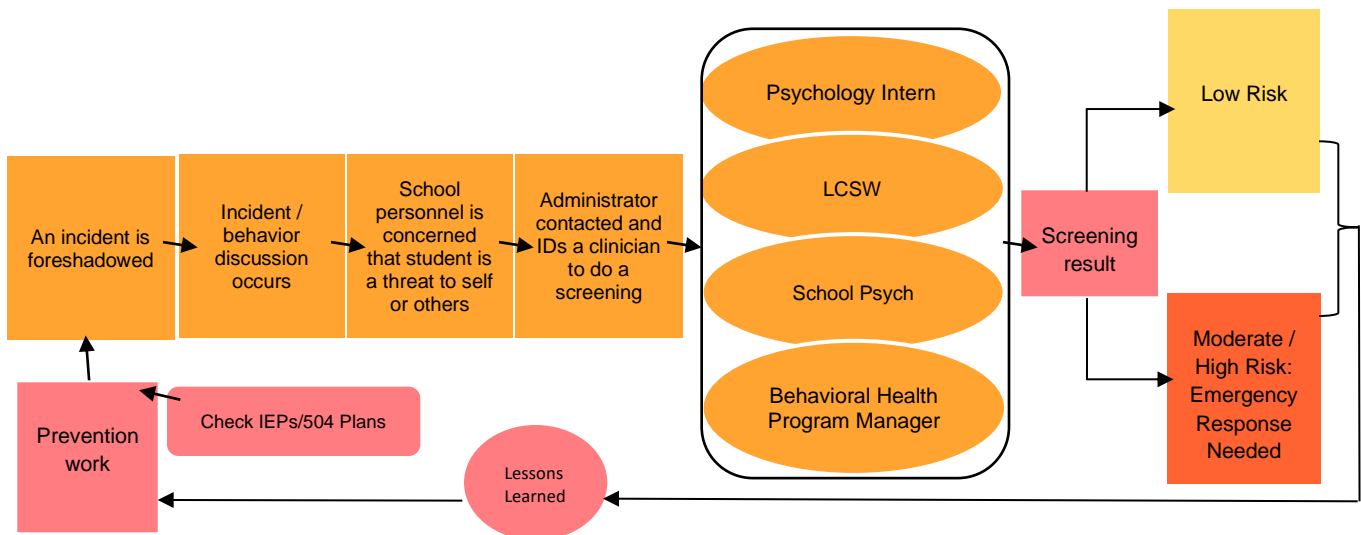
<sup>7</sup> Fuller, D.A., Lamb, H.R., Biasotti, M., and Snook, J. (2015). *Overlooked in the Undercounted: The Role of Mental Illness in Fatal Law Enforcement Encounters*. Arlington, VA: Treatment Advocacy Center. <https://www.treatmentadvocacycenter.org/storage/documents/overlooked-in-the-undercounted.pdf>



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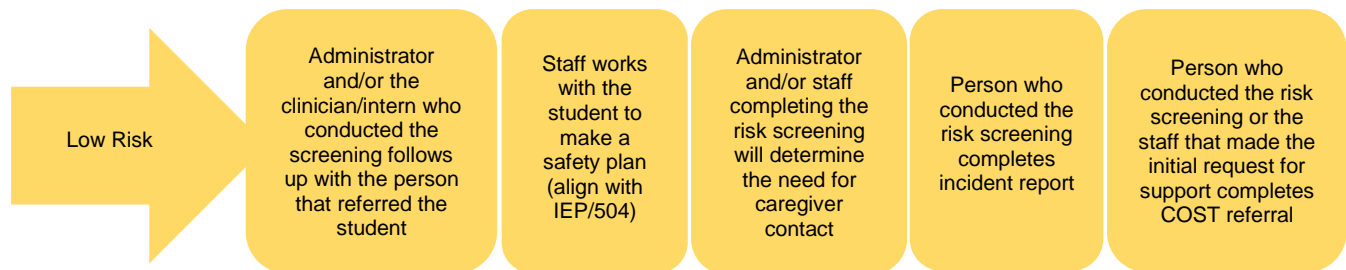
This response begins with prevention work which includes 1) relationship and trust-building between adults on campus, students, and families, 2) ensuring the presence of social workers and mental health providers on campus through collaboration with the OUSD Behavioral Health Department as well as community-based organizations, and 3) administrators and teachers keeping apprised of students’ IEP, 504 and COST plans, especially those that detail behavioral intervention plans. This prevention work will ensure early detection of potential mental health crises (“foreshadowing”). When school personnel become aware that a student may be posing a threat to self or others, the school administrator or designee will be contacted in order to pull in an appropriate behavioral health professional to conduct a screening. Clinical support for such a screening can be sought through the district Behavioral Health Department, the school psychologist, or a licensed clinician or intern (often on campus through existing partnerships with community-based providers). The screening will determine the risk level of the situation (low, moderate, or high), which will determine next steps.

MENTAL HEALTH CRISIS RESPONSE DIAGRAM



The next set of steps depend upon the risk level that has been determined. If the situation is low risk, the administrator and/or the clinician (or intern) who conducted the assessment works with the student to make a safety plan, to follow up with the person who made the referral, and to determine whether it is appropriate to follow up with the parent/guardian/caregiver. This person also completes an incident report which goes to the school site administrator, the Network Superintendent, and to the district Behavioral Health Department,, and makes a referral to the school’s Coordination of Services Team (COST), where behavioral health supports are triaged and student supports are coordinated using a multidisciplinary team approach.

FOLLOW-UP STEPS FOR LOW-RISK SITUATIONS

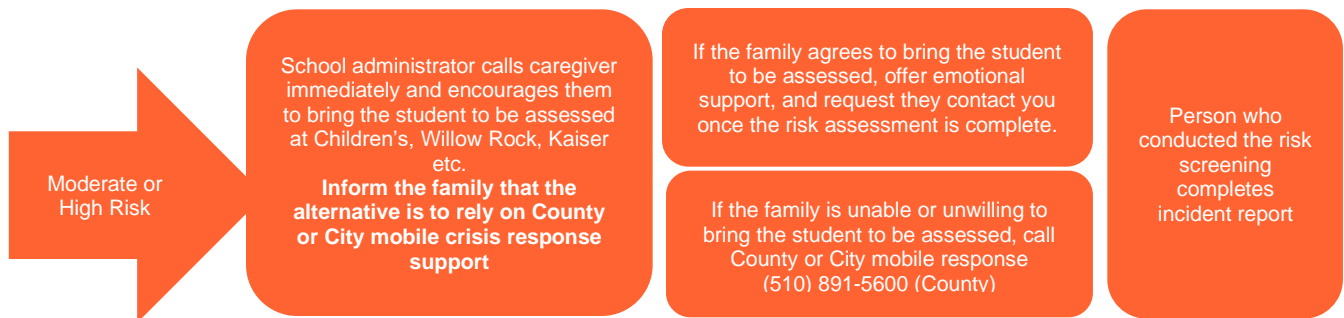




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For situations that are assessed as moderate or high risk, the administrator contacts the caregiver immediately and lets them know that there is a need for the student to be assessed in a competent facility, including but not limited to County or City mobile response programs, Children’s Hospital, Willow Rock Center, Kaiser, or their own mental health provider. If the family is unable or unwilling to bring the student to be assessed, the school administrator immediately calls the County or City mobile mental health crisis response. The school administrator, with the assistance of an onsite or centrally-based clinician, continues to offer emotional support and follow-up with the student’s family, and the person who conducted the screening completes an incident report.

**FOLLOW-UP STEPS FOR MODERATE-TO-HIGH RISK SITUATIONS**

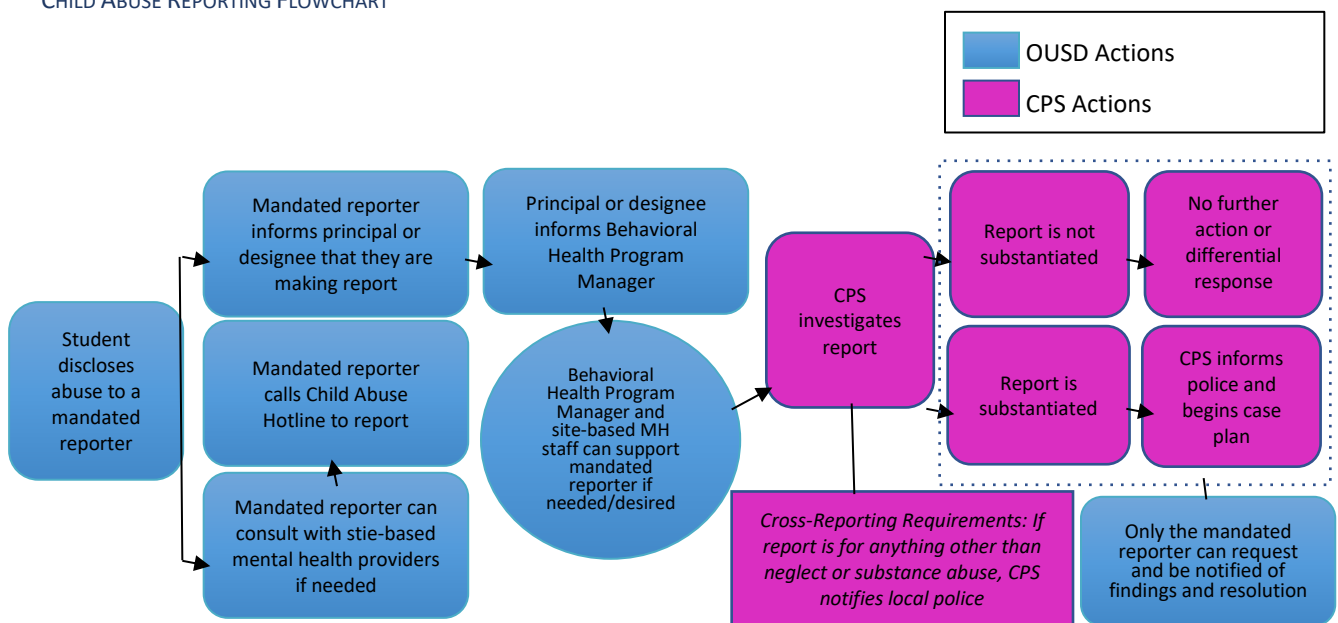


After an incident, the behavioral health lead will ensure that all incident reports are completed and that all parties are de-briefed. Any lessons learned from the incident response will be noted as a part of the debrief – the Behavioral Health Department and individual sites will incorporate lessons learned into future incident responses.

**CHILD ABUSE RESPONSES AND CHILD PROTECTIVE SERVICES**

The analysis of OSPD data referenced earlier showed that in 2016-17 there were 66 calls to Oakland School Police in response to the discovery or suspicion of child abuse. Guidelines for responses to child abuse were reviewed by a team of behavioral health practitioners, attorneys, community providers, and parents who developed the following flowchart to ensure prompt and effective responses that minimize the role of law enforcement.

**CHILD ABUSE REPORTING FLOWCHART**





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OUSD’s previous emergency preparedness guidelines directed school personnel to enlist the support of Child Protective Services (CPS), school counselors, and the district Behavioral Health Department, and to call the police in the event that child abuse or sexual assault was discovered or suspected. This was true whether the abuse was intrafamilial or extrafamilial. In the new protocol, all concerns of abuse will be routed through CPS who will subsequently advise whether police involvement is required by law. This will help ensure the elimination of unnecessary calls to police. In cases of rape and recent sexual trauma, where the police are necessary to conduct a criminal investigation, school personnel are still directed to call the police (at the OPD number specified for reporting sexual assault).

**TRAINING PLAN**

In order to ensure that in the absence of OSPD, school personnel do not end up frequently calling 911 or making direct calls to OPD, all school staff must be trained in these new protocols, and that multiple sets of associated visual guides must be provided to and maintained at all school sites. New school administrators will be required to undergo training in these mental health and child abuse response protocols. Additionally, annually, before students return from summer break, school administrators, social workers, and community-based providers of behavioral health services should receive a refresher training in mental health and child abuse response protocols. Additional trainings are recommended for Phase 1 (as shown in the chart below), and further training recommendations are expected to emerge in Phase 2 planning, as well, which will be incorporated into a comprehensive training plan.

	Train on new protocol and flow chart for mental health emergencies	Trauma Informed and Culturally Relevant Verbal De-escalation Training	Mental Health First Aid Training	School Crisis Prevention Intervention (CPI) Training (Verbal and Physical De-escalation)
<b>Culture &amp; Climate Ambassadors and Assistants</b>	☑	☑	☑	☑
<b>School Administrators</b>	☑	☑	☑	
<b>All Teachers</b>	☑	☑	☑	
<b>Special Education Teachers and Support Staff</b>	☑	☑	☑	☑
<b>Behavioral Health Staff (District + CBO)</b>	☑	☑		

In order to bring this approach to life, trainings should:



ATTACHMENT A: GEORGE FLOYD DISTRICT SAFETY PLAN

- be scenario-based, hands-on, drawing from real life and from authentic engagement with students, families, community members;
- be focused on the relational approach, rooted in transformative practices,
- be coupled with ongoing consultation, job embedded coaching and supported through professional learning communities to ensure that the new skills and practices are implemented.

Furthermore, to the extent possible, employees should be recognized when they put into practice the behaviors, practices, and values associated with these training topics. Also, the district must commit to allocating adequate professional development time and days to these issues.

PHASE 2 PLANNING

Phase 2 planning will begin with outreach to enlist a broad array of stakeholders who will either commit to participate as part of the Phase 2 Planning Team, or to serve as key informants. The goals for Phase 2 are as follows:

Phase 2: Innovation & Transformation Objectives	
<b><u>Anti-Racism Training &amp; Accountability:</u></b>	Creating district-wide procedures and processes to ensure OUSD personnel at all levels actively counteract systemic and interpersonal racism – including but not limited to anti-racism training capacity building and employee accountability systems job performance measures that align with anti-racist practices
<b><u>Positive, Restorative School Climate &amp; Culture:</u></b>	Developing a detailed plan that builds on current strategies and programs and advances positive, restorative, and racially equitable school culture and climate, further shifting away from punitive, exclusionary, responses to student behavior that disproportionately disadvantage Black and Brown students
<b><u>Trauma-Informed De-Escalation:</u></b>	Building skills among all student-facing personnel, including but not limited to Culture & Climate Assistants & Ambassadors
<b><u>Progress Monitoring &amp; Evaluation:</u></b>	Ensuring close monitoring of implementation of the George Floyd Resolution, including but not limited to measuring potential impacts on school safety, racially disproportionate use of discipline, and arrests

While the specific content and strategies for Phase 2 have not been set, as they will be determined through the community-driven planning process, it is expected that the Phase 2 plan will at minimum include: a school personnel training plan, a plan to conduct ongoing anti-racism training, support for ongoing culture & climate work, and a progress monitoring & evaluation strategy. It will also detail resource allocation and budget information for implementation, as well as a timeline.

SCHEDULE FOR PHASE 2 PLANNING

Phase 2 planning will begin in 2021 and will be co-convened by OUSD and BOP. The following milestones are expected to help guide the work, which will include engagement of a broad array of community stakeholders.





Milestone	Description/Notes
<b>Define work groups for Phase 2 Plan, identify potential members, and create meeting schedule</b>	Co-convenor group to begin plan for Phase 2 Design begin in new year
<b>Invite Phase 2 Design Team members</b>	Ask them to hold times for bi-weekly planning meetings
<b>Create draft agenda for first Phase 2 Design Team Meeting</b>	Agenda for the first Phase 2 Design Team should be tight. Brief overview of project aims and data that frames the work.
<b>First Phase 2 Design Team Bi-Weekly Meeting</b>	Set framing, deliverables and timeline for working groups - - breakout into working groups
<b>Community Engagement and Listening Sessions</b>	Engage students, teachers, school administrators, central office, and community stakeholders to inform plan
<b>Deadline for Plan Completion</b>	First draft due for internal review and for first Board reading; Revised Plan submission date

**BUDGET**

The dissolution of OSPD creates the opportunity to reinvest OSPD funding toward implementing the George Floyd Resolution. As the table below illustrates, the total budget allocated for OSPD for the 2020-21 year was \$6,246,855. Estimated remaining salary & compensation for eliminated positions in 2020-21 and final OSPD department expenses comprise \$3,424,873. Salary and compensation to support transitioning from OSPD to new culture & climate unit (including HR, and risk management) amounts to an estimated \$633,960, and new and proposed culture and climate positions and changes are estimated to total \$375,438. After subtracting all of these expenditures, an estimated \$1.8 million will remain from the OSPD budget for the 2020-21 school year, which is earmarked for planning, training, documentation and evaluation, and other investments to support the full implementation of both Phase 1 and Phase 2 of George Floyd Resolution planning. Please note that all of the numbers in the table below are estimates.

Description	Budget Estimate Summary
Revised 2020-21 OSPD Budget	\$6,246,855
Estimated Remaining Salary & Compensation for Eliminated Positions in 2020-21 and final OSPD Dept expenses	(\$3,424,873)
Remaining Budget for Positions Transitioning from OSPD to New Culture & Climate Unit, HR, and Risk Management	(\$633,960)
New/Proposed Culture and Climate Positions and Changes in Comp 3/1/2021-6/30/2021	(\$375,438)
Remaining Budget for Phase 1 Training and Phase 2 Design	<b>\$1,812,584</b>

Category	Description	Estimated Allocation
Planning, Documentation & Evaluation	Costs associated with community engagement and facilitation for Phase 2, Phase 2 documentation, and process monitoring and evaluation for the whole plan (to ensure fidelity in implementation, outcome tracking, and continuous improvement)	~\$1,812,584

**ATTACHMENT A: GEORGE FLOYD DISTRICT SAFETY PLAN**



Training/Professional Development	Training for Culture & Climate Ambassador and Assistants; Professional development for school administrators and school personnel (plus costs for substitutes as needed); Training for central office and community partners	
Phase 2 Implementation Costs	Additional expenditures associated with the implementation of Phase 2, which will be determined during Phase 2 planning	



APPENDIX 1: GEORGE FLOYD RESOLUTION

Board Office Use: Legislative File Info.	
File ID Number	20-1337
Introduction Date	06-10-2020
Enactment Number	
Enactment Date	



# Memo

**To** Board of Education

**From** Shanthi Gonzales, Board Vice President  
Roseann Torres, Board Member

**Board Meeting Date** June 10, 2020

**Subject** Elimination of Oakland Schools Police Department

**Action** Approval by the Board of Education of Resolution No. 1920-0260 - George Floyd Resolution to Eliminate the Oakland Schools Police Department

**Background** The Oakland Unified School District employees its own police force. The Oakland Schools Police Department includes both sworn officers and non-sworn employees such as school safety officers.

**Discussion** The proposed resolution would eliminate the Department and the sworn officers. It would direct the Superintendent to reallocate funds previously used for sworn police officers toward student support positions such as school-based social workers, psychologists, restorative justice practitioners, or other mental or behavioral health professionals, as the budget supports, to meet the needs of students. It would also direct the Superintendent to launch, by no later than July 17, 2020, an inclusive, community-driven process – involving parents, students, teachers, school administrators, student support staff, the Black Organizing Project, and other community partners – for completing a revised District safety plan with strategies for enhancing student learning, safety, and well-being within the District.

**Fiscal Impact** Net impact dependent on cost of additional positions or costs added, if any

**Attachment** Resolution No. 1920-0260 - George Floyd Resolution to Eliminate the Oakland Schools Police Department

Oakland Unified School District  
Board of Education

RESOLUTION NO. 1920-0260

George Floyd Resolution to Eliminate the Oakland Schools Police Department

**WHEREAS**, the Oakland Unified School District ( "District") has an obligation to promote the healthy development of each one of its students, which includes protecting them from the impact of systemic racism and violence to the greatest extent possible while they are at school; and

**WHEREAS**, it has become clear that the District can no longer sit quietly and employ its own police force amid countless acts of violence, particularly against black men and boys; and

**WHEREAS**, in wake of the brutal murder of George Floyd in the city of Minneapolis by Minneapolis Police Department officers on May 25, 2020 and in response to the local, national and international demands for justice to end anti-black racism and policing practices; and

**WHEREAS**, evidenced by school districts across the country, there are multiple resources and pathways to ensuring school safety that the District has already begun employing such as Restorative Practices and Restorative Justice; and

**WHEREAS**, as a result of the persistent deaths of innocent Black citizens in the United States at the hands of police officers, the Minneapolis, Denver, Portland and Chowchilla school districts, along with others across the country, are terminating contracts with police departments for the policing of schools and, therefore, students; and

**WHEREAS**, it is no longer fiscally possible or financially sustainable to invest in the current structure of safety practices with a police department within the District; and

**WHEREAS**, the District has a long record of disproportionately suspending, expelling, involuntarily transferring and arresting Black male and female students, thereby involving them in the criminal justice system while students lose important time from classroom; and

**WHEREAS**, since the 2015- 16 School Year, Black students made up 26% of the enrollment and yet made up 73% of arrests, accounting for 3 out of 4 of the arrests in our schools, and in the last four years there were over 9,000 calls for service to the police on students; and

**WHEREAS**, such a deeply embedded and institutionalized form of preemptive policing has extremely significant consequences, foreclosing opportunities toward graduation, college, and employment for Oakland's Black youth, school policing is fundamentally undermining the economic and public health of the Black community by restricting access and opportunity; and

**WHEREAS**, throughout the 2013-2018 School Years, Oakland Unified School District spent over \$9.3 million dollars on the Oakland Unified School District Police Department, excluding the unarmed school site security officers while, in the past three years, laying off 33 Restorative Justice Coordinators and only 3 School Police officers; and

**WHEREAS**, having police in school buildings, the District exposes Black students and all students of color, who comprise 90% of the student body in the District, to early police contact as a result of our police in and around schools, which can lead to higher chances of being criminalized, compared with the remaining 10% of students who are White; and

**WHEREAS**, the perpetuation of the school-to-prison pipeline is incompatible with our goal of creating safe, healthy, and equitable schools for all District students.

**NOW, THEREFORE, BE IT RESOLVED** that the Board of Education (the “Board”) directs the Superintendent to take the steps necessary to eliminate the Oakland Schools Police Department prior to the beginning of the 2020-21 school year, or as soon thereafter as legally permissible; and

**BE IT FURTHER RESOLVED**, that the Board directs the Superintendent to ensure that henceforth the District will be no longer employ law enforcement or armed security presence of any kind within District schools but may utilize the Oakland Police Department in emergency situations requiring law enforcement; and

**BE IT FURTHER RESOLVED** that the Board directs the Superintendent to reallocate funds previously used for sworn police officers toward student support positions such as school-based social workers, psychologists, restorative justice practitioners, or other mental or behavioral health professionals, as the budget supports, to meet the needs of students; and

**BE IT FURTHER RESOLVED** that the Board directs the Superintendent to launch, by no later than July 17, 2020, an inclusive, community-driven process – involving parents, students, teachers, school administrators, student support staff, the Black Organizing Project, and other community partners – for completing a revised District safety plan with strategies for enhancing student learning, safety, and well-being within the District; and

**BE IT FURTHER RESOLVED** that the Superintendent or her designee shall provide at least two reports to the Board during the 20-21 school year on the progress of the community-driven process in creation of a District safety plan, with adoption no later than December 31, 2020; and

**BE IT FURTHER RESOLVED** that this Resolution supersedes and voids the portion of Resolution No. 1920-0214, adopted by the Board on March 4, 2020, which directed the Superintendent to, among other things, “develop an alternative Safety Plan that could be put in place if the Board elected to eliminate all non-school site staff sworn officers of the Oakland Schools Police Department” and to present the alternative Safety Plan “to the Board no later than September 2020.”

Passed by the following vote:

PREFERENTIAL AYE:

PREFERENTIAL NOE:

PREFERENTIAL ABSTENTION:

PREFERENTIAL RECUSE:

AYES:

NOES:

ABSTAINED:

RECUSED:

ABSENT:

CERTIFICATION

We hereby certify that the foregoing is a full, true and correct copy of a Resolution passed at a Regular Meeting of the Board of Education of the Oakland Unified School District held on June 24, 2020.

Jody London  
President, Board of Education

Kyla Johnson Trammell  
Secretary, Board of Education



APPENDIX 2: PEOPLE'S PLAN FOR POLICE-FREE SCHOOLS

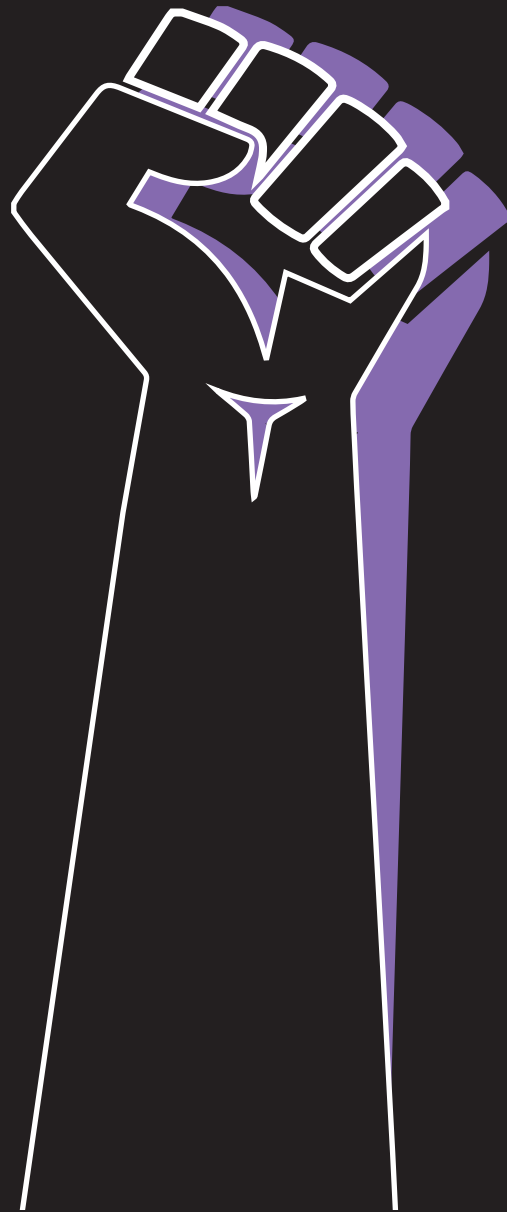


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# THE PEOPLE'S PLAN FOR POLICE FREE-SCHOOLS

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2019



THE BLACK ORGANIZING PROJECT

# Black Organizing Project, The People's Plan for Police-Free Schools OUSD Implementation Proposal

## TURNING WORDS INTO ACTION: WILL OUSD'S CRISIS OF HUMAN RIGHTS FALL INTO A CRISIS OF LEADERSHIP?

Oakland Unified School District (OUSD) has a long record of disproportionately suspending, expelling, involuntarily transferring and arresting Black students into the criminal justice system. Black Organizing Project (BOP) has been engaged with OUSD leadership over this human rights crisis since we launched our Bettering Our Schools Campaign (BOSS) in response to the murder of Raheim Brown by an Oakland school police officer in 2011.

*OUSD has the information it needs to act. The question is, will they take action?*

Over the past 8 years, BOP has organized students, families and community members to provide OUSD leadership with countless personal testimonies, feedback from community forums, and one-on-one meetings. We have provided abundant data demonstrating the disproportionate harms of the school-to-prison pipeline on students and families of color. We have channeled the groundswell of protests and community outrage at the high profile police murders of Black men from Sacramento to Ferguson to Oakland into demands for dismantling OUSD's school-to-prison pipeline.

In response, we have heard OUSD leaders express support for reform. We have seen them respond to community advocacy by agreeing to implement a complaint policy for families and an MOU with the Oakland Police Department to limit police involvement at school. We have seen them adopt restorative justice and trauma-informed practices as district priorities and designate schools as sanctuaries for immigrant families. In the process, some leaders have even shared with us their own negative personal experiences with law enforcement in our communities.

Despite this, the continued presence of armed police in our schools is a blatant contradiction of everything OUSD claims to stand for. A growing body of research shows that aggressive policing is a threat to physical and mental health, especially for vulnerable communities of color. You cannot have OSPD officers in schools causing trauma and harm for Black and Brown students and also say that you are for restorative justice or trauma-informed practices. You cannot allow 73% of students arrested to be Black (who are 26% of students enrolled) and claim to be for equity and putting students first. The district's commitment to providing "sanctuary" for immigrant students and families rings completely hollow as long as OUSD fails to stop the hemorrhaging of Black students and families from OUSD due to the toxic climate created by policing, criminalization and push out.

OUSD is also contributing to unsustainable and degrading structures of anti-Blackness. By having police in the enclosed public space of school buildings, the district is exposing Black students and students of color to early police contact and higher chances of being criminalized. Oakland schools are socializing Black students to experience police surveillance, containment and suppression as normal. Such a deeply embedded and institutionalized form of preemptive policing has extremely significant consequences. By foreclosing opportunities toward graduation, college and employment for Oakland's Black youth, school policing is fundamentally undermining the economic and public health of the Black community by restricting access and opportunity.

# Black Organizing Project, The People's Plan for Police-Free Schools OUSD Implementation Proposal

Finally, let us remember that police presence in Oakland schools has a racist past that needs to be shed and undone. Historians have documented how, in the 1940s and 1950s, Black students and Black families migrating to Oakland from the South were framed in a racist rhetoric of “black delinquency” and “black dysfunction” which led to school and police collaboration. In the 1960s, policing in school and zero-tolerance policies were at the heart of containment strategies and rhetoric used against the Black Power movement in general and the Black Panther Party in particular. In the 1980s, Oakland was a testing ground for the state’s first attempts by right-wing legal advocates and pro-prison “tough on crime” proponents to impose police in schools through the passage of Proposition 8 “Victims’ Bill of Rights.” For three decades since then, Black Oakland has been under a siege of divestment, dislocation, gentrification and mass incarceration. Policing, punishment and criminalization have invaded every facet of Black life. OUSD is openly participating in continuing this racist legacy.

What follows is a community-driven implementation plan to achieve police-free schools by 2020 by reinvesting the school police budget into supports for the whole child and students with disabilities. We call on OUSD to join a growing list of school districts—from Toronto to Pomona—who are actively implementing solutions like these to achieve authentic student safety. In doing so, OUSD has the opportunity to provide leadership for broader community concerns. In Oakland today, schools are closing and communities are being pitted against each other with declining student enrollment, rivalries between public and charter schools, and social spending austerity. These trends cannot be separated from the continued dislocation and displacement of the Black community in Oakland and in the Bay Area. Destabilized schools foster an increasingly toxic climate—inside and outside the classroom—that pushes Black families out in tandem with increased housing costs and gentrification schemes. Nor can we ignore state and city budgets that continue to sacrifice education and social service programs to ever-growing policing and incarceration budgets. Black Oakland’s human rights crises are all interlinked: housing and gentrification, mass incarceration, and the future of education. We can take a powerful step towards addressing these concerns by ending racialized policing in OUSD.








## *Will OUSD leadership answer the call?*



*Protection From What? Safety For Who? This photo was captured on Wednesday October 23rd, 2019 at a public Oakland Unified School District School Board Meeting.*




# Part 1: Divest from School Policing by Eliminating the Oakland School Police Department by 2020 and Barring any Future Contracts with Law Enforcement

## WHY IS THIS SOLUTION IMPORTANT?

-  In the Bay Area and nationally, the racist institutional history and current realities of policing in communities of color make school police an inherent part of the school-to-prison pipeline for children and youth of color.
-  OUSD data on disproportionate enforcement and school policing impacts show that Oakland's Black youth are currently being harmed by school policing.
-  School policing contradicts OUSD's values of equity, sanctuary and putting students first. It directly undermines OUSD's commitment to restorative justice and trauma-informed practices.
-  Growing national research shows that police presence in schools does not increase school safety. Further, SROs have been shown to increase school reliance on arrests to address discipline, to interfere with education, and to have disproportionate negative impacts on students of color and students with disabilities. Schools with police have been revealed to have higher suspension rates and longer suspension durations.
-  Of 18 school districts in Alameda County, OUSD is the only district to have its own internal police department, costing over \$2.3m annually not including an additional \$4m+ spent on security personnel that contributes to the overall criminalizing and punitive school discipline climate.
-  Reinvesting the \$2.3m+ school police budget into increased supports for the whole child and for students with disabilities will more effectively provide for student safety
-  A growing number of school districts have eliminated, reduced or are considering eliminating or reducing police presence in schools because of equity concerns. These include Coachella Valley, Pomona, Sacramento, and Piedmont in California as well as Toronto, the largest school district in Canada.

## IMPLEMENTATION NEXT STEPS:

Using best practices for organizational restructuring and change management, OUSD will engage key central departments (especially Legal, Human Resources, Communications, School Networks Supervision Team) to create a detailed plan to eliminate OSPD by the end of 2020. OUSD will consult with BOP and other community stakeholders in developing this plan. This will include a district communication plan for schools, educators, students, families and the broader community; a communication's package for each school; a transition plan for school leaders in buildings affected by the reductions, led by the School Networks Supervision Team; job transition planning and support from Human Resources for reduced staff. If necessary, OUSD will contract for temporary change management services.

-  OUSD will ensure community is at the lead to bring community models and partnerships that could be resources for this change management; leverage community to the table (let us bridge the district to resources).
-  Ensure that the workforce reduction in OSPD is not replaced/substituted through any contract for services from another law enforcement agency.
-  OUSD will work with community stakeholders (BOP, teachers union) to create a plan for reinvesting the \$2.3m+ budget of the OSPD in supports for the whole child and for students with disabilities as outlined below.



## Part 2: Reorganize the Campus Safety and Security Program Under the Department of Equity or Behavioral Health and Restructure the Role of Security Personnel to Become Mentors and Peace/Culture Keepers

### WHY IS THIS SOLUTION IMPORTANT?

- ❏ The Campus Safety and Security Program and its 86 School Security Officers currently report to the OSPD, they are a part of an organizational structure and mission/philosophy that contribute to the school-to-prison pipeline in OUSD.
- ❏ School security personnel should be housed within a department that is aligned with the equity, restorative justice and trauma-informed practices priorities of OUSD.
- ❏ School security personnel have an important role in schools because they are predominantly Black and Brown and have roots in the East Bay; they tend to have relationships with Oakland families and communities of color and have backgrounds working with children and youth of color.
- ❏ School security personnel can be trained/deployed as caring adults to enhance safety on and around the school grounds.

### IMPLEMENTATION NEXT STEPS:

Using best practices for organizational restructuring and change management, OUSD will engage key central departments (especially Legal, Human Resources, Communications, School Networks Supervision Team) to create a detailed plan to move the Campus Safety & Security Program under the Department of Equity or Behavioral Health by the end of 2020. OUSD will consult with BOP and other community stakeholders in developing this plan.

### The reorganization plan will include provisions to:

- ❏ Restructure the role of security personnel to emphasize peace-keeping, culture-keeping and restorative justice (revising the job descriptions).
- ❏ Change the job title of security personnel to reflect new responsibilities (Peacekeeper/School Climate Specialist).
- ❏ Revise hiring procedures to include student, teacher, community and school educator presence on each school's hiring committee to ensure a good fit with each school community.
- ❏ Implement a new training curriculum for peacekeepers/school climate specialists to support their new practices, culturally responsive de-escalation, working with students with disabilities, mental health roles, emphasizing trainings in restorative justice, trauma-informed health first aid, equity and bias mitigation, and Title IX procedures.
- ❏ Increase collaboration between peacekeepers/school climate specialists and special education, behavioral health and mental health staff; Fully integrate peacekeepers/school climate specialists into the Coordination of Services Teams (Student Support Teams).

# Part 3: Reinvest \$2.3m+ OSPD Budget into Hiring Additional School Mental & Behavioral Health and Special Education Staff

## WHY IS THIS SOLUTION IMPORTANT?

- ❏ Many students who are currently being criminalized at school have mental health needs, behavioral health needs or disabilities. Policing and criminalization disproportionately impacts them and often causes deeper harm or trauma. These students and their schools need stronger support.
- ❏ Growing national research shows that negative encounters with law enforcement lead to adverse mental health outcomes, including symptoms of anxiety, depression, and posttraumatic stress disorder. Among youths, exposure to violence from school-based law enforcement officers has been linked to “denial of educational and social growth”—both key determinants of health—and ethnographic research indicates that current policing practices alter key developmental processes among Black male adolescents. In summary, aggressive policing is “a threat to physical and mental health,” especially for vulnerable communities. (See Appendix below).
- ❏ Currently OUSD staffing levels for school-based mental-health fall far short of national recommendations for student to staff ratios. In SY18-19, the ratio of students per school psychologist was 965:1, for school social workers the ratio was 1619:1 and for counselors it was 984:1. In contrast, the National Association of School Psychologists recommends ratios of 500-700:1 for psychologists, 400:1 for social workers, and 250:1 for counselors. We recognize that the district’s agreement with the Oakland Education Association requires a 500-550:1 ratio for counselors in secondary grades (6-12) and that the district is currently meeting that expectation with a ratio of 499:1. But the district must achieve adequate staffing levels across all grades for counselors and must dramatically increase staffing levels for the critical roles played by school psychologists and social workers. When schools lack adequate staff in these roles to support students’ social and emotional needs as well as the needs of students with disabilities, educators become more frequently overwhelmed and resort to calling police in distress.

## IMPLEMENTATION NEXT STEPS:

- ❏ OUSD will develop a proposal for re-allocating to schools over \$2.3m OSPD budget for hiring additional school-based counseling/mental/behavioral health staff, special education staff and/or restorative justice staff. Staffing decisions would rest with each school and could include aides, paraprofessionals, coordinators, and teachers in these areas. OUSD will develop this plan in consultation with relevant OUSD central office units (especially the School Networks Supervision Team, Special Education Department, Student Services Department, Behavioral Health Department, Counseling Department), the Oakland Education Association, BOP, and other community stakeholders.
- ❏ Expand culturally rooted, healing-centered “rites of passage” programs to all high school and middle schools. Scale a range of culturally-rooted healing practices and trauma informed approaches across all schools in the district. Initiate a mapping of community partners to collaborate with in these areas.

# Part 4: Establish a Community Oversight Committee to Review and Redress all Student and Family Complaints Regarding Interactions with Law Enforcement or School Security Personnel

## WHY IS THIS SOLUTION IMPORTANT?

- Given the impacts, complexity and difficult history behind disinvesting from school policing, OUSD needs an accountability partner in the community to ensure the successful implementation of this plan.
- District accountability regarding student and family complaints regarding school police and school discipline is off track. In response to community demand, OUSD created a complaint policy. To date, the resolution rate for complaints is unacceptably low. Complaints have not been adequately investigated and addressed.
- Many calls to police from schools are for behavior or school discipline-related issues which should not require any law enforcement involvement [OUSD's \$6.5m Problem] (according to the discipline matrix in OUSD policy).
- As we look forward to an OUSD without school police, it is imperative that a Community Oversight Committee be in place to monitor OPD activity in schools (since it will be OPD who will respond to emergencies in lieu of OSPD).

## IMPLEMENTATION NEXT STEPS:

In consultation with BOP and other community stakeholders, OUSD will establish the Community Policing and Security Oversight Committee as a permanent body which will:

- Have a voting membership of which the majority represents the community rather than the district or schools; includes members representing students and families impacted by disproportionalities, educators, community special education advocates, community mental health advocates; and does not include members representing law enforcement.
- Monitor data regarding school and educator referrals to law enforcement.
- Have a protocol for receiving and documenting student or family complaints regarding interactions with law enforcement or school security.
- Have a protocol for overseeing investigations of student or family complaints (conducted by district staff).
- Have a protocol for directing redress of harms, including options for requiring the provision of mental health or academic services or any additional supports to repair harm done to a student or family.
- On a semi-monthly basis provide publicly available reports to the OUSD Board.

## Part 4: Myths and Frequently Asked Questions

**Q: Aren't we legally required to have police in schools? OUSD decided in 2001 to eliminate OSPD but a lawsuit reversed the decision.**

**A:** No school district is legally required to station police in schools. OUSD is the only district in Alameda County that has its own police force. Workforce reductions are a normal component of school district management and there are legal and illegal ways of conducting them. OUSD's legal mistake in 2001 was not the decision to eliminate the OSPD positions; school districts eliminate positions all the time. Their mistake was the combination of reducing those positions but then turning right around and "replacing" them by contracting with the Oakland Police Department for policing services. You cannot legally terminate an employee on the basis of eliminating their position and then hire someone else to provide those same services. This is one reason why future OUSD contracts with any law enforcement agency must be barred. It's also important to remember that Oakland historically never had police in schools and never asked for police to be put in schools. This was put upon us and this is not the first time we have tried to remove police from schools.

**Q: What happens if a real emergency happens in a school and there is no OSPD officer there—who will respond?**

**A:** OUSD is within the jurisdiction of the Oakland Police Department and OPD has the legal responsibility to provide emergency response, just as it currently provides every day to the 48 charter schools in OUSD that do not currently have any OSPD officers stationed at them. OUSD is actually the exception among Alameda County school districts as being the only district wasting \$2.3m+ of its budget annually to fund a separate internal police department, while also spending millions on security personnel, in spite of being located within a city that provides policing services (already resourced at about half of the City of Oakland's budget).




**Q: I agree we should remove police from our schools, but if we do it right away, won't it cause chaos?**

**A:** School districts regularly reorganize services to continuously improve. Whether the change goes smoothly or causes chaos is a function of how well the district manages the change. As with any other reduction or reorganization, it is essential that the district work carefully with its Legal, Human Resources, Communications and School Networks Supervision Teams to create a plan for the transition that incorporates change management best practices and that includes appropriate resources to manage the change effectively. It is also critical that the \$2.3m+ budget of the OSPD be strategically reinvested in supports for the whole child and students with disabilities with an eye to supporting authentic student safety.







# Science for Police-Free Schools

## PUBLIC HEALTH IMPACTS OF POLICING

-  No reduction in school crime. A review of 40 years of evaluations of school policing showed no positive impact on school crime or delinquency. Stern and Petrosino, What Do We Know About the Effects of School Based Law Enforcement on School Safety, West Ed Justice and Prevention Research Center, April 2019.
-  No increase in student safety. The amount of student victimization is the same regardless of the level of school security. Students' perceptions of safety are significantly lower in schools with more security. Females, African-American, Latino and Low SES students feel significantly less safe in schools with higher levels of security. Presence of school police associated with higher rates of suspension overall and with greater racial disparity in suspension rates. Finn, J.D. & Servoss, T.J. (2014). Misbehavior, suspensions, and security measures in high school: Racial/ethnic and gender differences. *Journal of Applied Research on Children: Informing Policy for Children at Risk*, 5 (2), Article 11.
-  Presence of school police triples the odds of the school having a high number of arrests and widens the racial disparity in arrest. Servoss, T.J. & Finn, J.D. (2016, April). Racial/ethnic disparities in school exclusions: The role of school security. Paper presented to the Annual Meeting of the American Educational Research Association.

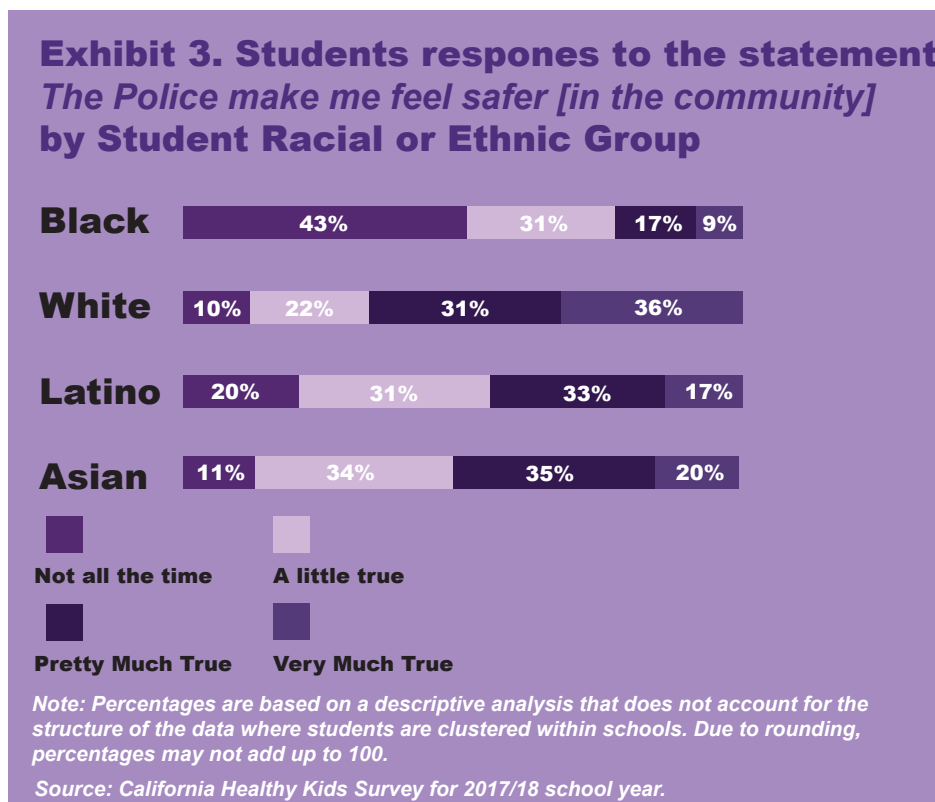
## PUBLIC HEALTH IMPACTS OF POLICING

-  Young men of color who reported more police contact also reported higher anxiety scores, controlling for their demographic characteristics and criminal involvement. Furthermore, their anxiety symptoms were significantly related to the number of times they were stopped and to how they perceived the critical encounter was conducted. Greater anxiety was found among respondents reporting more intrusive police stops. Furthermore, intrusive police stops were significant independent predictors of PTSD in young men. *American Journal of Public Health* Geller A, Fagan J, Tyler T, Link BG. Aggressive Policing and the mental health of young urban men. *Am J Public Health*. (2014);104:2321–2327.
-  Neighborhood-level frisks and use of force were linked to elevated levels of psychological distress among men living in these neighborhoods. Sewell AA, Jefferson K, Lee H. Living under surveillance: gender, psychological distress, and stop-question-and-frisk policing in New York City. *Social Science & Medicine*. 2016;159:1–13.
-  Residents of neighborhoods with high rates of law enforcement use of force were at increased risk for diabetes and obesity. Sewell AA. The illness associations of police violence: differential relationships by ethnoracial composition. Available at: <https://onlinelibrary.wiley.com/doi/full/10.1111/socf.12361>. Current policing practices alter key developmental processes among Black male adolescents. Jones N. “The regular routine”: proactive policing and adolescent development among young, poor black men. *New Directions for Child Adolescent Development* 2014;143:33–54.
-  In youth, witnessing police violence culminates in symptoms of posttraumatic stress disorder (PTSD), substance abuse, depression, poor self-rated health, attentional impairment, poor school performance, and school suspensions and expulsions. Boynton-Jarrett R, Ryan LM, Berkman LF, Wright RJ. Cumulative violence exposure and self-rated health: a longitudinal study of adolescents in the United States. *Pediatrics* 2008;122(5):961–970.

# Science for Police-Free Schools (Cont'd)

## PUBLIC HEALTH IMPACTS OF POLICING (CONT'D)

- Police treatment functions as a social determinant of health, with unique implications for children. In the journal *Pediatrics*, Boyd states that "Policies that incentivize police contact with civilians for minor infractions or perceived criminality result in neighborhoods where police contact is relatively common or unduly hostile. Among young men who report frequent encounters with police, symptoms of anxiety and trauma are more common. Thus, individuals who are repeatedly, incorrectly deemed suspicious, and subsequently questioned or searched, although not arrested, may harbor stress as a result of those encounters. In youth, the cumulative impact may lead to adverse adult health outcomes." She recommends that pediatricians "partner with school administrators to support student disciplinary policies that minimize punitive contact with police."
- In analysis of student data from the California Healthy Kids Survey, it was found that, compared to their White peers, Asian, Black, and Latino students in California reported feeling less safe with the police in their communities. This trend was particularly pronounced for Black students. The data also suggest that the presence of police in school was less likely to make students of color, particularly Black students, feel safer at school. See Figure below:



Nakamoto, J., Cerna, R., & Stern, A. (2019). High school students' perceptions of police vary by student race and ethnicity: Findings from an analysis of the California Healthy Kids Survey, 2017/18. San Francisco, CA: WestEd.

# STAND WITH BOP



*Pictured Above: BOP members convene for an action, October 26th 2019 in Oakland, California.*

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*We wish to acknowledge Forward Change for their research & writing support.  
In addition, a special thanks to Dignity in Schools Campaign California for their courageous  
movement building support and authentic solidarity, that helped make The People's Plan possible.*

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APPENDIX 3: PLANNING PROCESS PARTICIPANT LIST

Organization	Planning Process Participant
BOP	*Jessica Black, Black Sanctuary Director Nadia Brooks, Member Leader Manuel Criollo (through Forward Change) Tumani Drew, Youth Member and OUSD Graduate Ebony Johnson, Member Leader *Daniel Kim (through Forward Change) Oscar Lopez (through East Bay Community Law Center) *Tia Martinez (through Forward Change) *Desiree McSwaine-Mims, Member Leader & OUSD Parent *Rebecca Peterson, Member & OUSD Parent Zoe Rawson (through Forward Change) Savanna Shange, BOP Supporter
OUSD	Matin Abdel-Qawi, Superintendent of High School Network Jennifer Blake, Executive Director Special Education Andrea Bustamante, Executive Director Community Schools Student Services David Cammarata, Special Education Coordinator, Young Adult Program, Career Transition Services Andrea Epps, Deputy General Counsel Cary Kaufman, Special Education Coordinator Misha Karigaca, Coordinator Attendance and Discipline Support Services *Jenine Lindsay, Executive Director Labor Relations LaResha Martin, Network 4 Superintendent Barbara McClung, Director Behavioral Health Jules Milstead, SSO Coordinator *Curtiss Sarikey, Chief of Staff Sandra Simmons, Clinician Behavioral Health *Jody Talkington, Senior Director Strategic Projects Holly Wilson, Behavior Specialist Network 4
Community Based	Ishmael Armendariz, OEA Vice President Teiahsha Bankhead, Restorative Justice for Oakland Youth Jodie Geddes, RJOY Healing Circles Coordinator Janine Grantham, Boys & Girls Club Fania Davis, Restorative Justice for Oakland Youth Macheo Payne, Community & Youth Outreach Kampala Taiz-Rancifer, Oakland Education Association John Torres, Youth Alive Saun-Toy Latifa Trotter, Program Manager School Based Behavioral Health, UCSF Benioff Children’s Hospital Oakland
Facilitation & Writing	* Moira DeNike *Sangita Kumar, Be the Change *Greg Hodge, Khepera Consulting

*\*Members of the co-convenor team*



APPENDIX 4: REVISED POLICIES

# ~~OAKLAND UNIFIED SCHOOL DISTRICT~~

## ~~Board Policy~~

~~BP 3515.3~~

### ~~Business and Noninstructional Operations~~

#### ~~Police Department~~

~~To help ensure the safety of district students and staff and the security of district property, the Governing Board may maintain a police department that will be supervised by a Chief of Police of the Oakland Schools Police Department.~~

#### ~~Policies~~

~~Authority is delegated to the Chief of Police of the Oakland Schools Police Department to establish, review and modify the Department's internal policies, including but not limited to the Department's Operations/Policy Manual and General Orders.~~

~~(cf. 0450—Comprehensive Safety Plan)  
(cf. 1250—Visitors/Outsiders)  
(cf. 3515—Campus Security)  
(cf. 3515.2—Disruptions)  
(cf. 3515.5—Sex Offender Notification)  
(cf. 3516.2—Bomb Threats)  
(cf. 5131.4—Campus Disturbances)  
(cf. 5131.5—Vandalism, Theft and Graffiti)  
(cf. 5131.6—Alcohol and Other Drugs)  
(cf. 5131.7—Weapons and Dangerous Instruments)  
(cf. 5136—Gangs)  
(cf. 5142.1—Identification and Reporting of Missing Children)  
(cf. 5145.11—Questioning and Apprehension)  
(cf. 5145.12—Search and Seizure)~~

~~Duties of district school security officers shall be delineated in a job description developed by the Superintendent or designee.~~

~~(cf. 4119.3/4219.3/4319.3—Duties of Personnel)  
(cf. 4158/4258/4358—Employee Security)  
(cf. 4200—Classified Personnel)~~

~~Police officers shall serve and perform their duties as required by the Chief of Police of the Oakland Schools Police Department.~~

~~Police officers shall conduct themselves in ways that promote goodwill and cooperation on the part of students, district staff and the general public.~~

#### ~~Firearms~~

~~Police officers may carry firearms as authorized by law and/or regulation.~~

## ~~Parent Patrols~~

~~The district provides for volunteers or stipend parent patrols to support the district's safety and security efforts.~~

### ~~Legal Reference:~~

#### ~~EDUCATION CODE~~

~~32296-32296.9 School Community Policing Partnership grants~~

~~35021.5 School police reserve corps~~

~~38000-38005 Security and police departments~~

~~39672 School peace officers, fingerprinting~~

~~45122.1 Classified employees, conviction of a violent or serious felony~~

~~49079 Notification to teacher; student who has engaged in acts constituting grounds for suspension or expulsion~~

#### ~~BUSINESS AND PROFESSIONS CODE~~

~~7583-7583.46 Private patrol operators~~

#### ~~FAMILY CODE~~

~~6240-6274 Emergency protective orders~~

#### ~~GOVERNMENT CODE~~

~~3300-3312 Public safety officers, rights and protections~~

~~8597-8598 Peace officers~~

#### ~~PENAL CODE~~

~~290.45 Sex offenders, authority of peace officers~~

~~646.91 Emergency protective order for stalking~~

~~830-832.9 Peace officers, especially:~~

~~830.32 School district and community college police~~

~~830.6 Reserve police officers, powers and duties~~

~~832 Course of training prescribed by Commission on Peace Officer Standards and Training~~

~~832.2 School peace officers; training~~

~~832.7 Disclosure of personnel files in criminal or civil proceedings~~

~~836 Peace officers; warrants~~

~~12028.5 Taking custody of weapons~~

~~13510-13519.9 Standards for recruitment and training~~

~~13700-13702 Response to domestic violence~~

#### ~~WELFARE AND INSTITUTIONS CODE~~

~~707 List of crimes~~

~~828-828.1 Disclosure of information re minors by law enforcement agency~~

#### ~~COURT CASES~~

~~San Diego Police Officers Association et al. v. City of San Diego Civil Service Commission et al., 104 Cal.App.4th 275 (2002)~~

### ~~Management Resources:~~

#### ~~CDE PUBLICATIONS~~

~~Safe Schools: A Planning Guide for Action, 2002~~

#### ~~WEB SITES~~

~~Commission on Peace Officer Standards and Training: <http://www.post.ca.gov>~~

~~CDE: <http://www.cde.ca.gov/spbranch/safety>~~

~~Attorney General's Office, Crime and Violence Prevention Center: <http://www.safestate.org>~~



# ~~Oakland Unified School District Administrative Regulation~~

~~AR 3515.3~~

## ~~Business and Noninstructional Operations~~

### ~~District Security Department~~

~~To be employed as district school security officers, persons shall meet all the requirements for classified personnel in addition to specialized requirements as described below.~~

~~(cf. 4112.4/4212.4/4312.4—Health Examinations)~~

~~(cf. 4112.41/4212.41/4312.41—Employee Drug Testing)~~

~~(cf. 4211—Recruitment and Selection)~~

~~(cf. 4212—Appointment and Conditions of Employment)~~

~~(cf. 4215—Evaluation/Supervision)~~

### ~~Student Services Coordinator of Safety and Truancy~~

~~The district police or school security department shall be supervised by a Student Services Coordinator of Safety and Truancy designated by the Superintendent and working under the Superintendent's direction. (Education Code 38000)~~

~~Qualifications for the position of Student Services Coordinator of Safety and Truancy include, but are not limited to, completion of a peace officer training course approved by the Commission on Peace Officer Standards and Training. The Student Services Coordinator of Safety and Truancy shall comply with this requirement within one year of initial employment in this position by the district. (Education Code 38000)~~

### ~~Qualifications of Security Officers~~

~~Every school security officer shall: (Education Code 38001.5)~~

~~1. Under the conditions described in Education Code 38001.5, submit to the district copies of his/her fingerprints on forms or electronically, as prescribed by the Department of Justice~~

~~2. Be determined to be a person not prohibited from employment by a school district pursuant to Education Code 44237 or 45122.1~~

~~(cf. 3515.6—Criminal Background Checks for Contractors)~~

~~(cf. 4112.62/4212.62/4312.62—Maintenance of Criminal Offender Records)~~

~~(cf. 4212.5—Criminal Record Check)~~

~~3. Be determined by the Department of Justice to be a person who is not prohibited from possessing a firearm (Education Code 38001.5)~~

~~Each employee who works more than 20 hours a week as a school security officer shall complete a course of training developed by the Bureau of Security and Investigative Services of the Department of~~

~~Consumer Affairs in consultation with the Commission on Peace Officer Standards and Training.  
(Education Code 38001.5)~~

### ~~Equipment~~

~~Each district school security officer shall wear a badge bearing the name of the district, carry an identification card bearing his/her photograph and signature and the signature of the Superintendent, and carry any other identification data required by local law enforcement agencies. (Education Code 38003)~~

~~The district shall bear the cost of all required uniforms, equipment, identification badges and cards.  
(Education Code 38003)~~

~~7/14/04~~

# ~~OAKLAND UNIFIED SCHOOL DISTRICT~~

## ~~Board Policy~~

~~BP 5145.14~~  
~~Students~~

### ~~Tracking and Reducing Student Contacts With and Arrests By Law Enforcement: OSPD Responsibilities and Obligations~~

#### ~~1. GOALS AND ACTION PLAN~~

~~Oakland Unified School District's ("OUSD") goals are (1) to reduce disproportionate minority contact with police and the juvenile justice system and (2) to reduce the rate of school-based arrests and citations while maintaining a safe school climate.~~

~~To the extent such disparities exist, the Oakland Schools Police Department ("OSPD") shall set goals for reducing the disparities and develop an action plan to reach such goals, that should include but not be limited to officer training on topics such as implicit bias, child development and cultural competency. OSPD shall also identify any services or resources that are needed from OUSD to support students with multiple law enforcement contacts and to reduce such contacts.~~

#### ~~2. DATA TRACKING AND PUBLIC REVIEW~~

~~For purposes of this section:~~

- ~~• "School related offenses" is defined as a criminal offense occurring or originating on an OUSD school site during hours the school site is regularly open to the public or its students for school-related business.~~
- ~~• "School site" is defined as the property upon which the school is located. It also includes any location where a school-sponsored event is being held for the duration of such event.~~
- ~~• "Student" refers only to students who are enrolled in an OUSD public school (but not charter or private schools).~~

~~OSPD will provide the OUSD Board of Education ("BOE"), on a bi-annual basis, the information in (A) through (D) regarding the:~~

- ~~(A) Number of arrests of students made:
  - ~~(1) By OSPD on OUSD school sites for school-related offenses.~~
  - ~~(2) By OSPD on OUSD school sites for non-school-related offenses.~~
  - ~~(3) By OSPD off OUSD school sites for school-related offenses.~~~~
- ~~(B) Number of times OSPD issued a citation to a student.~~
- ~~(C) Number of times OSPD was called to OUSD school sites and the type of call (e.g., trespassing, disruption, battery, possession of a weapon).~~

~~(D) — Complaints: A summary of any complaints filed against OSPD officers pursuant to the OUSD Complaints Policy (Approved June 27, 2012), in the form and manner required by that policy.~~

~~Such data in (A) — (B) shall be disaggregated by offense, age, race, ethnicity, gender, and whether or not a student with an Individualized Education Plan or Section 504 Plan was arrested or cited.~~

~~The data in section (C), above, shall be reported for the first time in the summer of 2015.~~

~~The significance of disproportionate minority contact with OSPD police officers, according to the foregoing anticipated data, shall inform and impact the development of the action plan contemplated in Section 1, above. OSPD shall provide the BOE an update on any such action plan on a bi-annual basis.~~

### ~~3. — STUDENT DISCIPLINE: REDUCING LAW ENFORCEMENT CONTACT~~

~~OUSD administrators have primary responsibility to ensure consistent enforcement of school rules and policies. No OSPD officer or school security officer shall act as a school disciplinarian. Disciplining students is the responsibility of non-OSPD/non-school security officer staff.~~

~~For the commission of low-level school-based offenses, such as possession of alcohol or marijuana or physical altercations, OSPD officers should exhaust all other alternatives, such as issuing a warning, admonishing and counseling, and referring for community service, restorative justice, or mediation. OUSD shall develop a matrix for and track the use of alternatives.~~

### ~~4. — ARRESTS OR SUMMONS ON SCHOOL CAMPUSES~~

~~In an effort to minimize disruption to the learning environment, OSPD officers should consider the reasonableness of making an arrest on campus or summoning a student from a classroom. When considering whether it is reasonable to arrest or summon a student on campus, the officer should consider the following:~~

- ~~• Whether the arrest or summoning is in response to the commission of a school-related offense;~~
- ~~• The seriousness of the offense;~~
- ~~• Whether there is an imminent threat to public safety;~~
- ~~• Federal or state requirements;~~
- ~~• Whether the officer is able to accomplish the arrest by other means.~~

~~If the arrest is not reasonable given the considerations listed above, the arrest or summons of the student should be made at another time/place.~~

~~Absent exigent circumstances, OSPD officers should coordinate with designated school officials (e.g., the principal or assistant principal) if, after taking into account the reasonableness of such an arrest as outlined above, they determine it is necessary to make an arrest on campus.~~

~~A private location out of sight and hearing of other students should be arranged for the arrest of a student, where practicable, that will help avoid invasion of the student's privacy, jeopardizing the safety and welfare of other students, and further disruption of the school campus.~~

## ~~5. — OFFICER ENTRY ON SCHOOL CAMPUSES~~

~~Absent exigent circumstances, OSPD officers should notify school officials (e.g., principal or assistant principal) of their presence and/or purpose when they enter a school campus.~~

## ~~6. — ARREST AND QUESTIONING OF STUDENT SUSPECT~~

~~OSPD shall abide by Welfare and Institutions Code Section 627, which requires, among other things, that when an officer takes a minor before a probation officer at juvenile hall or to any other place of confinement pursuant to Division 2, Part 1, Chapter 2, Article 1 of the Welfare and Institutions Code, the officer shall take immediate steps to notify the minor's parent, guardian, or a responsible relative that such minor is in custody and the place where the minor is being held. This provision does not apply to when a child is taken into custody as a suspected victim of child abuse or pursuant to Section 305 of the Welfare & Institutions Code.~~

~~Absent extenuating circumstances, police will avoid interviewing and apprehending students at a school for non-school-related issues. Extenuating circumstances shall include, but not be limited to, officers entering school premises in "hot pursuit" of a suspect, or ongoing investigation of a serious nature or felony, or for child abuse investigation, or in response to an emergency, or crime being committed on school property.~~

~~Law enforcement shall make every effort to handle law enforcement related issues that are not school-related outside of school.~~

~~Immediately prior to questioning a student who is in custody, OSPD officers shall advise the student of the Miranda admonishment. The OSPD officer shall make every effort to ensure that the student fully understands the Miranda admonishment, including by checking for understanding and explaining any terms that may or may not make sense to the student, and invoking Miranda in the student's primary language if not English. If the student decides to proceed with answering questions after the Miranda admonishment, the officer shall tell the juvenile that he or she may have a parent/guardian present before and during an interrogation and that he or she may decide to wait for the parent before questioning begins. A request by a student to have a parent/guardian present may be~~

~~interpreted by the courts as an innovation of the right of the student to remain silent.~~

~~Any OSPD questioning of a student who is in custody shall be conducted in the language appropriate to the age and to ensure that the student understands the OSPD officer, if the student decides to answer questions or provide information.~~

~~**7. TRAINING AND DISTRIBUTION OF POLICY**~~

~~Within 3 months of this policy's adoption, OUSD shall ensure that it is distributed to all school staff and OSPD shall ensure that it is distributed to all OSPD school police officers and that training is provided at least once per year.~~

~~5/28/14~~

# OAKLAND UNIFIED SCHOOL DISTRICT

## Board Policy

BP 5145.13  
Students

Tracking and Reducing Student Contacts With and Arrests By Law Enforcement: OUSD Staff Responsibilities and Obligations.

The Oakland Unified School District (“OUSD”) is committed to:

- Improving outcomes for **B**lack students as one of its foremost priorities;
- Prioritizing alternative, non-punitive approaches to addressing difficult student behaviors that help improve student behavior and create a safer school climate;
- Using law enforcement only as the absolute last resort ~~in relation to student conduct~~ and only for incidents for which law enforcement is necessary to address a serious threat to school safety, as identified in the OUSD Safety Plan;
- Avoiding the ~~unnecessary~~ criminalization of OUSD students for whom arrest and juvenile court involvement creates serious potential long-term consequences; and
- Providing district employees with information concerning the resolution of conflicts, disturbances, and crises through OUSD employees and resources, ~~that Oakland Schools Police Department (“OSPD”) officers are expected to play in the discipline process, focusing in particular on guidelines for when it is appropriate and when it is not appropriate to refer a student to an OSPD officer.~~

To the extent that disparities exist for referrals to, contacts with, and arrests or citations of students for any student subgroup, OUSD staff shall develop and implement school-focused, District-wide interventions that focus on providing the greatest amount of support to schools showing the greatest disparities in contacts and arrests and share information about these interventions with the Board of Education on a bi-annual basis.

### 1. STUDENT DISCIPLINE: REDUCING LAW ENFORCEMENT CONTACT AND ARRESTS

OUSD administrators have primary responsibility to ensure consistent enforcement of school rules and policies. No ~~OSPD~~law enforcement officer ~~shall be requested to or school security officer shall~~ act as a school disciplinarian. Disciplining students is the responsibility of the school site principal or designee, ~~non-OSPD/non-school security officer staff at the school sites.~~

Law enforcement ~~OSPD~~-officers should not be requested to interview students or collect evidence for ~~only~~ OUSD disciplinary purposes, including for expulsion matters.

Effective the 2014/2015 school year, OUSD administrators shall prioritize and document alternatives to police involvement, such as the use of restorative justice practices, and use

law enforcement only as ~~the absolute~~ last resort ~~in relation to student conduct~~ and only for incidents for which law enforcement is necessary to address a serious threat to school safety, as identified in the OUSD Safet Plan. –(See, e.g., OUSD’s Restorative Justice Webpages located at the following Internet address: <http://www.ousd.k12.ca.us/Page/1048>.)

## 2. OFFICER ENTRY ON SCHOOL CAMPUSES

Absent exigent circumstances, when any law enforcement officer requests to enter school premises, the principal or designee shall request the officer’s identify, their official capacity, and the legal authority upon which the officer relies to enter the school site. The principal or designee shall maintain a record of all documentation relative to law enforcement activities on a school site.~~OSPD officers should notify school officials (e.g., the principal or assistant principal) of their presence and/or purpose when they enter a school campus.~~

Extenuating circumstances shall include, but not be limited to, officers entering school premises in “hot pursuit” of a suspect, or ongoing investigation of a serious nature or felony, or for child abuse investigation, or in response to an emergency, or crim being committed on school property.

## 3. ARREST OR QUESTIONING OF A STUDENT

OUSD shall abide by Education Code Section 48906, which requires that a school official must make immediate parental/guardian notification upon police arrest of a student, excepting when the child is taken into custody as a suspected victim of child abuse or pursuant to Section 305 of the Welfare & Institutions Code. OUSD policy requires that a school official must immediately attempt to inform a parent/guardian of that student’s arrest. (See OUSD Board Policy 5145.6, 5145.11; Administrative Regulation 5145.11.)

OUSD employees shall not Before summoning law enforcement officers for the commission of low-level school-based offenses, such as possession of alcohol or marijuana or physical altercations, OUSD staff should exhaust all other alternatives, such as issuing a warning, admonishing and counseling, and referring to restorative justice or mediation. OUSD shall develop a matrix for and track the use of such alternatives.

A school official must take immediate steps to contact a parent/guardian to get oral consent to permit any police interrogation of the minor, unless the child is a suspected victim of child abuse. If the parent or guardian requests that the pupil not be questioned until he or she can be present, the pupil may not be made available to the peace officer for questioning until the parent or guardian is present.

Efforts to contact parents by OUSD officials must include calling all numbers listed on an emergency contact card, including work numbers, cell phone~~pager~~ numbers, and any numbers supplied by the student, as well as email addresses.



~~Absent extenuating circumstances, police will avoid interviewing and apprehending students at a school for non-school-related issues. Extenuating circumstances shall include, but not be limited to, officers entering school premises in “hot pursuit” of a suspect, or ongoing investigation of a serious nature or felony, or for child abuse investigation, or in response to an emergency, or crim being committed on school property.~~

#### **4. LOCATION OF ARREST, PRIVACY OF STUDENT, AND CONSIDERATIONS OF CAMPUS CLIMATE**

~~School staff shall arrange for a private location out of sight and hearing of other students should be arranged for the arrest of a student, where practicable, that will help avoid invasion of the student’s privacy, jeopardizing the safety and welfare of other students, and further disruption of the school campus. With the student’s approval, the principal or designee shall request to be present during the interview of the student and during any subsequent arrest.~~

#### **5. TRAINING ON AND DISTRIBUTION OF POLICY**

Within 3 months of this policy’s ~~approved amendments adoption~~, OUSD shall ensure that it is distributed to all OUSD school site staff and network superintendents, and ~~OSPD shall ensure that it is distributed to all OSPD school police officers and~~ that training about how to implement this policy is provided at least once per year.

OUSD shall also ensure that this policy is posted in the main office of each school site, included in the parent-student handbook, and posted on the District website.~~distributed to all of its school sites.~~

#### **6. DATA COLLECTION**

OUSD staff shall collect and report data related to law enforcement activities on school premises, including:

(A) Number of arrests of students made:

(1) On OUSD school sites for school-related offenses.

(2) On OUSD school sites for non-school-related offenses.

(3) Off OUSD school sites for school-related offenses.

(B) Number of times law enforcement agencies issued a citation to a student.

(C) Number of times OUSD staff called law enforcement agencies, including the Oakland Police Department (OPD) or the Alameda County Probation Department, to an OUSD school site and the reason for the call (e.g., trespassing, disruption, battery, possession of a weapon.)

Such data in (A) – (B) shall be disaggregated by offense, age, race, ethnicity, gender, and whether or not a student with an Individualized Education Plan or Section 504 Plan was

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arrested or cited.

For purposes of this section, “school-related offenses” are defined as criminal offenses occurring or originating on an OUSD school site during hours the school site is regularly open to the public or its students for school-related business.

OUSD staff shall provide this data to the Board of Education at a regularly scheduled Board meeting on a bi-annual basis.

Legal Reference:

PENAL CODE

625.6 Custodial Interrogations of Minors

5/28/14; Rev 12/9/2020

# Oakland Unified School District

## Administrative Regulation

AR 5145.11

### Students

-Questioning and Apprehension

Questioning on School Grounds

School staff shall only call a peace officer when there is a real and immediate physical threat to pupils, teachers, or public safety, or when mandated by existing law. A peace officer shall not arrest or discipline pupils for violations of school rules or for low-level misconduct. Counselors and other school officials shall handle bullying, harassment, disruptiveness, vandalism, drug and alcohol abuse, and other nonviolent incidents.

Law enforcement officers, acting in their official capacity as part of an official non-school related investigation, have the right to enter a school campus to interview students as suspects or witnesses. When such an interview is requested, the principal or designee shall ascertain the officer's identity, official capacity, and the authority under which he/she acts. The principal or designee shall request that the investigation be conducted outside of the school setting. If the officer determines the need to interview or question the student,

the school shall keep a record of any interviews of students by law enforcement officers on school premises. Such records shall include the date and time, name and identifying number of the officer, the agency employing the officer and his/her official capacity, the time when he/she arrived and left, the fact that the principal or designee was or was not present during the interview, the reason for the questioning and/or release, the legal authority upon which the officer relies to interview a student, and any other pertinent information.

The principal or designee shall make every reasonable attempt to notify a student's parent/guardian prior to the interview or questioning of the student regarding any non-school related law enforcement investigation. A law enforcement officer's statement that notification has been provided to the parent/guardian prior to their lawful request to interview/question a student may not be used in lieu to satisfy the administrative responsibility to notify the parent/guardian under this regulation.

Apprehension

If the law enforcement officer finds it necessary to remove a student from school, the principal or designee shall first ascertain the reason for such action.

~~Police officers, officers of the juvenile court, and other authorized law enforcement officials have an absolute right to enter a school to take a student into custody or to make an arrest of a student.~~

If a minor student is removed from school into the custody of a peace officer, the principal or

designee shall immediately notify the parent/guardian or responsible relative regarding the student's release and the place to which he/she is reportedly being taken, except when the minor has been taken into custody as a victim of suspected child abuse. (Education Code 48906)

The principal or designee shall record the time(s) of contact or attempted contact with the parent/guardian. If, after reasonable effort, contact has not been made, a letter shall be mailed to the parent/guardian on the same day the student was arrested. The letter will contain information regarding the student's release, the place to which he/she was reportedly taken, and the time(s) of attempted contact with the parent/guardian.

If the student is suspected of being a victim of child abuse, the Superintendent or designee shall give the telephone number and address of the student's parent/guardian to the law enforcement officer, and the officer then has the responsibility of immediately notifying the parent/guardian. (Education Code 48906)

(cf. 5141.4 - Child Abuse Reporting Procedures)

The Superintendent or designee shall immediately be notified of the student's removal. This initial verbal notice will be followed by a written report by the principal or designee and shall include the date and time of arrest, the identity, badge number and official capacity of the officer and the reason for release.

8/25/04; Rev 12/9/2020

# OAKLAND UNIFIED SCHOOL DISTRICT

## Board Policy

### BP 5131.4 – Campus Disturbances Students

The Governing Board recognizes that all school staff must be prepared to cope with campus disturbances and to minimize the risks they entail. Staff should be especially sensitive to conditions that foster racial conflict, student protests, or gang intimidation and confrontations.

The Superintendent or designee shall establish at each school an emergency response plan, as part of their Positive School Climate Plan, for curbing disruptions which create disorder and may lead to riots, violence or vandalism at school or school-sponsored events.

The Superintendent or designee shall consult with law enforcement authorities in the writing ~~and to development of comprehensive school safety plans for its schools plan for police support during school disruptions. Each school's emergency response plan shall address the role of law enforcement. When a disturbance directly threatens students or staff, the Superintendent or designee has the authority to call in law enforcement personnel for assistance and may lock-down or dismiss school.~~

Students who participate in disturbances ~~may~~will be subject to disciplinary action.

(cf. 0450 – Comprehensive Safety Plan)

(cf. 3515 - Campus Security)

(cf. 5136 - Gangs)

(cf. 5144 - Discipline)

Legal Reference:

#### EDUCATION CODE

32210 Willful disturbance of public school or meeting  
32211 Threatened disruption or interference with classes  
~~32280-32289.55294-35294.5~~ School safety plans  
38000-38005 Security patrols  
44810 Willful interference with classroom conduct  
44811 Disruption of class-work or school activities  
48907 Student exercise of free expression

#### PENAL CODE

403-420 Crimes against the public peace, especially:  
415 Fighting; noise; offensive words  
415.5 Disturbance of peace of school

416 Assembly to disturb peace; refusal to disperse  
626-626.10 Crimes on school grounds  
627-627.7 Access to school premises

#### Management Resources

#### CDE PROGRAM ADVISORIES

0316.89 Contingency Plan for School Campus Emergencies

| 7/14/04; [Rev 12/9/2020](#)

# Oakland Unified School District

## Administrative Regulation

### AR 5113.1 Students

#### Truancy

An attendance supervisor or designee, peace officer, or school administrator or designee may arrest or assume temporary custody, during school hours, of any minor student found away from his/her home who is absent from school without a valid excuse. Any person so arresting or assuming temporary custody shall deliver the student and make reports in accordance with Education Code 48265 and 48266. (Education Code 48264)

(cf. 3515.3 - District Police/Security Department)  
(cf. 5113 - Absences and Excuses)

Upon receiving a complaint from any person that a parent/guardian has violated the state compulsory education laws contained in Education Code 48200-48341, the Governing Board or district attendance supervisor shall make a full and impartial investigation of all charges. If it appears upon investigation that the parent/guardian has violated these laws, the Superintendent or designee shall refer such parent/guardian to the school attendance review board. (Education Code 48290, 48291, 48292)

#### Strategies for Addressing Truancy

The following steps shall be implemented based on the number of truantries committed by the student:

1. Students shall be classified as truant if absent from school without a valid excuse three full days in one school year, or tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof. Such students shall be reported to the Superintendent or designee. (Education Code 48260)

The parent/guardian of a student classified as a truant shall be notified of the following:  
(Education Code 48260.5)

- a. The student is truant.
- b. The parent/guardian is obligated to compel the student to attend school.
- c. The parent/guardian who fails to meet this obligation may be guilty of an infraction of the law and subject to prosecution pursuant to Education Code 48290-48296.
- d. Alternative educational programs are available in the district.

(cf. 6181 - Alternative Schools)  
(cf. 6182 - Opportunity School/Class/Program)  
(cf. 6184 - Continuation Education)

e. The parent/guardian has the right to meet with appropriate school personnel to discuss solutions to the student's truancy.

f. The student may be subject to arrest by a probation officer, a peace officer, a school administrator, an attendance supervisor or his/her designee under Education Code 48264 if found away from home and absent from school without a valid excuse.

g. The student may be subject to suspension, restriction or delay of his/her driving privilege pursuant to Vehicle Code 13202.7.

h. It is recommended that the parent/guardian accompany the student to school and attend classes with the student for one day.

(cf. 5145.6 - Parental Notifications)

Upon his/her ~~second~~<sup>first</sup> truancy, a student may be given a written warning by a peace officer. A record of this warning may be kept at school for not less than two years or until the student graduates or transfers from the school. If the student transfers, the record may be forwarded to the new school. (Education Code 48264.5)

(cf. 5125 - Student Records)

The Superintendent or designee may notify the district attorney and/or probation officer of the name of each student who has been classified as a truant and the name and address of the student's parents/guardians. (Education Code 48260.6)

Upon a student's first truancy, the student may be required to attend makeup classes on one day of a weekend pursuant to Education Code 37223. (Education Code 48264.5)

2. Any student who has once been reported as a truant shall again be reported to the Superintendent or designee as a truant if he/she is absent from school without valid excuse one or more days or is tardy on one or more days. (Education Code 48261)

Upon his/her second truancy within the same school year, a student may be assigned to an after-school or weekend study program within the county. If the student fails to successfully complete this study program, he/she shall be subject to item #3 below. (Education Code 48264.5)

(cf. 6176 - Weekend/Saturday Classes)

In addition, an appropriate district staff member shall make every effort to hold at least one conference with the student and parent/guardian and may discuss resources available for



achieving regular school attendance.

- (cf. 1020 - Youth Services)
- (cf. 1400 - Relations Between Other Governmental Agencies and the Schools)
- (cf. 6158 - Independent Study)
- (cf. 6164.2 - Guidance/Counseling Services)
- (cf. 6164.5 - Student Study Teams)
- (cf. 6178.1 - Work Experience Education)

The Superintendent or designee may notify the district attorney and/or probation officer whether the student continues to be classified as a truant after the parents have been notified in accordance with #1a-h above. (Education Code 48260.6)

3. Upon his/her third truancy within the same school year, a student shall be classified as a habitual truant. (Education Code 48262, 48264.5)

Students who are habitual truants, irregular in school attendance, or habitually insubordinate or disorderly during attendance at school may be referred to, and required to attend, a school attendance review board, a truancy mediation program established by the district attorney or the probation officer, or a comparable program deemed acceptable by the district's attendance supervisor. (Education Code 48263, 48264.5)

Upon making a referral to a school attendance review board or the probation department, the Superintendent or designee shall provide the student and parent/guardian, in writing, the name and address of the school attendance review board or probation department and the reason for the referral. This notice shall indicate that the student and parent/guardian shall be required, along with the district staff person making the referral, to meet with the school attendance review board or probation officer to consider a proper disposition of the referral. (Education Code 48263)

If the student does not successfully complete the truancy mediation program or other similar program, he/she shall be subject to item #4 below. (Education Code 48264.5)

If the Superintendent or designee determines that available community services cannot resolve the problem of the truant or insubordinate student or if the student and/or student's parents/guardians have failed to respond to the directives of the district or to services provided, the Superintendent or designee may so notify the county district attorney and/or the probation officer, if the district attorney or probation officer has elected to participate in a truancy mediation program. (Education Code 48263)

4. Upon his/her fourth truancy within the same school year, the student may be within the jurisdiction of the juvenile court. (Education Code 48264.5; Welfare and Institutions Code 601)

If a student has been judged by the county juvenile court to be a habitual truant, the Superintendent or designee shall inform the juvenile court and the student's probation or parole officer whenever that student is truant one or more days or tardy on one or more days without a

valid excuse in the same or succeeding school year, or is habitually insubordinate or disorderly at school. The juvenile court and probation or parole officer shall be so notified within 10 days of the violation. (Education Code 48267)

#### Reports

The Superintendent or designee shall gather and transmit to the County Superintendent of Schools the number of referrals and types of referrals made to the school attendance review board and the number of requests for petitions made to the juvenile court. (Education Code 48273)

| 7/14/04; 12/9/2020A

# OAKLAND UNIFIED SCHOOL DISTRICT

## Board Policy

### BP 5145.12 - Search and Seizure Students

As necessary to protect the health, safety and welfare of students and staff, school officials may search students, their property and/or district property under their control, and may seize illegal, unsafe and prohibited items. The Governing Board requires that discretion, good judgment and common sense be exercised in all cases of search and seizure.

#### Individual Searches

School officials who are not law enforcement personnel may search individual students, their property and district property under their control, when there is a reasonable suspicion that the search will uncover evidence that the student is violating the law, Board policy, administrative regulation, or other rules of the district or the school. If the search is by law enforcement personnel, there must be probable cause to believe the search will uncover evidence that a crime has been committed by the student to be searched.

During a search, school officials shall not (a) remove or arrange any or all of a student's clothing for a visual inspection of underclothing or private body parts or (b) conduct strip searches or body cavity searches of any student. (Education Code 49050.)

Except where there is a serious safety concern, a search of a student (1) shall be conducted by a member of the same gender and (2) shall be conducted in the presence of at least one other district employee.

The principal or designee shall notify the parent/guardian of a student subjected to an individualized search as soon as possible after the search.

(cf. 5145.11 - Questioning and Apprehension)

#### Student Lockers/Desks

The principal or designee may conduct a general inspection of school properties that are within the control of students, such as lockers and desks, on a regular, announced basis, with students standing by their assigned lockers or desks. Any items contained in a locker or desk shall be considered to be the property of the student to whom the locker or desk was assigned.

Because lockers and desks are under the joint control of the student and the district, school officials shall have the right and ability to open and inspect any school locker or desk without student permission or prior notice when they have reasonable suspicion that the search will uncover evidence of illegal possessions or activities or when odors, smoke, fire and/or other threats to health, welfare or safety emanate from the locker or desk.

## Use of Metal Detectors

The Superintendent or designee shall establish procedures that ensure that metal detector searches are conducted in a consistent manner that minimizes or eliminates arbitrary and capricious enforcement by school officials.

(cf. 0410 - Nondiscrimination in District Programs and Activities)  
(cf. 0450 - Comprehensive Safety Plan)  
(cf. 5131.7 - Weapons and Dangerous Instruments)  
(cf. 5144.1 - Suspension and Expulsion/Due Process)

### Legal Reference:

#### EDUCATION CODE

35160 Authority of governing boards  
35160.1 Broad authority of school districts  
35294-35294.9 School safety plans  
49050-49051 Searches by school employees  
49330-49334 Injurious objects

#### PENAL CODE

626.9 Firearms  
626.10 Dirks, daggers, knives or razor; bringing into or possession of upon or within public school ground; exception

#### COURT DECISIONS

B.C. v. Plumas, (9th Cir. 1999) 192 F.3d 1260  
O'Connor v. Ortega, (1987) 107 S. Ct. 1492  
New Jersey v. T.L.O., (1985) 469 U.S. 325  
Horton v. Goose Creek Independent School District, (5th Cir. 1982) 690 F.2d 470  
Zamora v. Pomeroy, (10th Cir. 1981) 639 F.2d 662

#### ATTORNEY GENERAL OPINIONS

83 Ops. Cal. Atty. Gen. 257 (2000)  
75 Ops. Cal. Atty. Gen. 155 (1992)

### Management Resources:

#### WEB SITES

California Attorney General's Office: <http://caag.state.ca.us>  
CDE, Safe Schools and Violence Prevention Office: <http://www.cde.ca.gov/spbranch/safety>

(6/97 3/00) 3/01

### Policy Reference UPDATE Service

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7/14/04; Rev 12/11/13



APPENDIX 5: REVISED GUIDES

# IMPORTANT EMERGENCY NUMBERS

## School District Numbers

Administrative Service Center	
Board of Education.....	510-879-8199
Buildings & Grounds .....	510-535-2718 (after hours: 510-277-7284)
CCMSI (Incident Report, Claims).....	888-542-1124
Communications Department .....	510-879-4260
<del>Crisis Response.....</del>	<del>510-879-2380</del>
 Childhood .....	510-273-1616
Elementary Area Networks.....	510-879-3662
Extended/Summer Learning.....	510-879-2744
Facilities .....	510-535-2728
Financial Services .....	510-879-8856
High School Network.....	510-879-8133
Human Resources .....	510-879-0202
Legal Department.....	510-879-8535
Middle School Network .....	510-879-8133
Nutrition Services .....	510-434-3334
Oakland Athletics League.....	510-494-2218
Ombudsperson .....	510-879-4281
Payroll.....	510-879-8206
Programs for Exceptional Children.....	510-879-8154
Risk Management.....	510-879-1612

Superintendent's Office.....	510-879-8200
Teaching & Learning Department.....	510-879-1046

## Community Numbers

For Any Emergency.....	911
American Addiction Center.....	877-316-4983
American Red Cross.....	510-595-4400
California Highway Patrol (Emergency Line).....	707-551-4100
California Highway Patrol (Non-Emergency Line).....	510-450-3821
Child Abuse Reporting Hotline.....	510-259-1800
County Sheriff .....	510-667-7721
Highland Hospital (Alameda Health Systems).....	510-437-4800
MISSEY, Inc. ....	510-251-2070
National Domestic Abuse Hotline .....	800-799-7233
National Hotline for Missing & Exploited Children .....	800-843-5678
Oakland Police Department (Emergency Number).....	510-777-3211
Oakland Police Department (Non-Emergency Line).....	510-777-3333
Pacific Gas & Electric .....	800-743-5000
Poison.....	800-222-1222

~~Oakland Schools Police Department (OSPD)..... 510-874-7777~~

**EMERGENCY NUMBERS**


**INTRUDER/TRESPASSING**








## INTRUDER ON CAMPUS

**The campus intruder is defined as a non-student ~~or a student on suspension~~ who loiters or creates disturbances on school property. Intruders are committing the crime of Criminal Trespass. Dangerous and/or concealed weapons are forbidden on school premises unless carried by law enforcement officers.**

- Have the person(s) under suspicion kept under constant surveillance.
- Approach and greet the intruder in a polite and non-threatening manner.
- Identify yourself as a school official.
- Ask the intruder for identification and their purpose for being on campus.
- DO NOT ASK THE PERSON(S) if he/she ~~is~~ carrying a weapon. DO NOT ATTEMPT TO DISARM THE PERSON(S). 
- If it is determined that the intruder has no ~~rightful~~ reason to be on campus, ~~CHALLENGE HIS/HER PRESENCE~~.

- ~~Advise intruder of the trespass laws.~~
-  ~~the intruder to quietly leave the campus or invite him/her to accompany you to the office. If the intruder refuses to respond to your requests, inform him/her of your intention to summon law enforcement officers.~~
- If the intruder gives no indication of voluntarily leaving the premises, ~~notify Oakland Schools Police Department.~~ 
- ~~If intruder becomes hostile or violent,~~ spread EMERGENCY LOCKDOWN ~~alarm~~ throughout rest of school. 
- If intruder(s) are on playground or at lunch time, Outdoor Supervisor should notify the office and move all students into cafeteria/gym unless otherwise directed.
- Lock exit doors to cafeteria/gym.
- Ask all students to sit on floor.
- Indoor Supervisor, aides, etc., help supervise students and personnel.



## LOCKDOWN

**LOCKDOWN** is an emergency response used when a school is faced with extremely violent behavior, armed intruders, active shooters, an on-campus hostage situation, or when there is police activity in the general area that could threaten the safety of students and staff.

When a Lockdown is initiated, it means that there is an immediate and possibly life-threatening situation on campus, and it must be taken seriously. A Lockdown requires locking doors, windows, and barricading oneself to block entry to a campus facility, a classroom or to an office.

### In the Event of a Lockdown, the Principal or Designee Will Carry Out All or Some of the Following:

1. Notify teachers and staff of Lockdown.
2. Activate Site Incident Command Team which will:
  - a. Contact emergency personnel on and off site, as needed.
  - b. District Notification Chain: ~~Law Enforcement~~, Network Office, Communications. *\*Please note that Communications Dept. can assist with letter/autodialer informing families of an event.\**
  - c. Secure building entrances, ensuring that no unauthorized individuals enter the school.
  - d. Initiate all or portions of Incident Command Post Team to assist in the event.

3. Disconnect school television system in classrooms so news coverage is not available to unwanted sources.
4. When students have assembled in their classrooms, lock outside corridor and hallway doors of unaffected building(s).
5. If emergency is away from campus, Principal or designee will consult with law enforcement personnel and may modify the Lockdown to allow teachers to continue their regular school activities within the building.
6. Prohibit outdoor activities.
7. Be prepared to evacuate to a safer location, if requested by police.
8. Stay in control of all site activities until emergency personnel arrive.

### Teachers Will Carry Out Some or All of the Following:

1. If outside, move students to classrooms or designated safe interior buildings.
2. Close all windows and lock doors.
3. Instruct everyone to remain silent and DO NOT go in to hallways.
4. Students are to sit on floor in small groups, away from doors and windows. Crouch down in area out of sight from doors/windows to conceal yourself as much as possible.
5. If you are in hallway/restroom during the emergency, seek shelter immediately in the nearest classroom or office.
6. Turn off television.



7. Do not evacuate if you hear a fire alarm; wait for verbal command, from authorities.
8. Instruct students to turn off cell phones and pagers; do not use telephone or intercom system.
9. If Lockdown is modified (Principal will advise), teachers may continue their normal schedule inside the classroom and interior of building.
10. If there is any entry door that cannot be locked for any reasons, please ensure the entry door is closed.
11. If necessary, when classroom is secure and students have been accounted for, place the appropriate ALL CLEAR (GREEN panel) or NEED HELP (RED panel) to signal under door or in a pre-determined window.
12. Do not release students for any reason unless authorized by law enforcement personnel, an on-site emergency personnel or school Administrator.

NOTE: Some teachers may be assigned additional duties on the various response teams; do not report to Incident Command Post until students are supervised by another adult.

## LOCKOUT

### In the Event of a Lockout, the Principal or Designee Will Carry Out All or Some of the Following:

1. Law enforcement notifies school of police activities in the area OR you have firsthand account of threat to student and/or staff safety.
2. Make announcement "Lockout! Secure the perimeter."
3. Designated staff will secure all perimeter access points.

4. Teachers/staff will continue with class instructions or business inside the building.
5. Contact **OSPD** to assess the situation. **OSPD** will advise of "All Clear."

### After Emergency:

1. **IMPORTANT:** On-scene law enforcement personnel will deactivate Lockdown and Lockout by verbally providing "All Clear" and not by a phone call or any other method. Teachers will not release students until "All Clear" is provided from an on-scene law enforcement personnel.
2. Students may return to regular schedule.
3. If student release is necessary, follow Parent Release Protocols as outlined in the school site Safety Plan.
4. District Office may provide psychological services to assist in the counseling of staff and students.
5. Be prepared to provide input in After Action Report to Principal or designee.

**Please Note:** in violent or extremely dangerous situations, law enforcement may evacuate staff and students room by room. In this case, teachers and staff can expect to be escorted from their room by armed law enforcement or whose weapons may be drawn when the classroom door is opened. This may cause anxiety and fear among students, so do your best to calm the students prior to a law enforcement evacuation.

## UTILITY EMERGENCY

A utility emergency constitutes any of the following:

- Water Leak
- Gas Leak
- No Heat
- Power Outage
- Hazardous Materials
- Sewer Back-Up
- Telephone Down

### Administrator's Responsibilities

- Identify the problem and location.
- Notify Buildings and Grounds at 510-535-2718 during regular hours or 510-277-7284 after hours, so they can follow up with the utility company, ~~and Oakland Schools Police Department at 510-874-7777.~~
- Notify faculty, staff, and students concerning information regarding power outages, dangerous situations, utility failures, or information concerning the closing of the school due to power outage.
- Order the evacuation of an affected building to ensure the safety and welfare of the occupants due to special circumstances which may exist as a result of the emergency (primarily natural gas leaks).
- Keep central administration informed and consult with the Superintendent or designee on whether to keep the school open or close the school.
- If one part of the building is affected by the emergency, find alternate locations.

### Staff's Responsibilities

- Notify the Administrator.
- Evacuate students to an alternate location, if necessary.
- Wait for further instructions from the Administrator or Emergency Personnel.

**UTILITY EMERGENCY**

## EVACUATION PROCEDURES

### Administrator's Responsibilities

- Signal an evacuation from the building by using the fire alarm.
- Involve other staff as necessary.
- Call 911.
- ~~Call OSPD at 510-874-7777.~~
- If an off-site evacuation is needed, please proceed to your designated Off-Campus/Assembly location per your Safety Plan. Coordinate your effort with Central Office and emergency responders.
- Take the Mobile Emergency Supply Kit (yellow kit).

### Staff's Responsibilities

- Follow the evacuation routes posted in the room unless otherwise advised.
- Take your record/attendance books, this "Emergency Procedures Manual" and exit 300 ft. from the building.
- Close your classroom doors when leaving the room.
- Once outside, take roll call.
- Report missing student(s) ASAP to the Administrator/emergency responder.
- Remain with classes and await further instructions from the Administrator.



**EVACUATION PROCEDURES**

## EVACUATION OF SITE FACILITIES

### Emergency Building Evacuation

- Determine appropriate evacuation areas that have been pre-designated.
- Activate alarm/PA system or send message runner.
- Telephone emergency service personnel: 911, ~~OSPD~~, Utilities, Superintendent's Office.

### Activate Key Personnel

- Attend to the injured.
- Assure complete evacuation and student/staff are accounted for.
- Secure school for specific emergency.
- Clear road/fire lanes for emergency vehicles (pre-assigned).
- Assure that injured students/staff are reported to medical services for care and transported to hospital/emergency medical center.
- Provide a contact person for emergency services, District, utility and/or news media personnel and provide needed aid (pre-assigned).
- Direct employees to aid those from the emergency services, District, utilities and other authorities. Avoid entering damaged areas unless specifically asked.
- Assure the facility is thoroughly inspected by the custodian, fire officials and District Operation personnel before re-entry is allowed.
- Seek Superintendent or designee approval for school closure if damage cannot be immediately restored or repaired.
- If possible, have students/staff re-enter parts of the school that are declared safe.
- Make sure all students/staff are accounted for once outside.

### In an Emergency Building Evacuation, All Employees Will:

- Upon emergency alert, secure work area and depart/report to assigned area.
- Perform duties as pre-assigned by the Principal in cooperation with emergency services personnel.
- DO NOT re-enter the building without permission or request of emergency service authorities.
- Remain in the general assembly areas and calm students if not assigned another duty.
- If dismissed, inform Principal of departure.
- When signaled to re-enter safe areas of the school, quickly do so.
- Upon safe re-entry, report anything amiss to the Principal.

### In an Emergency Building Evacuation, Teachers Will Also:

- Upon alert, assemble students for evacuation using designated routes and account for all students.
- Secure room.
- Leave a note on the door advising where the class evacuated to if other than the standard assembly area.
- Upon arrival at the assembly area, account for all students.
- Secure medical treatment for injured students.
- Report any students missing or left behind because of serious injuries.
- Stay with and calm students.
- If closure is ordered with no re-entry, when advised, release walkers and car/passengers (unless drivers are needed to evacuate students from the site) accounting for those who have left. Stay with bus riders until buses arrive.
- If signaled to re-enter school, assure students do so quickly and calmly. Account for all students.
- Check room and report anything amiss to the Principal.
- Debrief students to calm fears about the evacuation.

### Emergency Campus Evacuation

If it is necessary to evacuate the entire campus to another school or relief center, the Principal will:

- Contact the Superintendent's Office to seek approval for a full site evacuation and closure and alternate site location.
- Cooperate with emergency authorities in enlisting students/staff with cars to help transport evacuees.
- Direct the evacuation, assure all students/staff are accounted for as they depart and arrive.

### Hazardous Materials Incident Evacuation

- Staff will evacuate the area immediately, if appropriate. Stand upwind of fumes, if possible.
- Call 911, identify the problem and give school address and location of incident.
- Follow procedures as for a fire.
- Determine the type of hazardous material from teachers/staff, students or other witnesses.
- DO NOT remove hazardous materials from the scene.
- Refer to Hazardous Materials Business Plan.
- Fire Department will assume command.

## POWER OUTAGE/ROLLING BLACKOUTS

IT IS THE DISTRICT'S INTENT THAT SCHOOLS WILL REMAIN OPEN DURING A POWER OUTAGE.

There are several stages of alerts that are being broadcast over the radio:

- STAGE 1 EMERGENCY indicates that the operating reserves in the real-time market are forecasted to be less than the California Independent System Operator (CAISO) Minimum Operating Reserves criteria.
- STAGE 2 EMERGENCY indicates that the operating reserves in the real-time market are forecasted to be less than five (5) percent.
- STAGE 3 EMERGENCY indicates that the operating reserves in the real-time market are forecasted to be less than 1.5 percent.

If the district is notified of a STAGE 3 EMERGENCY, possible affected sites will be contacted as soon as practicable. Once notified, turn off PCs, monitors, printers, copiers, and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer. Shut off lights in unoccupied rooms. In spite of everyone's best effort to communicate, it is possible that an outage will occur with no notice to the district. To keep abreast of the daily situation, listen to 740AM radio station as you are driving into work for the status of the day.

### Preparing For An Outage

- Update each student's emergency card.
- Determine availability of portable lighting at site, i.e., flashlights and batteries.
- Find out that when power is lost, do emergency lights go on and do the "Exit" signs remain lit?
- Clear away materials and boxes from hallways and pathways.
- Check PG&E Block list to determine in which PG&E block your site is located. As a note, Block 50's power will not be interrupted.
- Ask teachers to have alternative teaching methods and plans to be used at STAGE 3 only.
- Conduct a survey of your site for the classrooms and offices with no windows and prepare relocation plans.
- Plan alternative communication methods that suit your site, such as runners, cell phones, or radios.
- Develop a site plan such as a buddy system or chaperone, for restrooms or any other necessary leave during this period.
- Have flashlights and replacement batteries available for the restrooms and other locations with no windows.
- Ask staff and students to have seasonal warm clothing available.



- Use surge protectors for all computer equipment, major appliances and electronic devices.
- If you have electric smoke detectors, use a battery-powered smoke detector as a back up.

### During An Outage

CONTACT BUILDINGS AND GROUNDS IMMEDIATELY IF YOUR SITE IS EXPERIENCING A BLACKOUT.

According to Phone Company, phones connected directly to a phone jack will be operable. Phones that require power from an electrical outlet will not work.

- If an outage lasts more than 30 minutes, have pre-designated people walk through the campus and check on the status of individuals in each building.
- Use a buddy system when going to the restrooms.
- DO NOT USE barbeques, Coleman-type stoves, hibachis and other outdoor-cooking devices indoors.
- DO NOT USE candles or gas lanterns.
- Turn off PCs, monitors, printers, copiers, major appliances and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer.
- Shut off lights in unoccupied rooms.

The rolling outages should not last more than two hours and, with some preparation, business can be conducted as close to normal as possible.

### OPERATIONAL FAILURE

Operational failures include breakdown of the heating/air conditioning system, broken water, steam or gas lines, or loss of electrical, sewer or water service.

- Notify the Principal of operational failure that endangers building occupants or buildings.

#### Principal will:

- If lives are in danger, call 911. ~~Notify OSPD.~~
- Notify custodian and Buildings & Grounds who will notify the utility company.
- Alert employees/staff and students to evacuate, if necessary.

Fire Department, district maintenance and operations personnel will attempt to correct the problem. Notify Superintendent's Office who will make decision on whether or not to dismiss students.

### ELEVATOR FAILURE

If you are in an elevator that stops between floors or the doors will not open:

- Use the elevator emergency phone to call for help. This call will automatically contact Buildings & Grounds.
- If life threatening, call 911.
- Never attempt to pry open the doors or overhead hatch of a stopped elevator. Such actions by unskilled personnel may result in injury.
- Determine if Special Ed or handicapped persons are in the elevator.

## **DEATH ON SCHOOL SITE**

### **(NATURAL CAUSES, ACCIDENTAL, SUICIDE OR HOMICIDE)**

#### Reportable Incident

Survey scene to determine safe approach.

#### **Administrator's Responsibilities**

- Identify the problem and the location. Secure and isolate the area. Determine if there is to be a Lockdown.
- Call 911. Limit student movement.
- ~~Call Oakland Schools Police Department.~~
- Immediately initiate support services for students/staff through the ~~Crisis Response Team.~~
- Assist the police in locating and identifying possible suspect(s)/victim(s).
- Assess whether the suspect(s) can be safely isolated/detained.
- Secure emergency information on the suspect(s)/victim(s), if possible.
- Provide the police/EMS with emergency information.

#### **Staff's Responsibilities**

- Identify the problem and the location. Secure and isolate the area.
- Call 911.
- Notify the Administrator.
- Calmly remove the students from the area.

- Discourage discussion.
- Wait for the police/EMS responders to arrive.
- Identify students in need of immediate support.

#### **When a Trauma or Loss Occurs**

#### **Administrator's Responsibilities**

- Contact emergency responders if necessary.
- ~~Notify OSPD for additional support.~~
- Secure the area and limit student movement.
- Contact School Crisis Response Team: Central Office, Counselors, Social Worker, Psychologist

#### **Nurse**

- Appoint or act as the Incident Response Coordinator.
- Verify the facts in writing.
- Develop appropriate communication for students, staff and parents.
- Contact the Superintendent who will inform the School Board and act as spokesperson to the media.



## SUICIDE

Any suicide attempt must be taken seriously.

### Suicide Threat

- Notify ~~police and Principal or Counselor~~ immediately. That person will screen severity and determine need for assessment. ~~Police can commit individual.~~
- Counseling staff involved with identification of risk will notify parents/legal guardian.
- Parent/legal guardian will be ~~provided clear information of intervention and appropriate crisis phone numbers.~~

### Suicide Attempt – No Injury

- ~~Call police at 911.~~
- DO NOT LEAVE PERSON ALONE.
- Notify Principal, who will ~~notify Crisis Response Team~~ to assess situation.
- ~~School Crisis Response Team will meet~~ to determine necessary action.
- Parent/legal guardian will be called.
- A verbal and written report will be made to the District Office.
- Principal and/or ~~Counselor~~ will make report.

### Suicide Attempt – Injury

- ~~Call 911~~ immediately.
- Office will notify Principal, who will alert Superintendent's Office.
- Call parent/legal guardian, specify what is going to happen, where to go (office or hospital) and have someone ready to meet parent/legal guardian.
- ~~Crisis Response Team goes~~ into action to disseminate information and request extra help as ~~needed~~. As much factual information as possible will be presented to ~~disconnect the rumor mill~~.
- Principal will make follow-up report.

### Completed Suicide

- Call 911, immediately.
- ~~Crisis Response Team~~ is activated by Superintendent's Office. ~~District Emergency Response Team will become part of the Crisis Response Team.~~
- Superintendent and District Emergency Response Team is alerted.
- Emergency staff meeting will be called. As much factual information as possible will be presented to disconnect the rumor mill and to provide consistent data to share with students when school convenes.
- The Principal ~~and Crisis Response Team~~ will tell staff about strategy for the day.
- An intervention area will be available for counseling for staff and students.
- The Principal is the spokesperson for the school and the only person to talk to the media/press.
- Contain scene and witnesses.

### Death of Student or Staff (Non-Suicide)

- Do not disturb scene.
- Call 911 immediately.
- Protect scene as much as possible and contain witnesses until police arrive.
- ~~School Crisis Team~~ will gather information, evaluate situation and establish plan as appropriate.



## LIGHTNING STRIKES

Lightning seeks the path of least resistance between cloud and earth and the path will course through any object that stands out because of its height or isolation. That object might be a building, a pole, a tree, an antenna or a human body.

The time reference from seeing the stroke of lightning to hearing the thunder is the Flash-To-Bang measurement of lightning distance:

For each five second count, lightning is one mile away. So 25 seconds = five miles away, 20 seconds = four miles away.

At a count of 15 seconds (3 miles) take immediate defensive actions. There are four types of lightning conductions: direct, contact voltage, side flash and lightning channels.

### If Outdoors and Lightning Strikes Near You

- Avoid water, hilltops and trees.
- Avoid all metal objects such as electrical wires, fences, machinery, motors, tools, etc.
- Avoid direct contact with other people. Unsafe places include tents, small open-sided rain shelters or isolated trees.
- If any vehicle or building is nearby, get inside and close all windows and doors completely.
- If you feel your hair stand on end, it is possible that you will be struck by lightning. Drop to your knees and bend forward. DO NOT LIE FLAT ON THE GROUND!

### If Indoors and Lightning Strikes the Building

- Sound alarm or sound bullhorn if it has not already been done.
- Call 911 (USING CELLULAR PHONE). Identify problem and building address.
- Avoid touching any metal structures or objects connected to the building that have been struck.

- Avoid touching telephones, computer terminals, and anything metal/ electrical inside and outside of the building. However, if the opportunity exists, turn off or unplug all electrical devices.
- Stay away from windows.
- Avoid plumbing and plumbing pipes/fixtures.
- Do not handle flammable materials in open containers.

## EMERGENCY CLOSURE – BAD WEATHER

When the Superintendent is advised by emergency service authorities to close schools while school is in session or decides to close schools before they open, Principals will be notified by telephone or the District Emergency Radio System.

In the event of extreme weather, where it becomes necessary to close schools or operate on an emergency schedule, or if the weather is so bad you cannot make it to work, contact Superintendent's Office.

### Notification that an Emergency Exists

In the case of inclement weather or other situations severe enough for the District to determine that an emergency exists, the following broadcast media stations will be notified:

Station	Tune To
KCBS	740 AM
KRON TV	CH 4
KPIX TV	CH 5

Employees should listen to the stations closest to their facility to discover if schools are closed or operating under emergency conditions. The Superintendent will determine which employees will report to work on a case-by-case basis.



## EMERGENCY COMMUNICATIONS

### Emergencies Within a School

#### Internal communications will be via:

- Public address systems.
- Message runner.
- District telephone/emergency radio to administration offices.

#### External communications will be via:

- News bulletins, as needed, by appointed personnel only.

### Emergencies Affecting Two or More Schools

#### In-district communications will be via:

- Telephone, if operable.
- District radio system for internal communications.
- Superintendent or designee and/or Principal will release information to news media and prepare necessary bulletins.

**A Crisis Communications Center will be established to collect and release information if the emergency is of a continuing nature. Refer to the District Emergency Operations Plan and, for schools, School Disaster Plan.**

### When Using the District Radio System

- Firmly push down button to transmit, wait several seconds, then speak calmly and clearly into the mouthpiece. State numbers singly, such as “five-one,” not “fifty-one.”
- When a state of emergency is declared, provide the following data: number of injured, number of deaths, type of building damage and resources your site needs to manage during the disaster.
- Unit to Base Transmissions:
  - Identify yourself by site number to Base.
  - Base will respond to your site number.
  - Give message, after transmission is complete. Base will end with (base number) clear.

- Unit to Unit:
  - Use site number to begin and end transmissions.
- Portable units keep a usable charge for 8 to 12 hours.
- For daily care and operations information, go to [www.ousd.org](http://www.ousd.org), click on “Resources”, click on “Emergencies” and open the appropriate document pertaining to your radio model.

Superintendent and/or designee will direct the use of hand-held radios within the schools. Briefings/bulletins will be necessary in a continuing emergency, especially when school remains open.

- Use established communication channels to keep employees, students, parents, essential communicators and community informed.
- Keep secretary briefed on situation changes and what to tell people who phone the School District.
- Hold briefings with employees, student leaders and other key communicators.
- Enact telephone tree in order to communicate updates.
- Prepare bulletins to distribute to employees, students, parents and essential communicators, as needed.
- Supply Superintendent’s office and public information offices with a copy of each bulletin.

### Working With the News Media

Only pre-assigned District Office personnel will meet with the media in a designated area so as not to disrupt the educational process.

News media personnel are not to be on school grounds, except in designated areas.

Staff are to report any news media personnel that appear elsewhere on campus to the Superintendent’s Office.

## BOMB THREAT (PHONE)

### Reportable Incident

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1. Stay calm. Take a deep breath and focus on what the caller says.</li> <li>2. Keep the caller on the phone as long as possible.</li> <li>3. Ask the questions in the bomb threat checklist.</li> <li>4. Immediately contact the designated Administrator who will call 911.</li> </ol> | <ol style="list-style-type: none"> <li>5. Cell phones and electronic devices must not be used. They can trigger some types of bombs.</li> <li>6. DO NOT TOUCH anything suspicious.</li> <li>7. Lockdown the building according to instructions from your Administrator.</li> </ol> |
|---|--|

## BOMB THREAT CHECKLIST (PHONE)

### **DO NOT HANG UP**

(Make copies of this page for reporting purposes and retain a copy for school file.)

Date of call: \_\_\_\_\_ Exact time of call: \_\_\_\_\_

#### QUESTIONS TO ASK CALLER:

1. When is the bomb going to explode? \_\_\_\_\_ a.m. p.m.
  2. Where is the bomb? \_\_\_\_\_
  3. What does the bomb look like? \_\_\_\_\_
  4. What kind of bomb is it? \_\_\_\_\_
  5. What will cause it to explode? \_\_\_\_\_
  6. Did you place the bomb? Yes No
  7. Why? \_\_\_\_\_
  8. Where are you calling from? \_\_\_\_\_
  9. What is your address? \_\_\_\_\_
  10. What is your name? \_\_\_\_\_
- Exact words of caller: \_\_\_\_\_

#### BACKGROUND SOUNDS

- |                         |                         |
|-------------------------|-------------------------|
| _____ Street Noises     | _____ Factory Machinery |
| _____ Phone Booth       | _____ Animal Noises     |
| _____ Voices            | _____ Clear             |
| _____ PA System         | _____ Static            |
| _____ Music             | _____ House Noises      |
| _____ Long Distance     | _____ Local Call        |
| _____ Office Machinery  | _____ Motor             |
| _____ Adult Voices      | _____ Dishes Banging    |
| _____ Children's Voices |                         |
- Other: \_\_\_\_\_



If voice is familiar, whom did it sound like? \_\_\_\_\_

Remarks: \_\_\_\_\_

Person receiving call: \_\_\_\_\_

Telephone number call received at: \_\_\_\_\_

Date: \_\_\_\_\_

**THREAT LANGUAGE**

- \_\_\_\_\_ Well spoken (educated)      \_\_\_\_\_ Incoherent
- \_\_\_\_\_ Taped                                      \_\_\_\_\_ Foul Language
- \_\_\_\_\_ Irrational                                  \_\_\_\_\_ Message taped
- \_\_\_\_\_ Message scripted by threat maker

**CALLER'S VOICE. Check all that are appropriate:**

- Sex \_\_\_\_\_ Age \_\_\_\_\_ Accent \_\_\_\_\_
- \_\_\_\_\_ Calm      \_\_\_\_\_ Laughing      \_\_\_\_\_ Lisp      \_\_\_\_\_ Accent
- \_\_\_\_\_ Angry      \_\_\_\_\_ Crying      \_\_\_\_\_ Raspy      \_\_\_\_\_ Whisper
- \_\_\_\_\_ Excited      \_\_\_\_\_ Normal      \_\_\_\_\_ Ragged      \_\_\_\_\_ Soft
- \_\_\_\_\_ Slow      \_\_\_\_\_ Distinct      \_\_\_\_\_ Slurred
- \_\_\_\_\_ Nasal      \_\_\_\_\_ Rapid      \_\_\_\_\_ Clearing Throat
- \_\_\_\_\_ Stutter      \_\_\_\_\_ Deep      \_\_\_\_\_ Loud Breathing
- \_\_\_\_\_ Cracking Voice      \_\_\_\_\_ Distinguished

Familiar? Whom did it sound like? \_\_\_\_\_

Other: Write anything else that was not covered.

Name of employee taking the call: \_\_\_\_\_

Position: \_\_\_\_\_

Work Phone: \_\_\_\_\_

Department: \_\_\_\_\_

Date: \_\_\_\_\_

**Recommendation**

Each phone receiving incoming calls should have one 3x5 card at the phone with key words related to this checklist to be used as a reminder for whoever receives a bomb threat.

## BOMB THREAT PROCEDURES (DEVICE LOCATED)

### Reportable Incident

#### Overall Procedures

1. Upon discovery of a suspicious device, immediately notify the Administrator.
2. If a device is located in a classroom, immediately and calmly evacuate.

Under no condition, attempt to touch or move the device.  
Turn off cell phones or electronic devices – they can activate explosive devices.

#### Administrator’s Responsibilities

- Upon notification of a device located:  
Don’t forget, there may be more than one device.
- Call 911; use only landlines.
  - Notify Central Office ~~and OSPD.~~
  - Activate Bomb Threat Response Protocol.

#### Staff’s Responsibilities

- Call school office on school telephone, not cell phone.
  1. ~~Contact Oakland Schools Police Department, wait for decision on whether to Lockdown or Evacuate.~~
  2. If Lockdown is ordered, follow Lockdown procedures.
  3. If Evacuation is ordered, follow Evacuation procedures as directed by the Administrator.
  4. Staff should look for and report all suspicious objects to the Administrator immediately.
  5. Once evacuated, stay in your designated areas until you are told it is safe to return to the building.

#### PM Custodial Responsibilities

- Call 911.
- Call the “On-Call” Supervisor for further direction.

#### THREAT LEVELS

#### Possible Responses to Threat Levels

(Always Consider Totality of Circumstances)

	LOW	MEDIUM	HIGH
Full Evacuation	Consider	Consider	Strongly Consider
Partial Evacuation	Consider	Consider	Strongly Consider
Explosives Detection Canine	Consider	Strongly Consider for Lockers	Strongly Consider for Common Areas/ Parking Lot
Secure Mode – Remain in Secure Location	Strongly Consider	Strongly Consider	Strongly Consider
Protracted Secure Mode – Limited Class Changes – Limited School Access from outside	Consider	Consider	Strongly Consider
Access Control	Consider	Strongly Consider	Strongly Consider
VBIED’s (perimeter) Counter Measures	Consider	Consider	Strongly Consider



## BOMB THREATS

### ALL BOMB THREATS ARE SERIOUS!

Most likely, threats of a bomb or other explosive device will be received by telephone.

### The Person Receiving the Bomb Threat Will:

- Attempt to gain as much information as possible when the threat is received. Do not hang up on the caller.
- Use the “bomb threat checklist” form as a guide to collect the information needed. Don’t be bashful about asking direct, specific questions about the threat. Keep the caller on the phone as long as possible. If the threat is received by phone, attempt to gain more information.

### The most important information is:

- When will the bomb explode and where is the bomb located?
- Immediately after receiving the bomb threat, the person receiving the call will verbally notify the building Administrator of the threat received. Complete the “bomb threat checklist” form.
- Turn off cellular phones and/or walkie-talkie radios (transmits radio waves – could trigger a bomb).

### Building Administrator Will (If Necessary):

- Call 911 if appropriate. Give the following information:
  - Your name.
  - Your call-back phone number.
  - Exact street location with the nearest cross street.
  - Nature of incident.
  - Number and location of people involved and/or injured.
- ~~Notify Oakland Schools Police Department.~~
- Notify Superintendent’s Office.
- Evacuate involved buildings using fire drill procedures. Principal must have Superintendent’s permission to evacuate the entire site.
- Implement a systematic inspection of the facilities to determine if everyone is out.
- Fire department or police officers shall organize a search team to check for suspicious objects; a bomb can be disguised to look like any common object. Site employees should be ready to assist as needed.
- Maintain an open telephone line for communications.
- Secure all exits to prevent re-entry to buildings during the search period.
- Be certain people stay clear of all buildings; a bomb(s) may be planted against an outside wall. The blast will be directed in large part away from the building.
- Re-occupy buildings only when clearance is given by proper authorities.




## VIOLENCE IN THE WORKPLACE

### Reportable Incident

**Violence** is defined as stalking, threats, inappropriate communications, verbal and sexual harassment, trespassing, telephone and e-mail harassment, violation of restraining orders and behaviors that are threatening to students and staff.

- ~~Contact Central Office and Oakland Schools Police Department.~~
- Submit completed incident report form to Legal Department and CCMSI.

### Administrator's Responsibilities

- Identify and document the problem.
- Determine type of threat (physical, emotional, verbal, etc.) 
- If physical assault has occurred, provide first aid and ~~contact police at 911 (Emergency) or Oakland Schools Police Dept. at 510-874-7777 (Non-Emergency).~~
- If physical assault is threatened, contact ~~police,~~ 
- Have victims complete an Incident Report Form 

### Staff's Responsibilities

- Report incident to Administration.
- Have victims complete an Incident Report Form.
- Provide report to Administration.

### PM Custodial Responsibilities

- Call "On-Call" Supervisor.



## CHILD ABUSE

REMEMBER: Failure to report a suspected incident of child abuse within 48 hours can result in criminal prosecution. Protect the victim and protect yourself.

**Child Protective Services (CPS) Crisis Line: (510) 259-1800**

### Important First Steps

#### Sexual Assault (Child Assaulted on or Near School Property)

- Accompany victim to safe place at school and remain with her/him.
- Protect evidence of sexual assault.
- Notify parent/legal guardian (provided they are not suspected), Child Protective Services (CPS), and police without delay.
- Once student has been cared for, notify Regional and Superintendent's Office.

#### Sexual Abuse (Suspicion of Past Sexual Incidents)

- Notify ~~district police and~~ school nurse or appropriate staff immediately. (Staff should not treat unless the victim's life is threatened.)
- Notify CPS and describe evidence.
- Leave notification of family to CPS ~~or the police.~~
- Once student has been cared for, notify Superintendent's Office.

#### **\*DO NOT DESTROY EVIDENCE OF SEXUAL ABUSE.**

- Do not wash clothes or victim's body or underwear. Do not have victim undress.
- Do not allow victim to wash or wipe body.
- Do not wipe away dirt, semen or dried blood.
- Stay with the victim and reassure her/him of safety.

#### Suspected Physical Abuse or Significant Neglect

- Notify appropriate staff and CPS immediately.
- Notify CPS and describe evidence. CPS will advise you of next steps. Follow their directions.
- Notify immediate Director/Supervisor.



## ACCIDENTS/MEDICAL EMERGENCIES

### Reportable Incident

#### Administrator's Responsibilities

- Call 911.
- Report to the scene. Secure and isolate the area.
- Have staff trained in first aid/CPR respond to the area to assist.
- Assign an individual to meet and escort the emergency medical responders to the scene.
- Notify the parent/legal guardian.
- Provide the police/EMS emergency information.
- Accompany the student/staff to the hospital if the parent/ legal guardian cannot be there.
- Call Central Office ~~and OSPD Non-emergency (510-874-7777).~~
- Initiate support services for students/staff immediately through the Crisis Response Team.

#### Staff's Responsibilities

- Evaluate the accident scene. Isolate and secure the area.

- Direct any unaffected persons to a safe and secure area.
- Call 911.
- Notify the Administrator. Advise them of the number of injured and of the situation. Give the location.
- If the scene is safe, proceed to the victim and assess the severity of the injury.
- Stabilize the victim and administer first aid, if needed.
- Use universal precautions when handling body fluids.
- Assist the emergency medical responders.
- If the scene is not safe, e.g., electric shock, downed wires, etc., wait for EMS.

#### PM Custodial Responsibilities

- Call the "On-Call" Supervisor.



## ACCIDENTS

Minor accidents can happen at any time during school activities. Responding appropriately to the needs of accident victims is of utmost importance.

The following procedures should be taken in the event of an accidental injury to staff or students.

The first adult on the scene assumes responsibility for appropriate procedures to be taken until an Administrator arrives.

- Keep injured person still and quiet.
- Check for breathing and bleeding. Administer immediate first aid if necessary.
- Call 911 if appropriate. Give the following information:
  - Your name
  - Your call-back phone number
  - Exact street location with the nearest cross street
  - Nature of incident
  - Number and location of people involved and/or injured
- Call for administrative assistance.
- Collect the facts of the cause and nature of the injury.

### The Principal or Designee will:

- Contact parent/legal guardian of student or relatives/spouse for employee, if needed.
- Notify Superintendent's Office ~~and Oakland Schools Police Department.~~
- Complete necessary forms, accident report, insurance forms, etc.

## MEDICAL EMERGENCIES

Calmly and carefully, assess the medical emergency you are faced with. Take only those measures you are qualified to perform.

You should always wear latex or rubber gloves to prevent contact with bodily fluids.

### Rescue Breathing

- Call 911.
- Gently tilt the head back and lift the chin to open the airway.
- Pinch the nose closed.
- Give two slow breaths into the mouth.
- Breathe into an adult once every five seconds, and for children or infants breathe gently once every three seconds.
- If you are doing the procedure correctly, you should see the chest rise and fall.

### To Stop Bleeding

- Apply direct pressure to the wound.
- Maintain the pressure until the bleeding stops.
- If bleeding is from an arm or leg, and if the limb is not broken, elevate it above the level of the heart.

### Treatment for Shock

- Do whatever is necessary to keep the person's body temperature as close to normal as possible.
- Attempt to rule out a broken neck or back.
- If no back or neck injury is present, slightly elevate the person's legs.

### Choking

- Stand behind the person.
- Place the thumb side of one of your fists against the person's abdomen, just above the navel and well below the end of the breastbone.
- Grasp your fist with your other hand, give an abdominal thrust.
- Repeat until the object comes out.
- If required, begin rescue breathing.

## FIRE/ARSON

### Reportable Incident

Arson means the unauthorized starting of a fire on school property or assisting another in starting a fire.

#### Administrator's Responsibilities

- Evacuate the building by using the fire alarm.
- Call 911; give the specific location, if known.
- Determine if students/staff need to evacuate campus, request transportation to the designated site.
- Call Central Office ~~and Oakland Schools Police Department.~~
- Clear Exterior Access to Building.
- Assist the fire department with locating the utilities.
- Ensure the building is evacuated.
- Signal an "All Clear" when appropriate.

#### Staff's Responsibilities

- Close windows and doors; do not lock.
- Be alert to assist any student with a disability, if needed.
- Evacuate students quietly and in an orderly fashion.
- Bring Emergency Procedures Manual Roster.
- Report to your designated area and call roll.
- Hold up Emergency Procedures Manual to indicate:
  - **Red** Side Out: Need Help!/Extra Student
  - **Green** Side Out: All Clear
- Report any missing students to the Administrator.
- Return to building only after the building Administrator or fire department gives the "All Clear" signal.



### **PM Custodial Responsibilities**

- Call the “On-Call” Supervisor.
- Assist the fire department in locating the utilities.
- Ensure the building is evacuated.
- Reoccupy the building when given an “All Clear.”

### **NOTE**

- If arson is suspected, inform the responding police/fire personnel.
- Assist the police/fire department.
- Help locate any possible suspect and/or witness(es).
- If the fire was extinguished, still report the fire to the fire department for investigation.

### **FIRE**

- Evacuate the buildings immediately for any fire or suspected fire.
- Sound alarm if it has not already been done.

- Call 911, identify problem, school building address and location of fire (if known).

Never attempt to fight a fire larger than a wastebasket size. Even a small fire can generate enough smoke to cause serious injury. Never attempt to fight a fire by yourself. Call for help. Always stay between the fire and the exit.

### **FIRE EXTINGUISHER INSTRUCTIONS:**

- P** Pull safety pin from the handle.
- A** Aim at the base of the fire.
- S** Squeeze the trigger handle.
- S** Sweep from side to side.

### **If your clothes (or someone else’s) catch fire, STOP, DROP AND ROLL!**

- Upon arrival, the fire department will assume command.
- Principal will be accountable for teachers and school district staff. Teachers will be accountable for students.
- Notify Superintendent’s Office ~~and Oakland Schools Police Department~~ of incident.

## DRIVE-BY SHOOTING ON SCHOOL SITE

### Reportable Incident

#### Administrator's Responsibilities

- Declare a "Lockdown" if the situation appears threatening to the safety of the building.
- Identify the problem and the location. Secure and isolate the area.
- Call 911.
- ~~Call Oakland Schools Police Department Non-Emergency (510-874-7777).~~
- Assist the police in locating and identifying the possible suspects and victims.
- Promote emergency information on suspects, victims or witnesses.
- Provide the police/EMS with emergency information.
- Immediately initiate support services for students and staff through the [Crisis Response Team](#).

#### Staff's Responsibilities

- If shots are heard, instruct the students, "Drop to the floor/ground."
- If possible, while on the ground, move the students to a safe area.
- Notify the Administrator.
- Advise them of any injuries/property damage.
- Take attendance. Report any missing student(s) to the Administrator/designee.
- Discourage discussion.
- Wait for the police/EMS responders to arrive.

#### PM Custodial Responsibilities

- Call 911.
- Call the "On-Call" Supervisor for further direction.
- Assist the police in locating and identifying any possible suspects and victims.




## UNLAWFUL ASSEMBLY, DISTURBANCE, OR DEMONSTRATION

### Student Involvement

- Secure the classroom, notify office to secure building, keep students in classrooms and away from windows or areas of possible danger.
- ~~Call Oakland Schools Police Department at 510-874-7777 to alert them to situation and possible future need.~~
- Notify Superintendent's Office.
- Employees and students will be informed as necessary. Calm fears and keep operations as normal as possible.
- Passing times may be adjusted for student protection.
- Principal will request to meet with a group of 3 to 5 students to discuss concerns, encouraging others to return to class.
- ~~Activate~~ Lockdown protocol.
- Students will not be released until it is determined by the Principal that they will not be at risk of harm.
- If necessary, students will be removed from the school grounds via an alternate route.

### Non-Student Involvement

- Secure the classroom, notify office to secure building, keep students in classrooms and away from windows or areas of possible danger.
- ~~Call Oakland Schools Police Department at 510-874-7777 to alert them of situation and possible future need.~~
- Notify the Superintendent's Office.

- Employees and students will be informed as necessary. Calm fears and keep operations as normal as possible.
- ~~Activate~~ Lockdown protocol.
- District Administrator or Principal will inform demonstrators of laws and policies regarding unauthorized assembly.
- Demonstrators will be asked to leave school grounds. The Administrator will offer to meet with a spokesperson.
- If negotiations fail, ~~the authorities will be called to the scene.~~
- Principal or designee will be a spokesperson for the media. 
- Students will not be released until it is determined by the Principal that they will not be at risk of harm.
- If necessary, students will be removed from the school grounds via an alternate route.

### Staff Guidelines


- Exercise good judgment and reasonable action to guard against escalating the disturbance/demonstration.
- Record observations of any incidents, including date, time, place, names and actions of those involved, and any intervention attempts. Report to the Principal.
- Maintain normal classroom operations as much as possible.
- If the disturbance/demonstration is outside the building, keep students away from windows and shades down in order to keep students as safe as possible.

## WEAPONS ON SCHOOL PROPERTY

### Reportable Incident

Follow these procedures within the building whenever you know or suspect a student may have a weapon in a locker, car, or anywhere else on school property.

### Administrator's Responsibilities

- Declare a "Lockdown" if the situation appears threatening to the safety of the building. 
- Call 911 if on landline; call 510-777-3211 if on cell phone.
- Call Central Office.
- Determine if a reasonable suspicion exists to search for a weapon.

### Staff's Responsibilities

- Notify the Administrator.
- Do not attempt to approach or confiscate.
- If a weapon is found, isolate the area and do not touch the weapon. Police will secure it for evidence.
- Await further instructions from the Administrator.


## SHOOTING OR SNIPER, BRANDISHING WEAPON OR EXPLOSIVE

**REMEMBER:** Protect the students and protect yourself.

**If you are in the same room or immediate area as the shooter:**

- Do exactly as the shooter says, unless it endangers you or someone else.
- Remain quiet.
- Do not argue with or provoke the shooter.
- Try to take cover as soon as you can.

**If you are in the vicinity of or in the same building with the shooter:**

- Take cover and remain still if shots are being fired at or near you.
- Give DROP command.
- If you can, remove others from the line of fire.
- If you can, assist the injured.
- Call 911 if on landline; call 510-777-3211 if on cell phone. Give the following information:
  - School/site name and location
  - Your name and phone number
  - Exact location and number of shooters
  - Description of sniper, type of weapon, number of hostages, if any
  - Number and location of injured persons
- Alert other teachers/staff of situation and location of shooter.
- Initiate Lockdown of facilities.
- Keep surveillance until law enforcement arrives.
- Follow directions of law enforcement when they arrive. 

## **STRANDED STUDENTS AND/OR STAFF**

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Prior to leaving on an extended (out of county) or overnight field trip including all extra-curricular activities, the Staff Supervisor will:

- Provide the bus driver the completed "List of Participants" form before departure.
- The District Field Trip form is to be kept by the teacher or staff member. The original form is filed in the Risk Management Office.

### **If Stranded**

- The teacher/advisor/coach is to contact his/her supervisor who will start an emergency phone tree. They are to contact the Superintendent's Office.

### **Depending on the Situation:**

- The Principal will convene an Emergency Response Team.
- The Superintendent will convene the District Emergency Response Team.
- When telephone lines are down or inaccessible, and it is difficult to give and get information to the District, the responsible adults are to keep students safe and secure until contact can be made with the District.



## UNAUTHORIZED REMOVAL/MISSING/ABDUCTED PERSON(S)

### Reportable Incident

#### Overall Procedures

- If an abduction is observed or suspected, call 911.
- Provide a detailed description of the abductor (physical appearance, type/color of clothing, and make/model/color/license number of any vehicle seen and direction of travel).
- If a person is missing/abducted, immediately notify the Administrator.
- Provide a detailed description of clothing/time/location when person was last seen, and photograph of the person.

#### Administrator's Responsibilities

##### Missing Person(s)

- Conduct an immediate search of the school/school grounds.
- Call 911.
- ~~Call Oakland Schools Police Department Non-Emergency number (510-874-7777).~~
- Call Central Office.
- Contact the custodial parent/legal guardian of the missing student.

##### Abduction

- Call 911, provide suspect/vehicle information.

- ~~Call Oakland Schools Police Department Non-Emergency number (510-874-7777).~~
- Call Central Office.
- If an abduction is witnessed by others, detain and isolate witnesses from each other for interviews with the Administrator/law enforcement.

#### Staff's Responsibilities

##### Missing Person(s)

- Notify the Administrator.
- Assist the Administrator with questioning friends/classmates.
- Maintain control of the remaining students.

##### Abduction

- If an abduction occurs during class, attempt to persuade the abductor not to commit the act, if possible.
- If an abduction is witnessed by others, detain and isolate witnesses from each other for interviews with the Administrator/law enforcement.
- Do not place yourself or students in harm's way.

#### PM Custodial Responsibilities

- Call 911 and then "On-Call" Supervisor.



## EARTHQUAKES

- Students and staff within buildings at the beginning of an earthquake should remain where they are, sitting or crouching below the level of desks and tables. When possible, movement should be away from windows and outside walls toward inner walls and doorways.
- Students and staff outside buildings at the beginning of an earthquake should immediately get as far away as possible from buildings and other elevated objects.
- Staff in portable classrooms should turn off heating and lighting units immediately.
- Students and staff in classrooms(s) where hazardous chemicals or electrical service switch panels are present should vacate those rooms. Such classes include, but are not limited to, general science, chemistry, biology, electronics, power mechanics, metals and craft. Students and staff should move toward the interior of the building into the hall while avoiding those hallways where skylights are located and areas adjacent to the end of halls where glass is present. If safe to do so, move to cafeterias or gymnasiums.
- Students and staff in classrooms other than those above should remain where they are following an earthquake. When the ground stops shaking, class should evacuate building in an orderly manner, following the fire evacuation route whenever possible.
- The school emergency plan shall be activated and employee response team leaders will report to the outside Command Post. The building shall remain evacuated until assessed to be safe by appropriate authorities.

During an earthquake, the solid earth moves like the deck of a ship. The motion is frightening, but unless it shakes something down on you, it is survivable. **KEEP CALM!** Ride it out. Your chances of survival are excellent if you know what to do and have drilled and educated staff/students in advance. Be alert to signs of panic. Provide reassurance and stop rumors. **BE PREPARED FOR AFTER SHOCKS!**

AT POINT OF RECOGNITION OF AN EARTHQUAKE, ALL PERSONS SHOULD DROP, COVER AND HOLD. IF INDOORS, do not leave the room.

- Stay away from windows, bookcases, file cabinets, heavy mirrors, and hanging objects that could fall and doors.
- Stay under cover until the shaking stops.
- Hold onto the desk or table, if it moves, move with it.
- Remain covered until instructed to evacuate.
- Faculty should remain calm and in control.
- If you smell gas or hear a hissing sound, open a window and leave the building. Support Services/Custodian will contact utilities and/or utility shutoff.
- Check neighboring room to ensure safety of colleagues and return to your room.

### IF OUTDOORS, stay in the open.

- Keep away from buildings, trees and electrical wires. Instruct students not to touch power lines or objects touched by the wires. (All wires should be treated as LIVE.)
- Remain outside until further notice. IF ON A SIDEWALK near a tall building, get into a buildings doorway to protect yourself from falling bricks, glass and other debris.

### If in an Assembly

- Stay in your seat or get under it if possible, and protect your head with your arms. Do not try to leave until the shaking is over.
- Check yourself and those around you for injuries.
- Give first aid to the injured.
- Principal or designee will direct students to pre-determined evacuation areas.
- Take student roster with you upon evacuation.
- Administrators will account for all staff. Teachers will account for all students.

**REMAIN CALM AND IN CONTROL.**

**ACTIVATE SCHOOL EMPLOYEE EMERGENCY TEAMS!**

## ARMED SUBJECT, ARMED ROBBERY OR HOSTAGE

### Reportable Incident

**Definition:** The term weapon includes: firearms, bombs, silencers, double-edged non-folding stabbing instruments, switchblade, blackjack, slingshot, billy club, bludgeon, metallic knuckles, sand club, sand bag, a taser or stun gun, including air and gas powered guns (e.g., BB, pellets or paint ball guns), a gas-ejecting device that is not a self defense spray device or any other article carried or possessed for use as a weapon, e.g., tire iron or baseball bat carried for purpose of assault or defense.

**Follow these procedures within building whenever a person:**

- ~~Has a weapon.~~
- ~~Says they have a weapon.~~
- ~~Is holding another person against their will.~~

**Building Moves to “Lockdown” Procedure  Immediately.**

### Overall Procedures

1. Call 911.
2. Notify the Administrator. Relay accurate information.
  - Where in the building is the event occurring?
  - How many are involved (perpetrators and hostages)?
  - What demands, if any have been made?
  - Is anyone injured?
3. Render the appropriate assistance.

### Administrator’s Responsibilities

- Immediately declare “Lockdown.”
- Call 911.
- Escort any students in hallways to a safe location.
- Isolate the Lockdown area.
- Await the arrival of the emergency responders.
- Provide assistance as needed.

- Coordinate with the police/EMS personnel.
- Call Central Office ~~and Oakland Schools Police Department.~~
- Mobilize the Crisis Management Team.

### Staff’s Responsibilities

- If a weapon has been seen, follow the overall procedures.
- Open window treatments and close and lock your classroom door.
- Make a list of all students not in the classroom who should be when the Lockdown was declared.
- Record the names of students who enter the room after the Lockdown.
- If directed to leave your classroom, take your class record book with you, if possible.
- Do not attempt to contact the office unless you have pertinent information or require immediate medical attention.
- Await further instructions from the Administrator.

### PM Custodial Responsibilities

- Call the “On-Call” Supervisor.

### If Weapon is Found

Isolate the area. Do not touch the weapon.  
Police will secure the weapon for evidence.

### If Subject is Visible

Stay calm and do not approach.

Do not attempt to confiscate the weapon; communicate and cooperate with the subject, stay calm! If a suspect threatens you with a weapon, follow the suspect’s directions.

Do not try to be a hero.



## MAJOR CRIME ON CAMPUS

### Violent Crimes Against People

- If Non-Emergency, call ~~Oakland School Police Department~~.
- Call police (911), if in progress or immediate medical attention required.
- Notify Site Supervisor.
- Depending on the circumstances regarding safety of staff and students, consider implementing Lockdown protocol.
- Get the facts (who, what, when, where and why).
- Describe nature of injuries.
- Advise if you know if suspect is still in area but DO NOT go looking for them.
- If suspect has left area, determine last known location and direction of travel.
- Determine if weapon was involved. Describe if possible.
- Contain witnesses for police, but keep separated as much as possible.
- Do not touch or move weapons or evidence. Attempt to protect scene until police arrive.
- Superintendent's Office will be notified.
- Parent/legal guardian and key communicators will be notified.

## MASS CASUALTY

### In the Event of a Mass Casualty Incident (MCI)

- Determine what the problem is and call 911 for local emergency services.
- Identify the problem and give the school address.
- Site Administrators decide whether or not to activate the School Site Disaster First Aid Team protocols (see School Site Disaster First Aid Team Protocols and School Site Disaster Plan).
- Determine if problem will continue or if it is over.
- Notify Superintendent's Office.
- School representative will meet Incident Command Officer (fire department or police official) who will determine exact nature of incident.
- Keep calm, reassure students.
- Fire department will notify appropriate agencies for additional help.
- ~~Crisis Team will convene.~~
- Contact Superintendent to determine need to send students home.

# CHEMICAL/BIOCHEMICAL/RADIOLOGICAL/NUCLEAR (CBRN) ATTACKS

## Reportable Incident

**Chemical:** The deliberate release of a toxic gas, liquid or solid that can poison people and the environment.

**Biological:** An attack that is deliberate release of germs or other biological substances that can make you sick.

**Radiological:** The use of common explosives to spread radioactive materials over a targeted area.

**Nuclear:** An explosion with intense light and heat, a damaging pressure wave and widespread radioactive material that can contaminate the air, water and ground surfaces for miles around.

## Administrator's Responsibilities

- In the event of an incident or attack call 911, the first few moments are critical.
- It is essential that all personnel are sheltered in place and are not allowed to contaminate others.
- Inform all building occupants that help is on the way and that the power will be shut down.
- Building personnel will be shutting down all ventilation systems.
- You may lose electrical power in order to decrease the likelihood of the agent spreading unnecessarily. Do not panic!
- The fire department will be following specific procedures in order to ensure that everyone is decontaminated appropriately.

## Staff's Responsibilities

Remain calm and

- Notify the principal's office immediately.
  - Advise of injuries/anyone in immediate danger.
  - If evident, notify principal's office of adverse physical symptoms present.
- Immediately begin Lockdown procedures.
- Take attendance and do not allow anyone to exit or enter the room.
- Have students cover nose and mouth with handkerchief or other material.
- Await further instructions.
- Ensure that students do not chew gum, eat, drink or place objects in their mouth (radiological or nuclear only).

## Outside the Building

- Begin Lockdown procedures.
- Take attendance and do not allow anyone to exit or enter the room.

- Have students cover nose and mouth with handkerchief or other material.
- Remain calm and notify the principals office of the following:
  - Advise of injuries/anyone in immediate danger.
  - Advise if any building occupants begin to experience adverse physical symptoms.
- Ensure that students do not chew gum, eat, drink or place objects in their mouth (radiological or nuclear only).

## BIO-TERRORISM (ANTHRAX THREAT)

Many facilities in communities around the country have received anthrax threat letters. Most were empty envelopes; some have contained powdery substances. The purpose of these guidelines is to recommend procedures for handling such incidents.

### DO NOT PANIC

Anthrax organisms can cause infection in the skin, gastrointestinal system, or the lungs. In order for this to happen, the organism must be rubbed into abraded skin, swallowed, or inhaled as a fine, aerosolized mist. Disease can be prevented after exposure to the anthrax spores by early treatment with the appropriate antibiotics. Anthrax is not spread from one person to another person.

For anthrax to be effective as a covert agent, it must be aerosolized into very small particles. This is difficult to do, and requires a great deal of technical skill and special equipment. If these small particles are inhaled, life-threatening lung infection can occur, but prompt recognition and treatment are effective.

Some characteristics of suspicious letters or packages include the following:

- Excessive postage.
- Ticking sound.
- Lopsided or uneven envelope.
- Visual distractions.
- Marked with restrictive endorsements.
- Incorrect titles. Title, but no name.
- Excessive security material such as masking tape, string, etc.
- "Personal" or "Confidential."
- Shows a city or state in the postmark that does not match the return address.
- Misspellings of common words.
- Oily stains, discolorations or odors.
- Excessive weight.
- Handwritten or poorly typed addresses.
- Protruding wires or aluminum foil.
- No return address.



## **Suspicious Unopened Letter or Package Marked With Threatening Message Such As “Anthrax”**

- Do not shake or empty the contents of any suspicious envelop or package.
- Place the envelope or package in a plastic bag or some other type of container to prevent leakage of contents.
- If you do not have any container, then cover the envelope or package with anything (e.g., clothing, paper, trash can, etc.) and do not remove this cover.
- Then leave the room and close the door, or section off the area to prevent others from entering.
- Wash your hands with soap and water to prevent spreading any powder to your face.
- If you are at home, report the incident to the local police. If you are at work, report the incident to the local police and your site Administrator.
- List all people who were in the room or area when this suspicious letter or package was recognized. Give the list to both the local public health authorities and law enforcement officials for follow-up investigations and advice.

## **Envelope With Powder or Powder Spills Out Onto a Surface**

- Do not try to clean up the powder. Cover the spilled contents immediately with anything and do not remove this cover.
- Leave the room and close the door or section off the area to prevent others from entering.
- Wash your hands with soap and water to prevent spreading any powder to your face.
- If you are at home, report the incident to the local police. If you are at work, report the incident to the local police and your site Administrator.

- Remove heavily contaminated clothing as soon as possible and place in a plastic bag, or some other container that can be sealed. The clothing bag should be given to the emergency responders for proper disposal.
- Shower with soap and water as soon as possible. Do not use bleach or other disinfectant on your skin.
- If possible, list all people who were in the room or area, especially those who had actual contact with the powder.
  - Give the list to both the local police and public health authorities so that proper instructions can be given for medical follow-up and further investigation.

## **Possible Room Contamination by Aerosol**

(Examples: small devices triggered, warning that air handling systems is contaminated, or warning that a biological agent is released in a public space.)

- Turn off local fans or ventilation units in the area.
  - Leave the area immediately.
- Close the door or section off the area to prevent others from entering.
- If you are at home, report the incident to the local police. If you are at work, report the incident to the local police and your site Administrator.
- Shut down air handling systems in the building if possible.
- If possible, list all people who were in the room or area, especially those who had actual contact with the powder.
  - Give the list to both the local police and public health authorities so that proper instructions can be given for medical follow-up and further investigation.

# Student Discipline and Intervention Matrix

The following Figure 5 presents student behaviors and recommended interventions for Type I through Type VI offenses.

Figure 5 Student Discipline and Intervention Matrix				
Behavior/Offense	Recommended Intervention	Suspension	Referral for Expulsion	Notice to Police
<b>Type I (Classroom-Managed Behaviors)</b>				
Dress code violation	Teachers are expected to complete at least three Pre-Referral Interventions from the <a href="#">Universal Referral Form</a> (URF) before an office referral (see <a href="#">Pre-Referral Intervention Guide</a> for details)	No	No	No
Picking on, bothering, or distracting other students				
Technology violation (i.e., using cell phone in class without permission)				
Use of profanity or vulgarity (not directed toward adults)				
Failure to follow directions (all grades)				
Cutting class or repeatedly truant				
Possessed or used tobacco including vape pens with tobacco				
<b>Type II</b>				
Repeated Type I offense	One or more appropriate interventions from the <a href="#">Post-Referral Guide</a> (also listed at the bottom of the URF)	No	No	No
Repeated failure to follow directions (K-3) (suspension never permitted for K-3)				
Repeated failure to follow directions K-12. (Suspensions never permitted)				
Repeated failure to follow directions (4-12)		(suspension optional)		
Use of profanity toward adults		Discouraged and not permitted unless tiered interventions have been provided and failed. <del>(Note that out-of-school suspensions for defiance will be phased out by 2017.)</del> Sexual Harassment Optional 1-day. No suspensions for repeated failure to follow directions.		
Trespassing				
Bullying/Harassment Level 1 (teasing, name calling, excluding, giving dirty looks, gossiping)				
Sexual Harassment Level 1 (verbal, written, or electronic comments that are sexually offensive or degrading)				
Intentional destruction of school property including graffiti or tagging		Optional 1 Day		
Possession of firecrackers (non-projectile)				

False activation of fire alarm				
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## Student Discipline and Intervention Matrix (continued)

Behavior/Offense	Recommended Intervention	Suspension	Referral for Expulsion	Notice to Police		
<b>Type III</b>						
Repeated Type II	Parent consultation and one or more appropriate interventions from the Post-Referral Intervention Guide.	Discouraged and not permitted unless tiered interventions have been attempted and failed (K-3 students may not be suspended for defiance)	No	No		
Failure to follow directions when it causes an unsafe situation (no mental or physical harm to others)(4-12) (suspension never permitted for K-3)	Parent consultation and one or more appropriate interventions from the Post-Referral Intervention Guide.	Case by case basis depending on safety issue or mitigating factors  No	No	No		
Bullying/Harassment Level 2 (bullying based on race, disability, sexuality, and other protected classes, or pushing, poking, tripping, shoving, or making threats)						
Sexual Harassment Level 2 (touching that is inappropriate uncomfortable, embarrassing, and/or offensive but does not rise to the level of sexual battery - including electronic sexual harassment)						
Stole or attempted to steal school or private property (not directly from a person but from an unattended location such as a backpack or without force or intimidation)			Optional 1-2 days (K-4 students may not be suspended for harassment or sexual harassment)		Discouraged unless secondary factors present*	
Possessed or sold drug paraphernalia including vape pens w/o cartridges.						
Engaging in consensual sexual behavior on campus						
Caused, attempted to cause, or threatened to cause physical injury to another person staff or students (not involving threats re weapons)						If force was likely to cause great bodily injury or a deadly weapon was involved
Fighting Level 1 (mutual combat resulting in minor injuries such as cuts, scrapes; or instigating a physical altercation)						No



Intoxication	Parent consultation plus referral for substance abuse assessment. Refer to the <a href="#">Responding To Alcohol / Tobacco / Drug Use on Campus Guide</a>	No, unless student refuses substance abuse assessment  Optional...	No	No
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## Student Discipline and Intervention Matrix (continued)

Behavior/Offense	Recommended Intervention	Suspension	Referral for Expulsion	Notice to Police
<b>Type IV</b>				
Fighting Level 2 Assault - one-sided fighting resulting in minor injuries such as cuts, scrapes)	Parent conference plus one or more appropriate interventions from the Post-Referral Guide	Optional; no more than 3 days (K-4 students may not be suspended for harassment or sexual harassment)	Expulsion permitted if secondary factors findings are present	If force used was likely to cause great bodily injury or a deadly weapon was involved
Bullying Level 3 [severe or pervasive conduct, including online conduct, that has a substantially detrimental effect on physical or mental health or as described in 48900(r)]				No (except for sexual battery, which must be reported to police)
Sexual Harassment Level 3 (severe or pervasive conduct of a sexual nature as described in 48900.2) - electronically sending/forwarding explicit pictures of another student				
Possessing and/or using marijuana (with no intent to sell) including vape pens with cartridge	<a href="#">Responding To Alcohol / Tobacco / Drug Use on Campus</a>		Expulsion not permitted for first offense of possession of one ounce or less of marijuana; expulsions permitted for repeated offenses if tiered interventions have failed or student poses danger	No
Possessing and/or using a controlled substance other than marijuana				
Possession of an imitation firearm such as a BB gun, igniting or selling firecrackers/fireworks.	Parent Conference plus one or more appropriate interventions from the post referral guide	Case-by-case basis depending on safety threat or mitigating factors	Case-by-case basis depending on safety threat or mitigating factors	Yes (must notify)- if BB gun projects metallic object Yes No -for BB gun that doesn't project metallic object or

				firecrackers/fireworks
Committed harassment, threats, or intimidation against a student witness (including gang-related behavior)		Optional - up to 5 days if referring for DHP, otherwise 3 days max	Expulsion discretionary and if secondary findings are present	Depends on nature of threats
Threatening to cause physical injury with a weapon				No, unless in possession of a weapon at the time of the threat

## Student Discipline and Intervention Matrix (continued)

Behavior/Offense	Recommended Intervention	Suspension	Referral for Expulsion	Notice to Police	
<b>Type V (Expulsion "Expected")</b>					
Possession of a knife, taser, stun gun, or other dangerous object (brandishing a knife and possessing firearm/explosive listed separately)	Welcome circle to develop reentry plan including referral to COST		Expected, unless administrator determines that expulsion should not be recommended under the circumstances or an alternative means of correction would address the conduct	Yes - Collect evidence (take picture) and turn into police	
Caused serious physical injury to another person student except in self-defense (or Fighting Level 3)		Expected, 5 days if referring for expulsion		If force used was likely to cause great bodily injury or a deadly weapon was involved	
Committed or threatening an assault or battery on a school employee				Yes Optional	
Committed robbery (taking property by force or intimidation directly from someone)				Yes - For disposal only	
<del>Possessing and/or using a controlled substance other than marijuana</del> Furnishing a controlled substance other than marijuana	<del>Responding To Alcohol/Tobacco/Drug Use on Campus</del>				
<b>Type VI The "Big 5" Offenses</b>					
Brandishing a knife (Waving or pointing in a threatening manner)				Yes Optional	
Committed or attempted sexual assault or battery	<del>Welcome circle to develop reentry plan including referral to COST</del>	Mandatory, 5 days	Mandatory	Yes - (non-emergency) OUSD rep	
Selling a controlled substance <sup>1</sup> (see note below)				Yes - notify	

<sup>1</sup> 1 Administrators who find an ounce or less of marijuana on a student should presume that the student had the marijuana for their own consumption (see Type IV offense) and not for the purpose of selling.

Note: Any offense that is not Type 6 must have "secondary findings" to allow for expulsion. Secondary findings are defined as 1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct or 2) Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

## LAW ENFORCEMENT PROTOCOLS

Federal and State law require school principals or their designees to *notify* law enforcement authorities of certain acts of pupils, but not necessarily to *call* law enforcement. This protocol provides guidance to principals about when to (A) call law enforcement, (B) promptly notify law enforcement, (C) notify law enforcement in a cumulative quarterly report, (D) use the district data system within one (1) day, or (E) refer to law enforcement. This document describes state and federal law for when police must be notified.

### A. Mandatory Call to Law Enforcement

A principal or their designee must call the Oakland Police Department in the following circumstances:

- **Emergency Line (911 or 510-777-3211):**
  - A person or entity inquires about a known missing child;
  - Active shooter on campus;
  - Bomb threat;
  - Sexual assault or battery (e.g., rape or child molestation) (request child advocate);
  - Medical emergency (request ambulance and/or fire department);
  - When a principal has knowledge of an incident in which an OUSD employee was attacked or assaulted by a pupil (the employee must also promptly report the incident to OPD).

### B. Mandatory Prompt Notification to Law Enforcement (within the day)

A principal or their designee must call the Oakland Police Department in the following circumstances:

- **OPD Non-Emergency Line (510-777-3333)**
  - When a principal has knowledge of an incident in which an OUSD employee was physically threatened by a pupil (the employee must also promptly report the incident to OPD).
  - When an assault with a deadly weapon has occurred (if the principal intends to suspend or expel the student law enforcement must be notified prior to the suspension).
  - In order to promptly remove from campus any firearms or drugs (not including Cannabis) that have been recovered.

### C. Mandatory Notification to Law Enforcement [SEE FORM 5144.1.A]

- A principal or their designee must submit written reports (“notification”) to the City Police or County Sheriff on a quarterly basis of the following *acts* of a pupil or non-pupil (it is *not required* that student names be included in the report):
  - Possessing, selling, or otherwise furnishing a firearm on a school site (does not include imitation firearms);
  - Possession of a firearm within 1,000 feet of a school;
  - Possession of an explosive (does not include fireworks or firecrackers);
  - Possession or sale of narcotics or of a controlled substance;
  - Possession of a dirk, dagger, ice pick, or of a folding knife with a blade that locks into place;
  - Possession of a taser or stun gun;
  - Possession of a knife having a blade longer than 2.5 inches, a razor with an unguarded blade, a razor blade, or a box cutter, *unless approved by a certificated or classified employee for a school-sponsored activity or class*;
  - Possession of any instrument that expels a *metallic projectile*, such as a BB or a pellet, through the force of air pressure, CO2 pressure, or spring action, or any spot marker gun, *unless the pupil has written permission of the school principal or their designee to possess the instrument*;
- A principal or their designee must submit a written police report when there is property damage extensive enough to necessitate an insurance claim.

**D. Prompt Notification to District via Aeries data system, ONLY IF STUDENT IS SUSPENDED [SEE FORM 5144.1.B]**

When a student is suspended for any of the acts listed below, within one (1) day a principal or their designee must notify the District by entering the suspension into the Aeries data system:

- Unlawfully possessed, used, sold, or otherwise furnished a controlled substance, an alcoholic beverage, or an intoxicant;
- Under the influence of a controlled substance, an alcoholic beverage, or an intoxicant;
- Unlawfully offered, arranged, or negotiated to sell a controlled substance, an alcoholic beverage, or an intoxicant to another person *AND* actually sold, delivered, or otherwise furnished the substance.

**E. Mandatory Referral to Criminal Justice or Juvenile Delinquency System [SEE FORM 5144.1.C]**

A principal or their designee must submit a written referral to a criminal justice or juvenile delinquency agency of any *student* who brings a firearm, firearm muzzle, firearm silencer, bomb, grenade, rocket, missile, or mine to a school site, *but only if possession is verified by an employee of the school district.*

**For any and all other safety-related incidents, please consult your Comprehensive School Site Safety Plan and/or request assistance from a Climate and Culture Ambassador. Thank you for your part in fostering a safe environment for all students and staff at OUSD!**

School Name  
CDS Code [XXXXXX]

Phone: (510)  
Fax: (510)

ADDRESS  
Oakland, CA 946XX

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# School Year: 2021-2022 Comprehensive School Safety Plan

(Education Code Section 32280-32288)

NAME  
Principal

**Jeff Godown, Chief of Police**  
Marla Williams, State and Federal Programs  
Vilma Bermudez, Emergency Preparedness Manager

## Introduction

Each school district and county office of education is responsible for the overall development of all school safety plans for its schools operating kindergarten or any of grades 1 to 12, inclusive. The ***OUSD Comprehensive District Safety and Climate Plan*** brings together all of the elements of school safety to help meet our goal of providing a safe environment, both physical and social/emotional, that is conducive to learning. The district safety plan is used as a framework to assist site administrators with the development of their ***School Safety Plan***. As a framework, we encourage site Administrators to enhance and expand their site safety plans that is specific to their site's safety needs.

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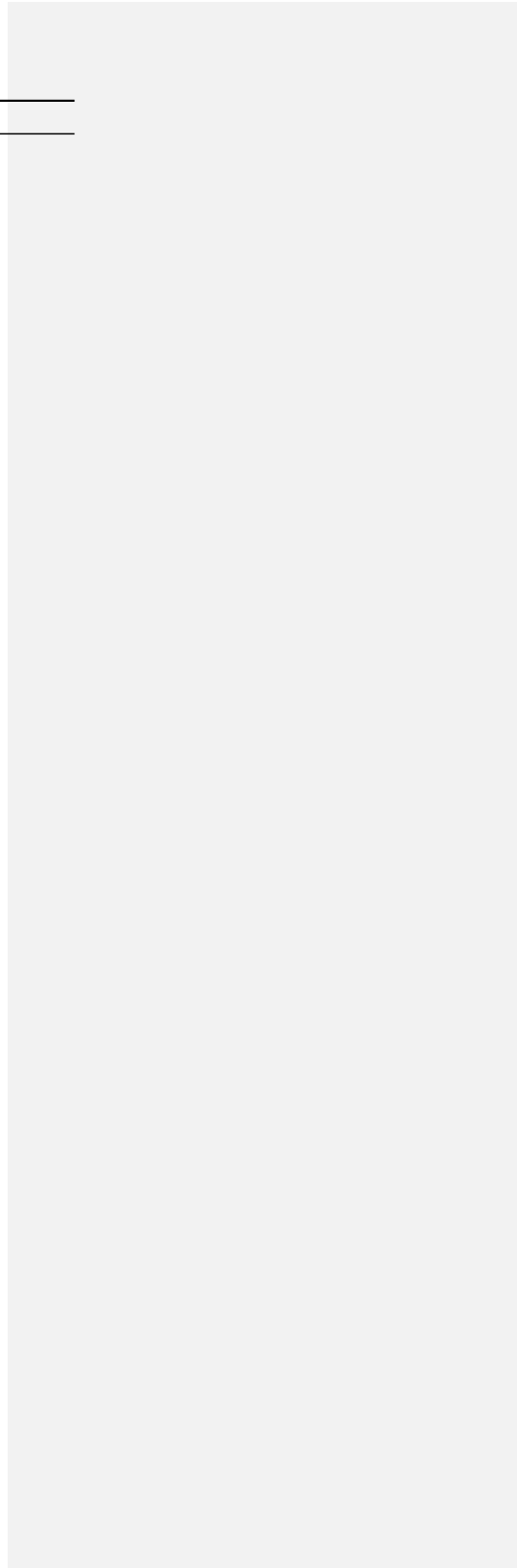
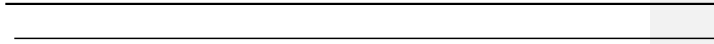
- 8.1 Site Profile & Special Needs Students

**8.2 Fire and Earthquake Drill Schedule**

**8.3 School Site Chain-of-Command Organization Chart**

**APPENDIX**

Planning for Special Needs Students





## Section 1: School Safety / Climate Team

The school site safety team or committee shall be composed of the following members: the principal or designee, one teacher who is a representative of the recognized certificated employee organization, one parent/guardian whose child attends the school, one classified employee who is a representative of the recognized classified employee organization, other members if desired. (Ed Code 32281)

Site Responsibilities:

1. Establish School Safety/Climate Team
2. Update your site map including evacuation routes
3. Create a School Site Safety Plan including:
  - o Strategies for improving school safety/climate: goals, data, timeline, evaluation
  - o Fire Drill Schedule - Once per month at the elementary and middle school levels, and two times per year at the high school level.
  - o Earthquake Drill Schedule – 4 times a year at the elementary and middle school levels and 2 times a year at high school level.
  - o Lockdown Drill - Twice per year (once a semester) at all school levels.
  - o Update School Phone Tree
4. Update the templates in this section of the plan to reflect current areas of responsibilities at your site: (1) Incident Command Team, (2) Goals, Strategies and Activities for School Climate and Physical Environment
5. Work closely with the school site council. Remember the school site council has the responsibility of approving the final plan and must be involved in its development.
6. Submit your Site Safety Plan to the Oakland ~~Se-e+~~ Police Department for review and Board submission/approval.

● **Principal or Designee:**

● **Teacher:**

● **Classified:**

● **Parent Representative:**

### Emergency Telephone Number Directory

Name	Home	Work	Cell
● <b>Principal:</b>			
● <b>Assistant Principal:</b>			
● <b>Custodian:</b>			
● <b>Secretary/Other:</b>			

## Section 2: School Safety Plan Goals

The school safety committee shall make an assessment of the current status of school crime committed on campus and at school-related functions and of appropriate strategies and programs that will provide or maintain a high level of school safety. (Ed Code 32282)

To be considered:

- Office referrals
- Suspensions
- Expulsions
- Attendance
- Notice of Truancy Letters
- CHKS student and staff data results
- California Safe Schools Assessment
- Surveys
- Observations
- Student and Parent input
- Staff input; including [School Safety Officers](#) [Culture and Climate Ambassadors/Assistants](#)

**Based on data analysis**, the Safety/Climate Team identifies one or two safety related goals for the next school year as well as the strategies and/or programs that will be used to meet those goals. The objective is to provide meaningful goals in order to improve the campus climate. **At least one goal must be based on current school crime statistics.**

Must address the following areas:

- Discipline
- [Voluntary Resolution Plan & Addressing Equity Issues](#) & [Reducing Disproportionate Discipline](#)
- Attendance
- Parent Involvement

Please include your assessment outcomes here and data source(s) used:

### Goal 1:

- Strategy 1.1:
- Strategy 1.2:

### Goal 2:

- Strategy 2.1:
- Strategy 2.2:

## Section 3: Safety Policies & Procedures

### District Policies and Procedures

#### 3.1 Child Abuse

##### Sexual Assault (Child assaulted on or near school property):

- Accompany victim to safe place at school and remain with her/him
- Protect evidence of sexual assault
- Notify Child Protective Services (CPS), Police without delay [\(Oakland Police Department Sexual Assault number: \(510\) 637-0298\)](#)
- Notify ~~district~~ police and school nurse or appropriate staff immediately

##### Sexual Abuse (Suspicion of past sexual incidents):

- Notify CPS and describe evidence, [CPS will advise you of next steps, including if you should call the Oakland Police Department](#)
- [should call the Oakland Police Department](#)
- Notify ~~district police and~~ school nurse or appropriate staff immediately. (Staff should not treat unless the victim's life is threatened)
- Leave notification of family to CPS or the Police

##### Do not Destroy Evidence of Sexual Abuse:

- Do not wash clothes or victim's body or underwear. Do not have victim undress.
- Do not allow victim to wash or wipe body
- Do not wipe away dirt, semen or dried blood
- Stay with the victim and reassure her/him of safety

##### Suspected Physical Abuse or Significant Neglect:

- Notify appropriate staff and CPS immediately.
- Notify CPS and describe evidence. CPS will advise you of next steps. Follow their directions.
- Notify immediate director/supervisor

**Child Protective Services (CPS) Crisis Line (510) 259-1800**

*Remember: Failure to report a suspected incident of child abuse, within 48 hours can result in criminal*

*prosecution. Protect the victim and protect yourself.*

### **3.2 Sexual Harassment**

The Governing Board prohibits sexual harassment of district employees and job applicants. The Board also prohibits retaliatory behavior or action against district employees or other persons who complain, testify or otherwise participate in the complaint process established pursuant to this policy and the administrative regulation. The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation and correction of sexual harassment, including but not limited to:

1. Providing periodic training to all staff regarding the district's sexual harassment policy, particularly the procedures for filing complaints and employees' duty to use the district's complaint procedures in order to avoid harm.
2. Publicizing and disseminating the district's sexual harassment policy to staff.
3. Ensuring prompt, thorough and fair investigation of complaints.
4. Taking timely and appropriate corrective/remedial actions after completion of investigation. This may require interim separation of the complainant and the alleged harasser, and subsequent monitoring of developments.

Any district employee or job applicant who feels that he/she has been sexually harassed, or who has knowledge of any incident of sexual harassment by or against another employee, a job applicant or a student, shall immediately contact his/her supervisor, the principal, district administrator or Superintendent to obtain procedures for filing a complaint.

Complaints of sexual harassment shall be filed in accordance with AR 4031 - Complaints Concerning Discrimination in Employment.

An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.

A supervisor, principal or other district administrator who receives a harassment complaint shall promptly notify the Superintendent or designee.

All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)

Any district employee who engages or participates in sexual harassment, or who aids, abets, incites, compels or coerces another to commit sexual harassment against a district employee, job applicant or student, is in violation of this policy and is subject to disciplinary action, up to and including dismissal.

### 3.3 Bullying and Cyberbullying

The Governing Board recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student. (BP 5131.2)

No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personal.

Cyberbullying on campus to bully or harass other students or staff member is prohibited. Discipline will be imposed in accordance with Board policy and administrative regulations in the event that a student harasses, including by cyberbullying, another student or staff member.

Cyberbullying includes the creation or transmission of harassing communications, direct threats, or other harmful texts, sounds or images on the Internet, social media, or other technologies using a telephone, computer or any wireless communication device. Cyberbullying, also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation. (cf. 5145.2 - Freedom of Speech/Expression)

Strategies for addressing bullying in district schools shall be developed with involvement of key stakeholders, including students, parents/guardians, and staff, and may be incorporated into the comprehensive safety plan, the local control and accountability plan, and other applicable district and school plans. (cf. 0450 - Comprehensive Safety Plan) (cf. 0460 - Local Control and Accountability Plan) (cf. 0420 - School Plans/Site Councils) (cf. 1220 - Citizen Advisory Committees)

As appropriate, the Superintendent or designee, may collaborate with law enforcement, courts, social services, mental health services, other agencies, and community organizations in the development and implementation of joint strategies to promote safety in schools and the community and to provide services for alleged victims and perpetrators of bullying (cf. 1020 - Youth Services)

#### Bullying Prevention

To the extent possible, district schools shall focus on the prevention of bullying by establishing clear rules for student conduct and implementing strategies to promote a positive, collaborative school climate. Students shall be informed, through student handbooks, and other appropriate means, of district and school rules related to bullying, mechanism available for reporting incidents or threats, and the consequences for engaging in bullying. (cf. 5137 - Positive School Climate)

As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual difference, self-esteem development, assertiveness skills, and appropriate online behavior (cf. 5137 - Positive School Climate)

Staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective response. (cf. 4131 - Staff Development)

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias.

#### Interventions

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness an act of bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

#### Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee. Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report his/her observation to the principal or a district compliance officer, where or not the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in AR 1312.3 - Uniform Complain Procedure.

When a report of bullying is submitted, the principal or district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

#### **Investigation and Resolution of Complaints**

Any complaints of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the district's uniform complaint procedure specified in AR 1312.3.

If during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take necessary actions to resolve the complaint.

#### **Discipline**

Corrective actions for a student who commits an act of bullying or any type may include counseling, behavioral intervention and education, and if behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations. (cf. 5138 - Conflict Resolution/Peer Mediation) (cf. 5144 - Discipline) (cf. 5144.1 - Suspension and Expulsion/Due Process) (cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities)) (f. 6159.4 - Behavioral interventions for Special Education Students)

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal. (cf. 4118/4218 - Dismissal/Suspension/Disciplinary Action) (cf. 41192.21/4219.21/4319.21 - Professional Standards)

### **3.4 Suspension & Expulsion/Due Process**

The Governing Board has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Suspended or expelled students shall be excluded from all school-related extracurricular activities during the period of suspension or expulsion.

Except where suspension for a first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct. (Education Code 48900.5)

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to him/herself or others. (Education Code 48915)

The grounds for suspension and expulsion and the procedures for considering, recommending and/or implementing suspension and expulsion shall be specified in administrative regulation.

#### Student Due Process

The Board does not support a zero tolerance approach. The Board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices and appeals as specified in administrative regulation and law. (Education Code 48911, 48915, 48915.5)

#### On-Campus Suspension Program

The Board recognizes that students who are suspended from school often have no supervision or guidance during the school hours when they are off campus and may fall behind in the coursework. The Board believes that, in many cases, it would be better to manage the student's behavior by keeping the student at school and providing him/her with supervision that is separated from the regular classroom.

The Superintendent or designee shall establish a supervised in-house suspension program which meets the requirements of law for suspended students who pose no imminent danger or threat at school and for whom an expulsion action has not been initiated.

The Superintendent or designee shall examine alternatives to off-campus suspension and may establish a suspension program which involves progressive discipline during the school day on campus; use of conferences between staff, parents/guardians and students; detention; student study teams or other assessment-related teams; and/or referral to school support services staff. The use of such alternatives does not preclude off-campus suspensions.

#### Required Parental Attendance

The Board believes that parental involvement plays an important role in the resolution of classroom behavior problems. The Board expects that teachers will communicate with parents/guardians when behavior problems arise.

Whenever a student is removed from a class because he/she committed an obscene act, engaged in habitual profanity or vulgarity, disrupted school activities or otherwise willfully defied valid staff authority, the teacher of the class from which the student was removed may provide that the student's parent/guardian attend a portion of a school day in that class. After completing the classroom visit and before leaving school premises, the parent/guardian also shall meet with the principal or designee. (Education Code 48900.1)

The Board encourages teachers, before requiring parental attendance, to make reasonable efforts to have the parent/guardian visit the class voluntarily. The teacher also may inform the parent/guardian about available resources and parent education opportunities. Teachers should reserve the option of required parental attendance for cases in which they have determined that it is the best strategy to promote positive interaction between the student and the parent/guardian and to improve classroom behavior. The teacher shall apply this policy uniformly to all students within the classroom. This policy shall apply only to a parent/guardian who lives with the student. (Education Code 48900.1)

Parental attendance may be requested on the day the student returns to class or within one week thereafter. The principal or designee shall contact any parents/guardians who do not respond to the request to attend school. The Board recognizes that parental compliance with this policy may be delayed, modified or prevented for reasons such as serious illness/injury/disability, absence from town, or inability to get release time from work.

District regulations and school-site rules for student discipline shall include procedures for implementing parental attendance requirements.

#### Decision Not to Enforce Expulsion Order

On a case-by-case basis, the enforcement of an expulsion order may be suspended by the Board pursuant



to the requirements of law.

#### Grounds for Suspension and Expulsion

Administrators should check the Discipline & Intervention Matrix prior to imposing any disciplinary measures.

A student may be subject to suspension or expulsion when it is determined that he/she:

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1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense. (Education Code 48900(a))

A student who aids or abets the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31, may be suspended, but not expelled. However, a student may be suspended or expelled pursuant to Education Code 48900(a) once he/she has been adjudged by a juvenile court to have committed, as an aider or abettor, a crime of physical violence in which the victim suffered great or serious bodily injury. (Education Code 48900(q))

2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence. (Education Code 48900(b))

3. Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code 11053-11058 alcoholic beverage, or intoxicant of any kind. (Education Code 48900(c))

4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058 alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid, substance or material and represented same as controlled substance, alcohol beverage or intoxicant. (Education Code 48900(d))

5. Committed or attempted to commit robbery or extortion. (Education Code 48900(e))

6. Caused or attempted to cause damage to school property or private property. (Education Code 48900(f))

7. Stole or attempted to steal school property or private property. (Education Code 48900(g))

8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This restriction shall not prohibit a student from using or possessing his/her own prescription products. (Education Code 48900(h))

9. Committed an obscene act or engaged in habitual profanity or vulgarity. (Education Code 48900(i))

10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5. (Education Code 48900(j))

11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (Education Code 48900(k))

12. Knowingly received stolen school property or private property. (Education Code 48900(l))

**13. Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))**

**14. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4. (Education Code 48900(n))**

15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness. (Education Code 48900(o))

16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. (Education Code 48900(p))

17. Engaged in, or attempted to engage in, hazing as defined in Education Code 32050. (Education Code 48900(q))

18. Made terrorist threats against school officials and/or school property. (Education Code 48900.7)

A student in grades 4-12 is also subject to suspension or recommendation for expulsion when it is determined that he/she:

19. Committed sexual harassment as defined in Section 212.5 (Education Code 48900.2)

20. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Section 233 (Education Code 48900.3)

21. Intentionally engaged in harassment, threats or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment (Education Code 48900.4)

#### **Nondiscrimination/Harassment**

A student may be suspended or expelled for any of the acts listed above if the act is related to school activity or school attendance occurring at any district school under the jurisdiction of the Superintendent or principal or within any other school district, including but not limited to the following circumstances: (Education Code 48900)

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus
4. During, going to, or coming from a school-sponsored activity

The Superintendent or principal may use his/her discretion to provide alternatives to suspension or expulsion for a student subject to discipline under this administrative regulation, including, but not limited to, counseling and an anger management program. (Education Code 48900(r))

Alternatives to suspension or expulsion shall be used with students who are truant, tardy, or otherwise absent from assigned school activities.

#### **Notifications to Law Enforcement Authorities**

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance or possession of weapons or firearms in violation of Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind. (Education Code 48902)

#### Outcome Data

The Superintendent or designee shall maintain the following data and report such data annually to the California Department of Education, using forms supplied by the California Department of Education: (Education Code 48900.8, 48916.1)

1. The number of students recommended for expulsion
2. The specific grounds for each recommended expulsion
3. Whether the student was subsequently expelled
4. Whether the expulsion order was suspended
5. The type of referral made after the expulsion
6. The disposition of the student after the end of the expulsion period

### 3.5 Dress and Grooming

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.

The Board of Education seeks to provide educational experiences which assure that students are academically prepared, that they accept civic and social responsibilities and that they are qualified for future entry into the work place. The clothing and accessories worn by students and staff should reflect the serious goals of an academic environment.

Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action.

#### Gang-Related Apparel

In accordance with the California Constitution, all students and staff of public primary, elementary, junior high and senior high schools have a right to attend campuses which are safe, secure and peaceful. Where there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities, the Board of Education authorizes the principal, staff and parents/guardians at the school to establish a reasonable dress code that prohibits students from wearing gang-related apparel.

Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

#### Uniforms

In order to promote student safety and discourage theft, peer rivalry and/or gang activity, the principal, staff and parents/guardians at a school may establish a reasonable dress code requiring students to wear uniforms. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

If a school's plan to require uniforms is adopted, the Superintendent or designee shall establish procedures whereby parents/guardians may choose to have their children exempted from the school uniform policy. Students shall not be penalized academically, otherwise discriminated against or denied attendance to school if their parents/guardians so decide.

The Superintendent or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms.

### 3.6 Employee Security

The Superintendent or designee shall ensure that employees are informed, in accordance with law, regarding crimes and offenses by students who may pose a danger in the classroom.

When violence is directed against an employee by any individual and the employee so notifies the Superintendent or designee, the Superintendent or designee shall take steps to ensure that appropriate legal measures are instituted.

When the employee notifies the Superintendent or designee of a threat of bodily harm, the district shall take appropriate measures to enable the employee to request assistance if a threat occurs on school grounds.

The Superintendent or designee shall ensure that employees are trained in crisis prevention and intervention techniques in order to protect themselves and students. Staff development may include training in classroom management, effective communication techniques and crisis resolution.

The Board requires school employees to take immediate action upon being made aware that any person is in possession of an injurious object on school grounds or at a school related or school sponsored activity. The employee shall use his/her own judgment as to the dangerousness of the situation and, based upon this analysis, shall do one of the following:

1. Confiscate the object and deliver it to the principal immediately.
2. Immediately notify the principal, who shall take appropriate action.
3. Immediately notify the local law enforcement agency and the principal.

When informing the principal about the possession or seizure of a weapon or dangerous device, the employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of any seizure. Pursuant to Education Code 49334, school employees who notify law enforcement regarding students or adults who are in possession of injurious objects while on school grounds or under the jurisdiction of school personnel are immune from prosecution.

#### Notification to Teachers about potentially dangerous student

Notification to teacher; pupil who has engaged in acts constituting grounds for suspension or expulsion; civil or criminal liability; misdemeanor; fine; confidential information; application of section. Ed. Code 49079.

a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section

b) No school district, or school district officer or employee, shall be civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew that the information was false, or was made with a reckless disregard for the truth or falsity of the information provided.

c) An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision (a), is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars (\$1,000), or both.

A school district must inform any teacher, counselor or administrator in a supervisory or disciplinary position when, based on records maintained by the district or received from law enforcement, it has information that, during the three previous school years, a pupil has engaged in, or is reasonably suspected to have engaged in, the following criminal or disruptive conduct at school, while going to or from school, or during a school sponsored activity:

- a) Causing, attempting, or threatening physical injury to another;
- b) Possessing, selling, or otherwise furnishing, a firearm, knife, or other dangerous object;
- c) Possessing, using or selling illegal drugs, alcohol, or drug paraphernalia;
- d) Committing or attempting to commit robbery or extortion;
- e) Damaging or attempting to damage school property;
- f) Stealing or attempting to steal school or private property;
- g) Committing an obscene act or engaging in habitual profanity or vulgarity;
- h) Possessing, offering, arranging or negotiating to sell, any drug paraphernalia;
- i) Disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties;
- j) Knowingly receiving stolen school or private property.

### 3.7 School Site Emergency

**PURPOSE:** every classroom should have a yellow storm case iM2500 emergency roll kit. The equipment provided should only be used **in the event of a disaster emergency**, do not open the sealed box inside the kit. The contents are adequate to sustain a classroom of 25 students until more help arrives.  
**CONTENTS INCLUDE:**

- ☐ 60 Individually Wrapped Water Packets.
- ☐ 2 - 2400 Calorie Food Bars - these items have a five-year shelf life.
- ☐ Users are instructed not to distribute food or water for the first 6-8 hours unless medically necessary. Water may also be used for first aid purposes.
- ☐ Basic First Aid Kit General supplies are provided with a First Aid Guidebook.
- ☐ 6-Mylar Blankets - (1) blanket is included in the Sanitation Kit to be used as a privacy screen. (5) separately packed 52" x 84" blanket - use for first aid, to cover broken windows, slow smoke or dust seeping through air vents, or group students together to provide warmth.
- ☐ Two 10-Hour Light Sticks In the event of a power outage or if students are entrapped through the night, the light sticks will provide enough light for the teacher in charge to keep the group secure.

❑ One Sanitation kit including:

- 6 - Trash bag liners
- 1 - Bio Hazard Bag
- 6 - Cleansing Wipes

❑ Packet of Fluid Solidifier -this packet is wrapped individually and contains instructions.

❑ One collapsible toilet, sturdy enough to support 250 pounds. Teachers may not have restroom facilities available. This unit is equipped with a toilet and should be assembled in the event of long-term entrapments or lockdowns. Complete instructions are provided.

### 3.8 Emergency Phone

#### Monthly Emergency Phone Testing

Monthly emergency phone testing is on the **first Tuesday of every month** at 9:00am. On the PUSH TO TALK FEATURE ON YOUR PHONE, in the EMERGENCY GROUP, you will hear "This is your monthly emergency phone drill, please DO NOT respond, your site will be called individually." Please call (510) 874-7782 if you need assistance with your phone settings.

When your school name is called, please respond with the following script:

"This is {YOUR SITE NAME} responding."

*If you miss the emergency phone drill, DO NOT call the emergency group, please call "POLICE SERVICES" through use the PUSH TO TALK feature on your emergency phone.*

## **MANDATORY SAFETY PROTOCOLS**

**PLEASE READ** - there is no discretion to deviate from these protocols.

A call to 911 (or 510-777-3211) shall be made for any “in progress crime” where the safety of the school site is at risk. School sites should refer to BP 5145.13 and BP 5145.14 regarding student and law enforcement contacts.

Additionally, it is mandatory to notify the Oakland School Police Department (OSPD) at 510-874-7777 for all of the following incident types:

- Any incident involving guns, knives, or weapons
- Any recovery of weapons
- Injuries to students or staff
- Theft or loss of District property
- Disturbances or disruptions of the learning environment
- Individual or group demonstrations
- Assaults which cause physical injury to any person on a school site
- Gang related activity
- Any recovery of drugs
- Missing persons
- Mandatory reporting incidents
- Abductions, attempted abductions, including parental abductions & custody disputes
- Intoxicated students, staff, or other adults on school sites
- Any person who poses a threat to the safety of the campus, students, or staff
- All fires
- Any major property damage
- Gang, ethnic, hate, racial, vulgar, or objectionable graffiti found on District property
- Anytime there is a perceived need for police services

Below are step-by-step instructions for the most commonly asked questions regarding safety on campus. You will also find these protocols outlined in every Comprehensive School Site Safety Plan. Please ensure that all OUSD staff receives a copy of these safety protocols.

Thank you for your part in fostering a safe environment for all students and staff at OUSD!



## 1 - Protocol for Lockdowns

**Principal or designee shall take the following steps, in the stated order:**

- Step 1: Contact OUSD ~~Police~~ Dispatch number (510-874-7777), if immediate threat contact 911
- Step 2: Implement a School-Initiated Lock Down, "This is a Lockdown."
- Step 3: Contact the Network Superintendent's Office with details by email and phone

**Network Superintendent Office shall:**

- Forward "Incident Report" to Risk Management and Superintendent's Office;
- Provide the Principal with follow-up steps if needed

**OSD Police shall:**

- Provide guidance to the school site and coordinate the police response
- Communicate with the site in person (sworn police officer) and notify when an "All Clear" status is attained.

[end of lockdowns]

## 2 – Protocol for Lockouts

### In the Event of a Lockout, the Principal or Designee Will Carry Out All or Some of the Following:

- Law enforcement notifies school of police activities in the area OR you have firsthand account of threat to student and/or staff safety.
- Make announcement “**Lockout! Secure the perimeter.**” Designated staff will secure all perimeter access points.
- Teachers/staff will continue with class instructions or business inside the building.
- Contact ~~OSPD~~ local law enforcement to assess the situation, who, ~~OSPD~~ will advise of “All Clear.”

### After Emergency:

- **IMPORTANT:** On-scene law enforcement personnel will deactivate Lockdown by verbally providing “All Clear” and not by a phone call or any other method. Teachers will not release students until “All Clear” is provided from an on-scene law enforcement personnel.
- Students may return to regular schedule.
- If student release is necessary, follow Parent Release Protocols as outlined in the school site safety plan.
- District Office may provide psychological services to assist in the counseling of staff and students.
- Be prepared to provide input in After Action Report to Principal or designee.

Please Note: in violent or extremely dangerous situations, law enforcement may evacuate staff and students room by room. In this case, teachers and staff can expect to be escorted from their room by armed law enforcement or whose weapons may be drawn when the classroom door is opened. This may cause anxiety and fear among students, so do your best to calm the students prior to a law enforcement evacuation.

[end of lockouts]

### 3 - Protocol for Student Injuries

**Principal or designee shall:**

**(For minor injuries only)**

- Administer first aid, contact school nurse;
- Contact parent/guardian as necessary.

**(For major injuries: broken limbs, head trauma, dizziness, or life-threatening incidents)**

- Determine if 911 needs to be called
- If 911 call is NOT necessary, contact school nurse & parent or guardian immediately
- If parent/guardian is not available, leave a detailed voice message and call emergency contacts on the Emergency Card
- If injury is caused by structure or the physical grounds (e.g. pothole), have custodian to mark off or cover the area and place a work order in the system
- Complete the “Incident Report” form; document your initial action steps and FAX or PDF a copy directly to the Legal Department, ~~ATTN to: Janette Puccetti at janette.puccetti@ousd.k12.ca.us~~ and to the Network Superintendent’s Office

**Network Superintendent Office shall:**

- Forward “Incident Report” to Risk Management and Superintendent’s Office;
- Provide the Principal with follow-up steps if needed

[end of student injuries]

#### 4- Protocol for Threats of Physical Harm on a School Site

**Principal or designee shall take the following steps, in the stated order:**

Step 1: ~~Contact OSPD (510-874-7777)~~, If immediate threat contact 911; if not an immediate threat, enlist support from the Culture & Climate Unit

Step 2: Implement a School-Initiated Lockdown/Lockout if the situation warrants it

Step 3: Contact the Network Superintendent's Office with details by email and phone.

**Network Superintendent Office shall take the following steps, in the stated order:**

Step 1: Contact police if necessary ~~Chief of Police (Chief Godown) or his designee at (510) 874-7777~~

Step 2: Contact ~~Valerie Goode (Deputy Chief, Communications)~~ at (510) 679-7819

Step 3: Legal Office (Initiate a Restraining Order, where indicated)

Step 4: Alert school of next steps or follow-up via email/phone

Step 5: If a District employee is involved, Contact ~~Tara Gard~~, Human Resources (Investigate & Issue Employee Discipline)

**Oakland School Police Department (OSPD) shall:**

- ~~Investigate or determine an appropriate police response~~
- ~~Assist the Principal with serving the 7-14 day Stay Away Letter (parent) or 30 day Stay Away (non-parent)~~

[end of threats of physical harm]

## 5 - Protocol for Suspected Child Abuse, Endangerment , or Sex Crimes

**ALL District employees shall take the following steps, in the stated order:**

- Step 1: Ensure child's physical, social, and emotional safety needs are met
- Step 2: Document student statement on CPS report form
- Step 3: Call CPS ([510-259-1800](tel:510-259-1800)) immediately with the written report completed and file the report with CPS within 36 hours
- Step 4: ~~Notify Principal or Principal's Designee~~ ~~Call the Oakland Police Department at 510-777-3333 for non-emergencies or 777-3211 for emergencies~~
- Step 5: ~~Call the Oakland Schools Police Department at 510-874-7777~~
- Step 56: Contact Regional or Network Mental Health Program Manager
- Step 67: If the suspect is an employee, contractor, or volunteer - contact ~~OSPD~~ and the Regional Office with details of the incident, name of employee, contractor, or volunteer.

NOTE: DO NOT prolong the notification time to CPS ~~and Law Enforcement~~. This MUST be done prior to any other OUSD notifications

**Network Superintendent Office shall take the following steps, in the stated order:**

- Step 1: ~~Contact the Chief of Police or his designee~~
- Step 21: Notify Superintendent's Office and Legal Department
- Step 32: Contact ~~Valerie Goode~~ (Deputy Chief, Communications) at (510) 679-7819
- Step 43: Contact HRSS (if employee, contractor, or volunteer is involved)

**CPS shall:**

- Coordinate with the Law Enforcement response to the incident.

**Law Enforcement shall:**

- Follow OPD ~~or OSPD~~ guidelines and regulations for investigating child abuse, sex crimes and/or endangerment

[end of suspected child abuse]

## 6 - Protocol for Allegation of Weapons on Campus

Principal or designee shall take the following steps, in the stated order:

- Step 1: If required by law (i.e., if the weapon is a firearm or explosive), call OPD ~~Call OSPD~~ or 911 and provide all the details (name, description and location of the student, weapon type, who witnessed the weapon, etc.); if the weapon does not require contacting the police (e.g. in the case of a blade shorter than 2 ½ inches, a slingshot, etc.), go to Step 3
- Step 2: If applicable, follow the directions of the ~~Oakland Schools Police Department (OSPD)~~ OPD
- Step 3: Contact your Network Superintendent's Office with all the details of the allegations

### OSPD Police shall:

- Arrive immediately and assess the situation, coordinate the law enforcement response
- Contact the student and coordinate the search for the weapon along with school staff
- If the weapon is found, the appropriate Police Procedures will be initiated and principal will be informed

### Principal shall:

- Begin the proper Discipline Hearing Process (DHP)
- Complete the "Incident Report" form; document your initial action steps and FAX or PDF a copy directly to the Legal Department, ATTN to: Janette Puccetti at janette.puccetti@ousd.org and to the Network Superintendent's Office

Network Superintendent Office shall take the following steps, in the stated order:

- ~~Step 1: Contact the Chief of Police or his designee~~
- Step 2: Contact ~~Valerie Goode~~ (Deputy Chief, Communications) at (510)679-7819
- Step 3: Contact Regional Mental Health Program Manager
- Step 4: Contact Risk Management and Superintendent's Office
- Step 5: Alert school of next steps or follow-up via email/phone

[end of allegations of weapons]

## Section 4: Emergency Disaster Procedures and Drills

### Earthquake Procedures

#### In the classroom or office

At the first indication of ground movement, you should **DROP** to the ground. It will soon be impossible to stand upright during the earthquake. Getting to the ground will prevent being thrown to the ground.

You should seek protective **COVER** under or near desks, tables, or chairs in a kneeling or sitting position. You should **HOLD** onto the table or chair legs. Holding onto the legs will prevent it from moving away from you during the quake. Protect your eyes from flying glass and debris with your arm covering your eyes.

You should remain in the DROP position until ground movement ends. Be prepared to DROP, COVER and HOLD during aftershocks.

After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

#### Earthquake procedures in other parts of the building

At the first indication of ground movement, you should DROP to the ground. Take COVER under any available desk, table, or bench. If in a hallway, drop next to an inside wall in a kneeling position and cover the back of the neck with your hands.

After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

#### Earthquake procedures while outside

At the first indication of ground movement, move away from overhead hazards such as power lines, trees, and buildings. DROP to the ground and COVER the back of the neck with your hands. Be aware of aftershocks. Do not re-enter buildings until it is determined safe to do so.

While in a vehicle, you should pull over to the side of the road and stop. If you are on a bridge, overpass, or under power lines, continue on until you are away from the overhead dangers. Wait until the ground movement stops and check for injuries. Be aware of aftershocks, downed wires, or roads blocked by debris.

## Fire Procedures

- ❑ Evacuate the buildings immediately for any fire or suspected fire.
- ❑ Sound alarm if it has not already been done.
- ❑ **Call 9-1-1**, identify problem, school building address and location of fire (if known).

Never attempt to fight a fire larger than a wastebasket size. Even a small fire can generate enough smoke to cause serious injury. Never attempt to fight a fire by yourself. Call for help. Always stay between the fire and the exit.

### Fire Extinguisher Instructions:

- P** Pull safety pin from the handle
- A** Aim at the base of the fire
- S** Squeeze the trigger handle
- S** Sweep from side to side

If your clothes (or someone else's) catch fire, STOP, DROP AND ROLL!

- ❑ Upon arrival, the Fire Department will assume command.
- ❑ Principal will be accountable for teachers and school district staff. Teachers will be accountable for students.
- ~~❑ Notify Oakland Schools Police Department at (510) 874-7777 of incident.~~
- ❑ Notify Superintendent's Office.



## Emergency Lockdown

If it is determined that the safety and health of students and staff are in jeopardy, an announcement will be made to alert of potential danger. The Shelter-In-Place alert shall be given by the District.

**All schools will use the following announcement format” “This is Lockdown!” A messenger must be sent to outdoor fields and tracks. Upon hearing this announcement, the following steps must be implemented:**

- Q Teachers should quickly check halls and get students into classrooms.
- Q Lock doors, close blinds.
- Q Teachers will keep all students in the classroom until an all clear has been sounded.
- Q Teachers will maintain (as best they can) a calm atmosphere in the classroom, keeping alert to emotional needs of students.
- Q Staff without students will report to the office for instruction or as otherwise directed.
- Q Head secretary will operate the phones and radio. Other clerical staff will deliver messages as needed and work with Principal ~~and Police Services~~.
- Q Staff will not evacuate or leave their assigned area unless authorized by Principal or Police ~~Services~~.
- Q When the emergency is over, a coded "all clear" will be announced.
- Q The Crisis Response Team will meet to determine needs of school.
- Q Each staff member will document exactly what occurred in their area of responsibility. This will be done as soon as possible.

## Lockout

In the Event of a Lockout, the Principal or Designee Will Carry Out All or Some of the Following:

- Q Law enforcement notifies school of police activities in the area OR you have firsthand account of threat to student and/or staff safety.
- Q Make announcement "Lockout! Secure the perimeter."
- Q Designated staff will secure all perimeter access points.
- Q Teachers/staff will continue with class instructions or business inside the building.
- Q Contact ~~OSPD-OPD~~ to assess the situation. ~~OSPD-OPD~~ will advise of "All Clear."

## After Emergency:

- Q **IMPORTANT:** On-scene law enforcement personnel will deactivate Lockdown and Lockout by verbally providing "All Clear" and not by a phone call or any other method. Teachers will not release students until "All Clear" is provided from an on-scene law enforcement personnel.
- Q Students may return to regular schedule.
- Q If student release is necessary, follow Parent Release Protocols as outlined in the school site safety plan.
- Q District Office may provide psychological services to assist in the counseling of staff and students.
- Q Be prepared to provide input in After Action Report to Principal or designee.

**Please Note:** in violent or extremely dangerous situations, law enforcement may evacuate staff and students room by room. In

this case, teachers and staff can expect to be escorted from their room by armed law enforcement or whose weapons may be drawn when the classroom door is opened. This may cause anxiety and fear among students, so do your best to calm the students prior to a

## Shelter-in-Place

When instructed or when an alerting system triggers to shelter-in-place, please:

**Q SHELTER.** Go inside the nearest building or classroom and remain there. You are looking for enclosed protection from the outside.

- § Students should also be advised to do the following when possible:
- § Select rooms on higher floor levels and avoid basements.
- § Select an internal room or a room with as few windows as possible.
- § Choose a room with bathroom facilities and water. You may need to shelter in place for an extended period of time.

**Q SHUT.** Close all doors and windows. The tighter and more complete the seal the better. Close as many windows and doors between the outside and your shelter-in-place room as possible. Close curtains and then stay away from the windows.

**Q LISTEN.** Remain quiet to hear critical instructions from school officials.

## School Sites as Mass Care Shelters

Use of School Buildings: California law, as stated by the "Katz Bill", requires public and private school districts and school authorities to make their facilities available as public shelter sites in a declared disaster. This makes school facilities, especially larger high school buildings, a logical first choice for shelter operations in an event where there has been widespread destruction. However, use schools as public shelters only when other resources are unavailable. First, schools may already be sheltering their own student population. Second, a community needs to resume normal activities as soon as possible after a disaster. Therefore, in short time the shelter population will need to be moved from the school, so that students can ultimately return to classes.

Oakland Unified School District has a Memorandum of Understanding with the City of Oakland and the American Red Cross to use OUSD school sites as mass care shelters in the case of an emergency or a catastrophe.

## Section 4: Emergency Lockdown

This is a lockdown.

## Section 4: Fire and Earthquake Drill Schedule

### Fire and Earthquake Drill Schedule

Month	Date	Time	Fire/Earthquake
[Empty table body]			

### Lockdown Drill Schedule

	Date	Time
Fall		
Spring		

## Emergency Evacuation: Principal's checklist

- Q Determine appropriate evacuation areas that have been pre-designated.
- Q Activate alarm/PA system or send message runner.
- Q Telephone emergency service personnel:
  - **9-911**
  - **Superintendent's office**
  - **Utilities**

### Activate key personnel to:

- Q Attend to the injured.
- Q Assure complete evacuation and student/staff are accounted for.
- Q Ensure special needs students are evacuated accordingly.
- Q Secure school for specific emergency.
- Q Clear road/fire lanes for emergency vehicles (pre-assigned).
- Q Assure that injured students/staff are reported to medical services for care and transportation to hospital/emergency medical center.
- Q Be contact person for emergency services, District, utility and/or news media personnel and provide needed aid (pre-assigned).
- Q Direct employees to aid those from the emergency services, District, utilities and other authorities. Avoid entering damaged areas unless specifically asked.
- Q Assure the facility is thoroughly inspected by the custodian, fire officials and District Operation personnel before re-entry is allowed.
- Q Seek Superintendent or designee approval for school closure if damage cannot be immediately restored or repaired.
- Q If possible, have students/staff re-enter parts of the school that are declared safe.
- Q Make sure all students/staff are accounted for once outside.

### If it is necessary to evacuate to another school or relief center, the Principal will:

- Q Contact the Superintendent or designee.
- Q Cooperate with emergency authorities in enlisting students/staff with cars to help transport evacuees.
- Q Direct the evacuation, assure all students/staff are accounted for as they depart and arrive.

### **Emergency Student Release Procedures**

1. The Oakland Unified School District will keep and care for all students in an emergency situation (such as loss of electrical power, wind/rain storms, earthquakes, etc.) until the end of the school day or longer if the emergency dictates.
2. Should conditions exist that make transportation impossible, students will be kept at school until the parent, guardian or an authorized adult comes to check the student out of school. In such conditions it is expected that parents/authorized adults will come as soon as possible to pick up their student(s).
3. If electrical power has not been disrupted, only high school parents/legal guardians may have their student(s) released, as per normal absence/release procedures.
4. In all situations, the superintendent may make other decisions dependent on the type of emergency. During any community-wide emergency, please listen to the radio for pertinent information.
5. Those who arrive during an emergency to check a student out of school will go through the designated release procedures: typically the school will record the time, student's name, and the name of adult to whom the student is being released and address or destination.

***If the emergency situation does not extend beyond normal school hours, students will be released as usual at the end of the school day.***

### **Emergency Evacuation: Employees checklist**

- ❑ Upon emergency alert, secure work area as advised and depart/report to assigned area.
- ❑ Perform duties as pre-assigned by the Principal in cooperation with emergency services personnel.
- ❑ DO NOT re-enter the building without permission or request of emergency service authorities.
- ❑ Remain in the general assembly areas and calm students if not assigned another duty.
- ❑ If dismissed, inform Principal of departure.
- ❑ When signaled to re-enter safe areas of the school, quickly do so.

Q Upon safe re-entry, report anything amiss to the Principal.

### Emergency Evacuation: Teachers checklist

Q Upon alert, assemble students for evacuation using designated routes and account for all students

Q Secure room as advised

Q Upon arrival at the assembly area, account for all students.

Q Secure medical treatment for injured students.

Q Report any students missing or left behind because of serious injuries.

Q Stay with and calm students.

Q If closure is ordered with no re-entry, when advised, release walkers and car/passengers (unless drivers are needed to evacuate students from the site) accounting for those who have left. Stay with bus riders until buses arrive.

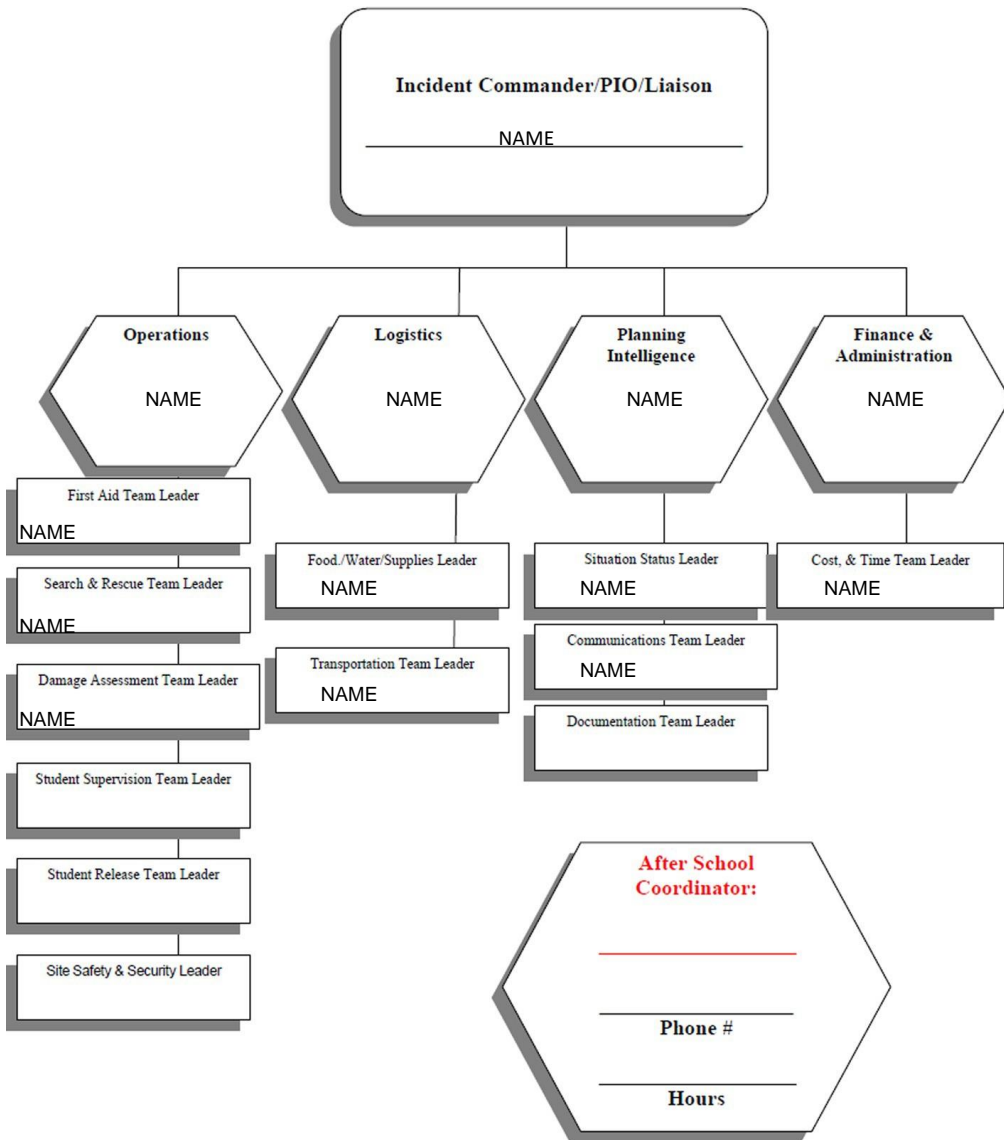
Q If signaled to re-enter school, assure students do so quickly and calmly. Account for all students.

Q Check room and report anything amiss to the Principal.

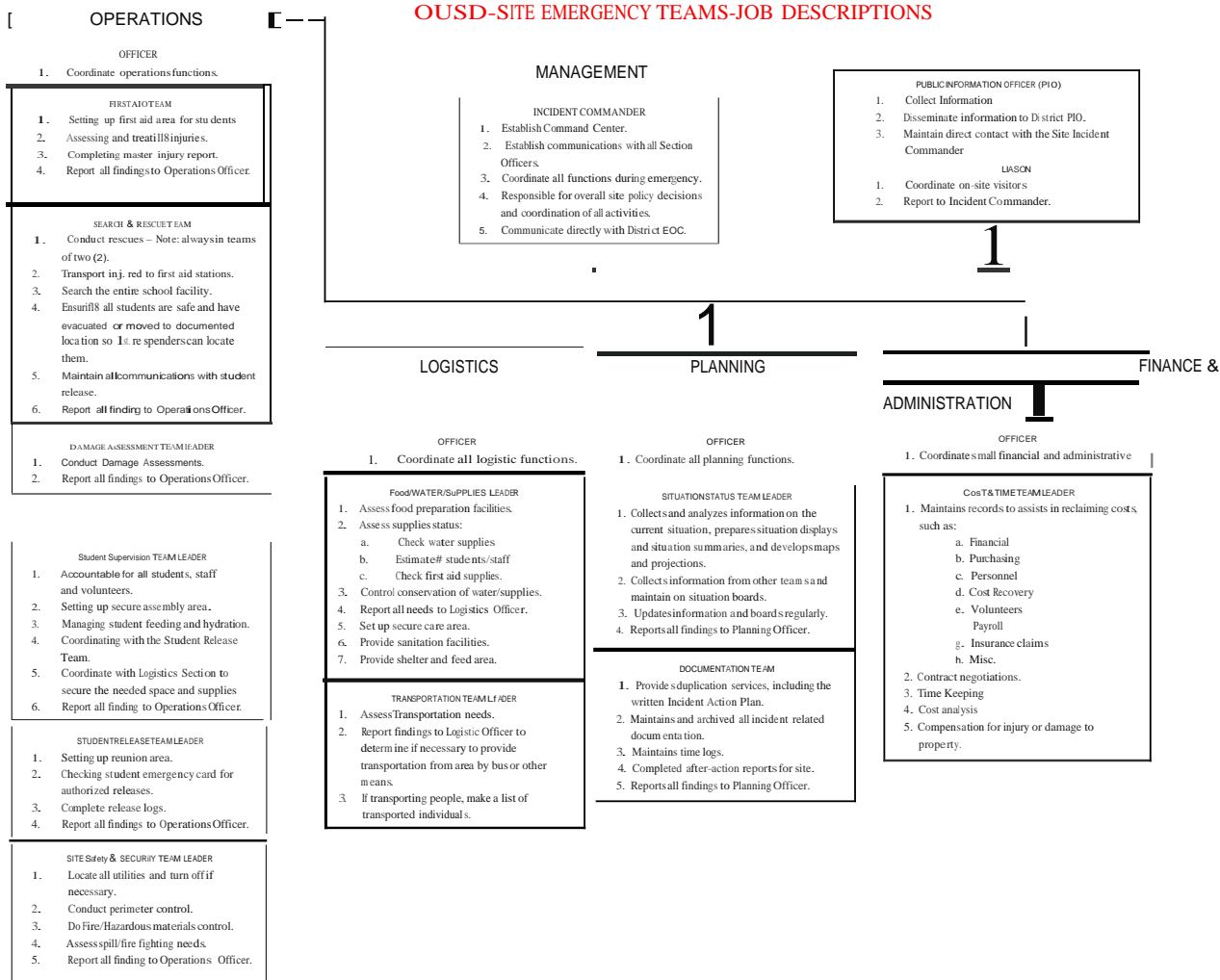
Q Debrief students to calm fears about the evacuation.



**Section 5: Chain of Command**



## OUSD-SITE EMERGENCY TEAMS-JOB DESCRIPTIONS



## Section 6: Safe Ingress and Egress

Your OUSD Emergency Phone Number 809 \_\_\_\_\_

Beyond planning for daily ingress/egress routes and emergency evacuation routes, schools must plan for assisting students, staff and visitors with disabilities. Under the ADA (Americans with Disabilities Act of 1990), individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and/or cognitively/emotionally impaired must be assisted.

**A. Plan for people with disabilities (ADA)**  N/A (Note: If you do not have any special needs populations at your school, please click NA box.)

Please include the following information: 1) How many students with disabilities are there? 2) Where are they located? 3) Description of disabilities. 4) Any other relevant info

We have RSP, Speech & Language and Inclusion students All inclusion students have paraprofessional working in the classrooms with them for all or part of the day. All are fully ambulatory and none are hearing or vision impaired. None are intellectually disabled, nor do they take medication at school.

### Special Needs Population In Detail.

List the specific number of each special needs type on site.

Special Needs Type	Abbreviation	Total
Intellectually Disabled	ID	0
Hard of Hearing	HH	1
Deaf	DEA	0
Speech & Language Impairment	SLI	20
Visually Impaired	VI	0
Emotionally Disturbed	ED	0
Orthopedically Impaired	OI	0
Other Health Impaired	OHI	8
Specific Learning Disability	SLD	16
Deaf / Blind	DB	0
Multipally Disabled	MD	0
Traumatic Brain Injury	TBI	0
Autism	ATSM	10
Est Medical Disability	EMD	4

### Determine proper signage and equipment.

(What equipment and signage is on-site to help people with disabilities?)

elevator, wheelchair accessible, and exit signs

### Training staff to assist individuals with disabilities.

At least 1 name / title combination must be complete.

Name: \_\_\_\_\_ Title: \_\_\_\_\_  
Name: \_\_\_\_\_ Title: \_\_\_\_\_  
Name: \_\_\_\_\_ Title: \_\_\_\_\_  
Name: \_\_\_\_\_ Title: \_\_\_\_\_  
Name: \_\_\_\_\_ Title: \_\_\_\_\_

### Section 6: On Campus Evacuation Map

Schools must identify and clearly mark "assembly location" on campus map with evacuation routes (indicated with arrows) pointing to the assembly location.

#### On-Campus Assembly Location

Describe on-campus evacuation/assembly location.

Playground Area Next to Big Structure



- Upload Copy of Map  Use Last Years Map

T:HTML  
GIS ADMIN

(J)ECHO>L  
<LMAAM F:VIEL

## Section 6: Off Campus Evacuation Map

Schools must identify the location of potential evacuation sites based on the potential circumstances that may cause movement/relocation of the school population in the event of an emergency.

### Off-Campus Evacuation/Assembly Location

a-1. Description/Name of location:

Establish a memorandum of agreement with the evacuation site.

Name of person or organization memorandum was established with:

City of Oakland

C. Date of Agreement:

a-2. Please enter the Street Address of the Off-Site Campus Evacuation Location. Please don't enter the city, state, or zip code.

A. School Street Address: , Oakland, CA

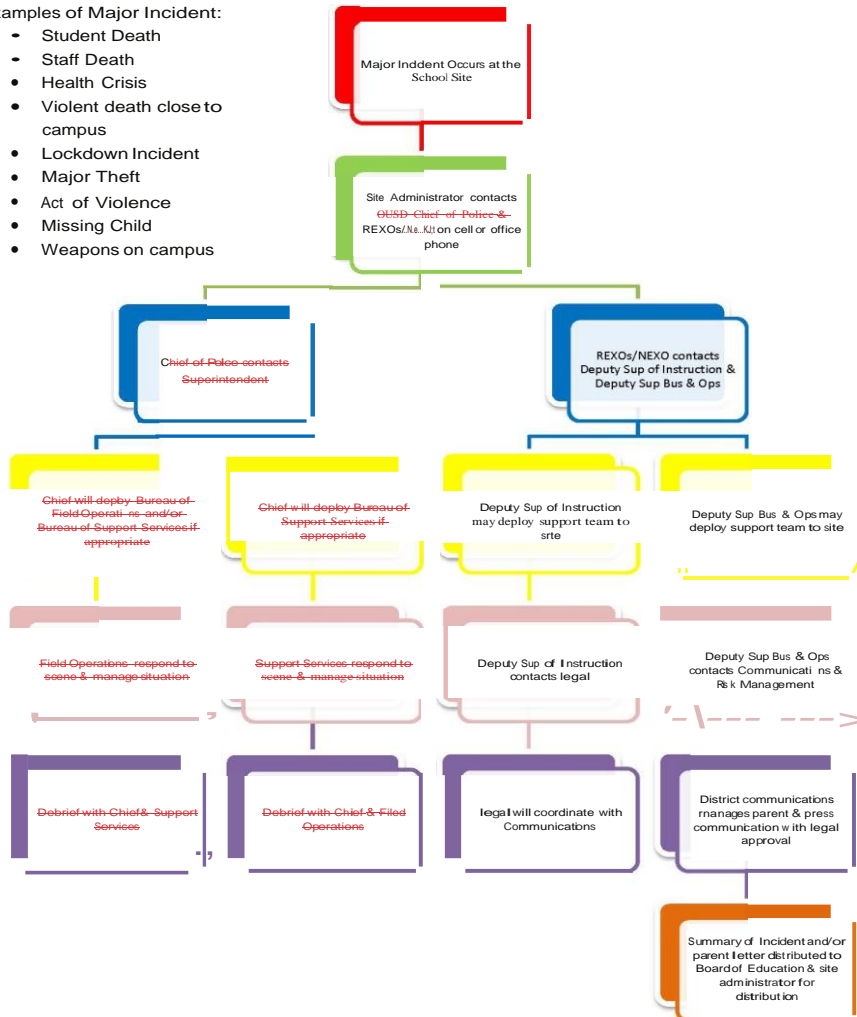
B. Evacuation Street Address: , Oakland, CA

**Section 7: OUSD Emergency Response and Notification Protocol**

Oakland Unified School District  
Emergency/Crisis Response and Notification Protocol

Examples of Major Incident:

- Student Death
- Staff Death
- Health Crisis
- Violent death close to campus
- Lockdown Incident
- Major Theft
- Act of Violence
- Missing Child
- Weapons on campus

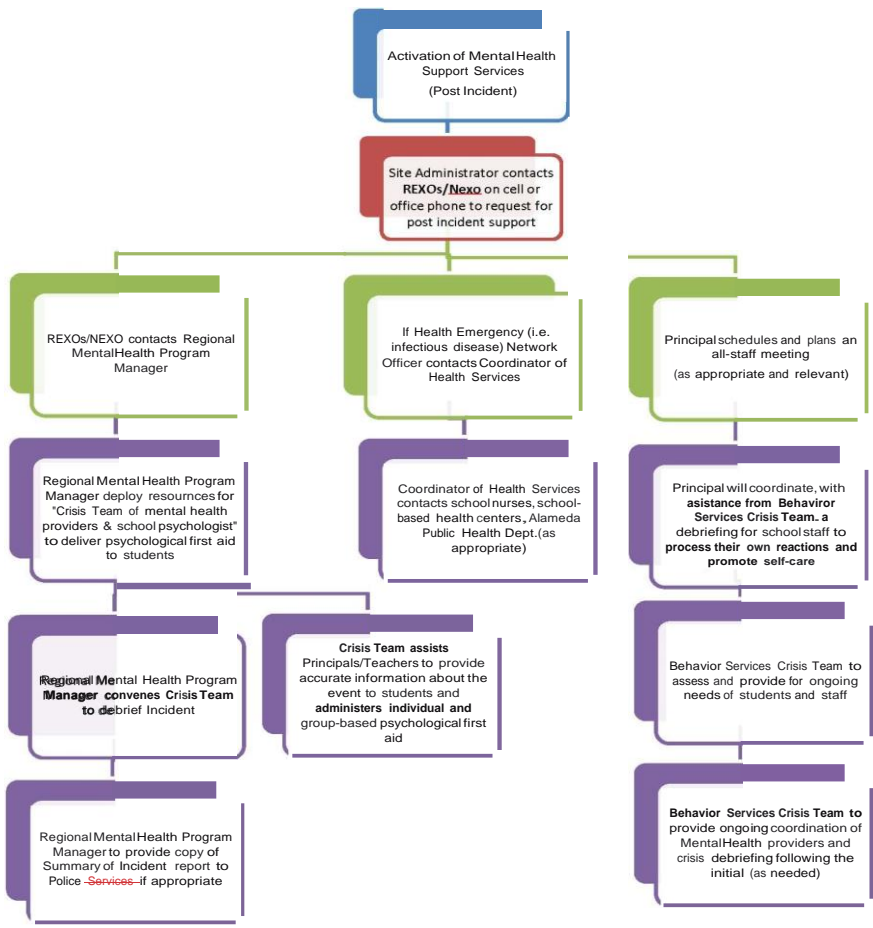


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Oakland Unified School District  
 Emergency/Crisis Response and Notification Protocol-Post Incident

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## Section 8: Other Programs/Services on Campus

After School Coordinator Name: Phone:

After School Coordinator Name: Phone:

Hours of Operation:

# of Staff:

# of students:

# of Staff:

# of special needs students:

# of special needs coordinators:

Primary on-campus evacuation location:

Secondary off-campus evacuation location:

Notification sent to Parents?

Emergency Staff Notification Method:

Student reunification policy established?

After School Safety team established?

After School Coordinator Name: Phone:

After School Coordinator Name: Phone:

After School Safety Team Name: Phone:

After School Safety Team Name: Phone:



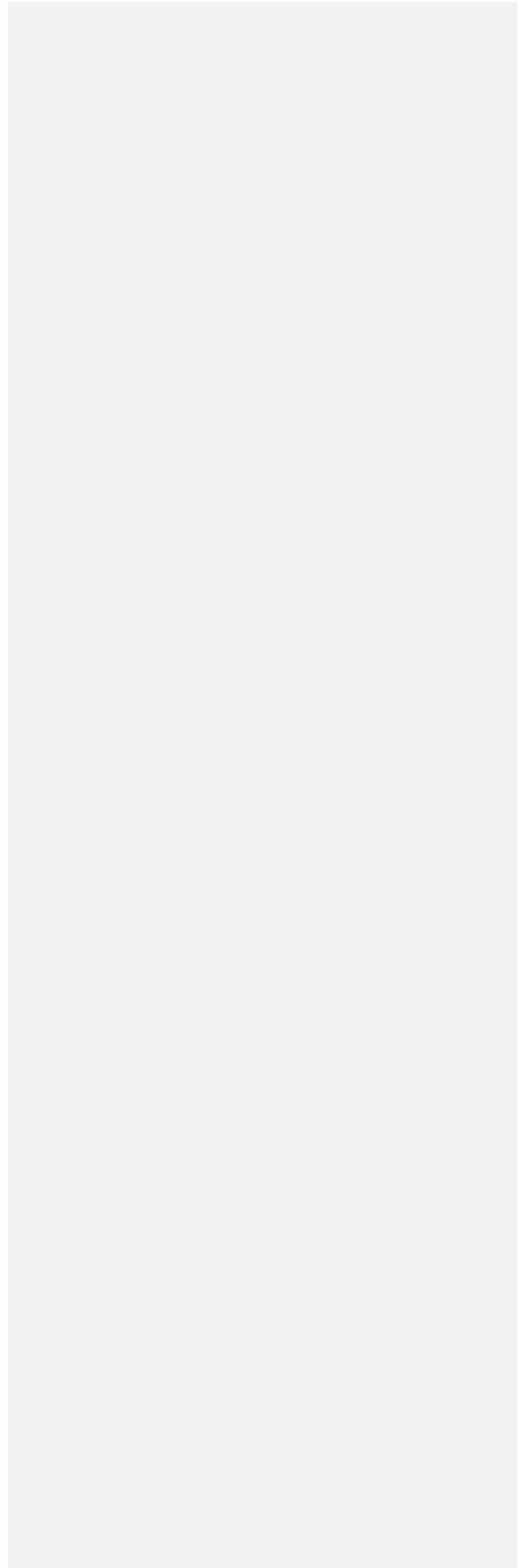
## Fire and Earthquake Drill S

Month	Date	Time	Fire/Earthquake
-------	------	------	-----------------

## Lockdown Drill Schedule

Date	Time
------	------

Fall  
Spring



**AFTER SCHOOL PROGRAM**

**Fire and Earthquake Drill Schedule -*After School Program***

The after school coordinator shall hold at least two fire and two earthquake drills <Nery schoolyear. Sites are strongly encouraged to conduct both Earthquake and Fire drills on the same day when possible.

MONTH	Type of Drill	DATE	TIME
September			
October			
November			
December			
January			
February			
March			
April			
May			

      **NOTE:** Please check this box if your site will be conducting both Earthquake & Fire drills on the same day.

**Lockdown Drill Schedule -*After School Program***

The after school coordinator shall hold two lockdown drills <Nery schoolyear at elementary, middle and high school level.

SEMESTER	DATE	TIME
<b>Fall</b>		
<b>Spring</b>		

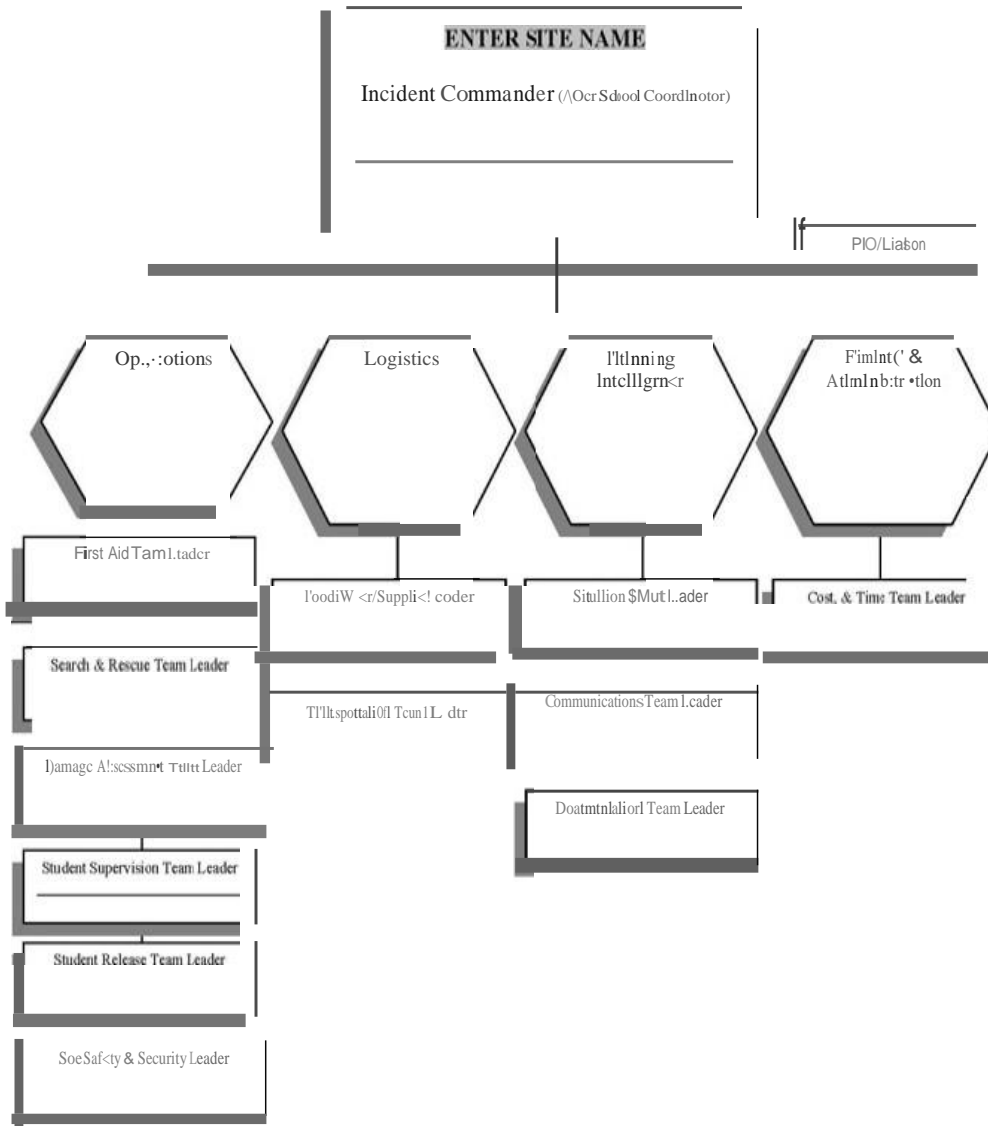
**Monthly Emergency Drill Report Form**

Month \_\_\_\_\_

Type of Drill	Time Duration	Number of Persons Evacuated	Number of Staff Supervising Drill
Earthquake			
Fire			
Lockdown			
Name of School: _____			

After School Coordinator Signatixe: \_\_\_\_\_ Date --:-----:-----  
 Please return the **completed drill form** with signature to Emergency Preparedness Program Manager

AFTER SCHOOL PROGRAM



# EMERGENCY PLAN FOR STUDENTS WITH SPECIAL NEEDS

OAKLAND UNIFIED  
SCHOOL DISTRICT

*July 2016*



OAKLAND UNIFIED  
SCHOOL DISTRICT  
*Community Schools, Thriving Students*

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# **Emergency Plan for Students with Special Needs**

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## **Emergency Management Plan**

The Emergency Management Plan consists of several components including the Model Plan, Appendices with Checklists, Forms, Sample Memos and Agreements, and Annexes. The Emergency Annex for Students with Special Needs is an incident management strategy that serves to augment the Oakland Unified School District Emergency Management Plan. In order to ensure efficient and effective emergency management, the Model Plan must be implemented in its entirety.

### **I. PURPOSE OF THE PLAN**

The information contained in this document will assist school administrators, teachers, special education staff, parents, and students in planning for the support that may be required for students with special needs in the event of an emergency. For the purposes of this annex, students with special needs are those who cannot comfortably or safely access and use the standard resources offered in disaster preparedness, relief and recovery, whether their disability is chronic or temporary.

This plan includes procedures ensuring the full participation of students and staff with special needs and disabilities through the planning and implementation of mitigation, preparedness, response and recovery strategies as part of the overall management of school emergencies and disasters. Current thought identifies this population as those with access and functional needs (AFN).

#### **A. Presidential Mandate**

On July 22, 2004, President George W. Bush signed Executive Order 13347, Individuals with Disabilities in Emergency Preparedness, which added to existing legislation policy to ensure that the safety and security of individuals with disabilities are appropriately supported and requires public entities to include the unique needs of individuals with disabilities in their emergency preparedness planning.

## **B. Planning Needs and Assumptions**

For individuals with special needs, physical environments become a great deal more hostile and difficult to deal with during and after an emergency. The ability to get to accessible exits and personal items may be reduced. Communication may be impeded at a time when clear and rapid communication is crucial to safety and survival.

To comply with statutes involving students with special needs, individuals responsible for evacuation and emergency operation plans, notification protocols, shelter identification, emergency medical care and other emergency response and recovery programs must:

- ✓ **have sound working knowledge** of the accessibility and nondiscrimination requirements applicable under Federal disability rights laws;
- ✓ **know the special needs demographics** of the students attending classes on site;
- ✓ **involve students** with different types of disabilities, staff, and teachers in identifying the communication and transportation needs, accommodations, support systems, equipment, services, and supplies that they will need during an emergency;
- ✓ **consider emergency accommodations** for those with temporary disabilities;
- ✓ **identify existing resources** within the school and local community that meet the special needs of these students;
- ✓ **develop new community partners** and resources, as needed;
- ✓ **inform parents** about the efforts to keep their child safe at school;
- ✓ **identify medical needs** and make an appropriate plan;
- ✓ **determine transportation needs**, special vans and buses for students;
- ✓ **identify any necessary tools** such as personal response plans, evacuation equipment or visual aids;
- ✓ **include local responders** and establish a relationship with individual students with disabilities and their teachers.



## **II. STATUTES FOR SERVICES IN SCHOOL**

Federal law mandates that every child will receive a free and appropriate public education (FAPE) in the least restrictive environment. Children who experience difficulties in school due to physical or psychiatric disorders, emotional or behavioral problems and/or learning disorders or disabilities are entitled to receive special services or accommodations through the public schools. To support their ability to learn in school and participate in the benefits of any district program or activity, including emergency preparedness and school safety plans, three Federal laws apply to children with special needs:

- Americans with Disabilities Act of 1990 (amended 2008)
- Individuals with Disabilities Education Act of 1975 (amended 2006)
- Section 504 of the Rehabilitation Act of 1973 (revised 1978)

### **A. Americans with Disabilities Act of 1990**

The Americans with Disabilities Act (ADA) of 1990, including amendments which became effective in 2009, provides “a clear and comprehensive national mandate for the elimination of discrimination against individuals with disabilities.” The ADA prohibits the exclusion of any qualified individual with a disability, by reason of such disability, from participation in or benefits of educational services, programs or activities.

### **B. Individuals with Disabilities Education Act (IDEA)**

The Individuals with Disabilities Education Act (IDEA) is a 1975 federal law, amended by the Office of Special Education Programs in 2006, which ensures services to children with special needs throughout the nation.

IDEA specifies 13 primary categories under the lead definition of a “child with a disability.” (See Table 1, Categories of Disability Under IDEA Law.) These federal definitions guide how states define who is eligible for a free, appropriate public education under special education law. The IDEA requires the school to provide an individualized educational program (IEP) that is designed to meet the child’s unique needs and provide the child with educational benefit.

#### **Individual Education Program (IEP)**

IDEA requires that planning for the educational success of these students is done on an individual, case-by-case basis through the development of an Individual Education Program (IEP). The IEP is a written statement developed for each child with a disability that outlines measurable annual goals for each child’s academic achievement and functional performance and specifies accommodations and modifications to be provided for the student.

Students with special needs who are self-sufficient under normal circumstances may have to rely on others in an emergency. They may require additional assistance during and after an incident in functional areas, including, but not limited to: communication, transportation, supervision, medical care and reestablishing independence. While not explicitly stated, a component of the IEP for related services must consider the particular needs of the child to ensure his or her safety during an emergency that includes evacuation from a classroom and building.

### **C. Section 504 of the Rehabilitation Act of 1973**

In 1978, the U.S. Department of Education (DOE) issued regulations to implement Section 504 of the Rehabilitation Act of 1973. These regulations applied to institutions receiving federal funds. Section 504, as revised, states in part: “No otherwise qualified individuals with disabilities in the United States . . . shall, solely by reason of the disability be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.”

Under Section 504, any student who has a physical or mental impairment that substantially limits one or more major life activities\*, has a record of such an impairment and is regarded as having such an impairment is considered disabled. Typically, children covered under Section 504 either have impairments that do not fit within the eligibility categories of IDEA or that may not be as apparent as those covered under IDEA.

The Individualized School Healthcare Plan (ISHP) articulates the healthcare accommodations required for each student qualified for service under the Section 504 regulation. The ISHP assists in the safe and accurate delivery of healthcare services in school. It is specifically a nursing care plan, developed by the school nurse with parent input. A copy of this plan is included in the school disaster plan and attached to the IEP.

\* Major life activities are those basic activities that the average person in the general population can perform with little or no difficulty, such as caring for one’s self, performing manual tasks, walking seeing, hearing, speaking, breathing, learning, working, sitting, standing, lifting, reaching, thinking, concentrating, interacting with others and reading.

**Table 1. Categories of Disability under IDEA Law**

<b>Federal Disability Term</b>	<b>Alternative Term</b>	<b>Brief Description/ Factors that Elevate Risk in Emergencies</b>	<b>Factors that Reduce Risk in Emergencies</b>
Autism	Autism spectrum disorder (ASD)	Characterized by extraordinary difficulty in social responsiveness; often resistant to environmental change or change in daily routine and experience anxiety over interruption; unusual responses to sensory experiences. May be non-verbal or use argumentative communication.	Structure, routine, normalcy and familiarity with activity
Deaf-blindness		A simultaneous significant hearing and vision loss. Limits the speed of movements.	Guidance from a sighted person
Deafness	Hearing impairment, hard of hearing	A complete or partial loss of hearing that adversely affects a child's educational performance. May not respond to auditory cues.	Written instructions, sign language, specialized communication for direction in an emergency
Emotional disturbance	Behavior disorder, emotional disability	Has limited ability to understand environmental events, situations, or procedures. Needs are categorized as mild, moderate or severe. May disobey or resist direction.	Regulated sensory input
Intellectual disability	Intellectual disability, cognitive impairment	Significant limitations in intellectual ability and adaptive behavior. This disability occurs in a range of severity.	Regulated sensory input
Multiple disabilities		The simultaneous presence of two or more impairments, the combination of which causes such severe educational needs that they cannot be accommodated in a special education program solely for one of the impairments. Does not include deaf-blindness.	
Orthopedic impairment	Physical disability	A significant physical limitation that impairs complete motor activities, strength, vitality or an alertness to environmental stimuli.	Adaptive physical equipment: cane, walker, wheelchair. May require alternative, accessible evacuation route
Other health impairment		A disease or disorder so significant that it negatively affects learning; examples include cancer, sickle- cell anemia, and diabetes.	Continuity of medication management regime
Specific learning disability	Learning disability	A disorder related to processing information that leads to difficulties in reading, writing and computing.	
Speech or language	Communication disorder, stuttering	A disorder related to accurately producing or	Sign language, hand signals, specialized

impairment		sounds of language to communicate.	communication for response in an emergency
Traumatic brain injury	TBI	An acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both that may affect cognition, behavior, social skills and speech.	
Visual impairment	Low vision, blindness	A partial or complete loss of vision	Guidance from a sighted person

Source: U.S. Department of Education: IDEA at <http://idea.ed.gov/explore/view/p/.root,regs,300,A,300%252E8,c>.

In addition to students with disabilities specified under IDEA law, the school site administrator or designee must identify individuals with a temporary impediment such as a broken leg or hidden impairments such as asthma, panic attacks, significant allergies or heart conditions. Students with such documented medical conditions may not have an IEP in place that would highlight the need for continuing a special medical regime, particularly during a crisis or disaster.

### III. MITIGATION AND PREVENTION

Mitigation is the action districts and schools take to identify barriers students with special needs may face during an emergency and eliminate or reduce their adverse effects. A hazards and vulnerability assessment of the site will help in preparing the emergency plan and identifying improvements for safety.

#### A. Teacher Survey - Students Needing Special Assistance

At the beginning of each year, teachers should provide to the main office the name(s) of students/staff that will require special assistance in the event of an emergency. The type of assistance needed as a result of an injury is also required (e.g., broken leg during the year, etc.).

- ✓ **Review** how an emergency may impact the daily routine of students with special needs.
- ✓ **Know who is on your school site:** Identify students and staff on the site with special needs and disabilities. The school principal must be aware of all students with special needs using school facilities and services.
- ✓ **Identify the students** who are severely handicapped and who might need extra support in emergency crises.
- ✓ **Make a list** of the students on the school site who are on medication and their medication schedule.

- ✓ **Maintain a list of all resources** regularly relied upon and determine how a disaster might affect the use of them. Examples include use of mobility aids, communication devices and electrically-dependent equipment.
- ✓ **Identify all the stakeholders** who should be considered in the plan (i.e., family, friends, service providers, personal attendants, physicians and others).
- ✓ **Determine what short term accommodations** to provide for students with temporary disabilities (e.g., broken legs, panic attacks, etc.).
- ✓ **Assess** potential hazards. Review evacuation equipment.

## **B. Mitigation Strategies**

- ✓ **Learn about the types of hazards** that may impact the school (e.g., earthquakes, floods, wildfires, etc.) and assure that emergency response procedures address each one.
- ✓ **Identify a pre-evacuation site** that is accessible to students with disabilities.
- ✓ **Plan a primary and secondary evacuation route** from each location the student is in during the course of the day.
- ✓ **Arrange sufficient transportation** ahead of time to accommodate the entire special needs/staff population.
- ✓ **Develop a schedule** of daily activities and classes that identifies where a special needs student may be located each period of the day.
- ✓ **Consider classroom location** in placement of students with disabilities. Evaluate the handicap accessibility of nearby exits and proximity to the school nurse.
- ✓ **Conduct a test of the family notification system** to assure that contact information is up-to-date to help decrease parent anxiety during a disaster.
- ✓ **Complete the annual Site Safety Plan** to ensure that your site has written information regarding the plan in the event of an emergency. During completion of the annual Site Safety Plan, alert the District if the Site requires safety supplies (e.g., wheelchairs, signage, portable ramps, etc.)

## **IV. PREPAREDNESS**

Preparedness focuses on what steps need to be taken to facilitate a rapid, coordinated, effective response when an emergency occurs to keep the students safe. Collaboration with first responders in preparedness strategies and ongoing communications is essential and facilitates the safe integration of students with disabilities into emergency procedures.

### **A. General Strategies**

Use the forms in APPENDIX A to collect information [see III.A] about individuals with special needs on site (e.g., students with a disability, nature of disability, implications for the student concerning full participation in school emergency planning, etc.). Include teachers, schedules, classrooms, potential needs during an emergency, relevant strategies enabling student to participate successfully with peers in general school activities.

- ✓ **Build on current accommodations**, modifications and services.
- ✓ **Develop a policy** and consent form for the release of medical information. The Americans with Disabilities Act (ADA) allows medical information to be given to people responsible for assisting in evacuating disabled individuals.
- ✓ **Consult parents or guardians** concerning care considerations if the special needs student is isolated at school for a short term or long-term basis. Inform parents about efforts to keep their child safe at school.
- ✓ **Incorporate pre-negotiated contracts** for services that may be needed in case of an emergency (e.g., transportation, food, etc.).
- ✓ **Obtain necessary equipment and supplies**, create evacuation maps and facilities information.
- ✓ **Inform and train staff** about emergency response protocols. Encourage teachers to discuss emergency procedures with parents as part of IEP meeting or other review.

### **B. Buddy System**

Pairing students up with special needs students for emergency response (the “buddy system”) can help with critical backup when a skilled assistant is unavailable or separated from the class. Buddies need to be willing and able to assist students in an evacuation by accompanying the individual to a safer enclosure or waiting for emergency responders. The buddy must be acceptable to the student with a special need. Also, teachers in adjacent classrooms can be pre-assigned joint responsibility for both classes if one of the teachers is busy with an injured student.

### **To have an effective buddy system:**

- ✓ Give the student the opportunity to select his or her own buddy.
- ✓ Identify a buddy who is appropriate (e.g. strong, responsible, etc.).
- ✓ Designate a backup buddy.
- ✓ Train for the specific need of the special needs student.
- ✓ Hold practice sessions to assure that buddies can handle their tasks.
- ✓ Train the buddies on how to communicate with the students and how to safely evacuate.

Buddies must be able to make contact quickly with the special needs student when the need arises. The following situations may interfere with this critical communication. Use the suggested strategy as an alternative.

- ✓ The buddy is in the building, but away from the customary work area.  
*Have a trained backup buddy in place.*
- ✓ The buddy cannot locate the person with a special need because the person is absent.  
*Keep an updated roster of who is at school each day. Assign a temporary buddy when the primary buddy is absent.*
- ✓ The buddy has left the class/program, and a new one has yet to be identified.  
*Make an effort to find a replacement as soon as possible. Assign a temporary buddy until there is a permanent buddy.*
- ✓ The buddy forgets or is frightened and abandons the special needs person.  
*Check on each special needs student to assure he/she is accounted for during an evacuation. Practice drills will help diffuse real-time fright.*

### **C. Medication Management**

Most students with special needs have very individualized medication schedules that cannot be interrupted without serious consequences. Medicines or medical devices may not be available in emergency shelters. Make alternative arrangements to meet these needs. Consider how medicines can be stored in an emergency. Heat waves and power outages can affect the potency and integrity of some medications. Include an ice chest and cold packs among the school emergency supplies. If there is a power outage, the ice packs can extend the safe temperature range of medications requiring cold storage until the power is restored.

- ✓ **Ask caregivers to supply a 72-hour supply** of medication in a Ziploc bag with instructions; a refrigerated kit is also advised for medication if needed with instructions.
- ✓ **Gather all medications** before evacuation.
- ✓ **Transport special medications**, supplies and equipment with the special needs student.
- ✓ **Carry contact and medical information** for all students and provide individual medical information on a laminated card with a lanyard to be worn around the neck. See **Appendix C** for an example of the Emergency Medical Card.

## **D. Access to Communication**

Communication access enables effective interaction with people who are deaf or blind or who have speech, vision or hearing limitations. Make written materials available in alternative formats (e.g., Braille, large print, disks, and audio cassettes, etc.) and provide hearing-assistive technologies such as amplified phones. Include auxiliary aids and services such as sign language interpreters. Alarm systems for fires and other emergencies will benefit most people if they incorporate both audible and visual elements. The hearing impaired students may be best alerted by flashing light alarms. **An emergency is not the time to learn how to work a rarely-used assistive device. The most effective communication systems are those used daily.**

- ✓ Give **clear, succinct** verbal instructions.
- ✓ **Use gestures** to communicate important information.
- ✓ **Pictorial representations**, where appropriate, can provide quick and easily understood instruction to many individuals with limited English proficiency, and some individuals with cognitive disabilities.
- ✓ **Guide students** with low vision or blindness.
- ✓ **Utilize electronic variable messaging boards**, short message systems (SMS), teletypewriters (TTY) or telecommunications display devices (TDD), if you have them.
- ✓ **Identify staff** with foreign language skills, if needed.
- ✓ **Practice basic American Sign Language** with aides, buddies, volunteers and evacuation for emergency words and instructions such as:
 

<ul style="list-style-type: none"> <li>• <i>important,</i></li> <li>• <i>must leave now</i></li> <li>• <i>elevator closed</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>emergency</i></li> <li>• <i>fire</i></li> <li>• <i>stairs there</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>keep calm</i></li> <li>• <i>fire exit</i></li> <li>• <i>okay</i></li> </ul>
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## E. Time Management

Following a crisis, children with special needs are likely to respond to any form of stress with more extreme reactions. **Allow extra time** for them to make necessary preparations in an emergency.

Some students with special needs will need more time to comprehend the emergency. The earlier the notification, the better the chances are for a successful evacuation. Consider the triggers and cues for these students and anticipate their reactions. Prepare students for changes in routine. Some students may need to be more protected or isolated to minimize distractions and sources of agitation during the height of a crisis. Adult supervision may need to be more intense for a while.

Allow time for discussion of the traumatic events in a safe and familiar setting. Provide choices in activities to the extent feasible to give these students some sense of control over even a small part of their lives.

## F. Preparedness Supplies

**Classroom Supplies.** A classroom that is used for teaching students with special needs should store disability-related supplies, assistive equipment and tools that may be required in an emergency. Parents should provide for students with dietary restrictions. Among the basic supplies to have in the classroom are:

- Batteries in different sizes, for adaptive equipment
- Lockdown kit, including portable toilet, privacy screen, toilet paper, toilet bowl liners, disinfectant, and plastic bag for disposal
- Water pouches for drinking
- Water for hygiene purposes
- Copies of all students' Emergency Information Forms (secured)
- Backup copies of medical prescriptions (secured)
- Hand tools (e.g., screwdriver, wrench, pliers, etc.)
- Heavy work gloves
- Whisk broom
- Tarp
- Solar/crank/battery radio
- Cell phone and phone charger
- Flashlight and extra batteries or crank flashlight
- First aid kit
- Small ice chest for refrigerated medications
- Evacuation assistive equipment
- Protein bars (without nuts or nut oil)
- Canned fruit
- Carbohydrate-free foods for meals (e.g. canned meat, nuts, jerky, etc.)\*
- Feminine hygiene supplies
- Household chlorine bleach to kill bacteria or antibacterial soap
- Facial tissues
- Whistle/noisemaker  
\* for diabetic students

**Go Kits.** Portable preparedness supplies individualized for each student's needs, called "Go Kits", are an integral part of preparedness planning. Ask parents and caretakers to provide Go Kits at the beginning of the school year. Plan for a child with special dietary needs. Designate which staff members are responsible for reminding parents to replenish their child's kit and notify the school of changes. Each Go Kit should include, as a minimum:

- Lightweight uncomplicated backpack
- Emergency Information Form – see *Appendix B* for example
- Medication for up to 36 hours
- Emergency Medical Card, laminated and attached to a lanyard to be worn during an emergency. See *Appendix C* for example. Card should include:
  - contact information
  - medical requirements
  - allergies and sensitivities
  - adaptive equipment used
  - assistance needs and limitations

## **G. Drills**

Drill practice is very important; it increases skills and instills confidence in each individual's ability to cope during an emergency. Educational techniques such as role-playing or the use of audio visual aids can also be helpful.

- Hold regular drills so that students become familiar with the procedures.
- Know how to get to all the exits.
- Practice using evacuation and assistive devices.
- Give clear, concise instructions
- Practice dealing with different circumstances and unforeseen situations, such as blocked paths or exits or buddies that cannot be located.

## **H. Key Practices for Certain Impairments**

Emergency planning for students with special needs should be as individual as the students. Some students may be at increased risk during an emergency and will need extra assistance or special attention. If possible confer with students and parents regarding their preference for emergency situations. Assess capabilities, limitations and needs and to determine what type of evacuation assistance will be required in an emergency for each student.

Children with disabilities generally have specific "triggers"—words, images, sounds—that signal danger or disruption to their feelings of safety and security. If adults miss these cues, children may escalate their behavior to a point where they completely lose control. *It is essential that parents/caregivers and teachers work together to share information about triggers and cues.* This is best

done on a regular basis, such as during the IEP meeting or a periodic review meeting, rather than in response to a crisis.

**There is no one-size-fits-all approach. However, there are key practices that should be considered for certain impairments.**

- 1. Cognitive/Developmental:** Some students may not comprehend the nature of the emergency and could become disoriented or confused about the proper way to react. Students with hypertension, dyslexia or learning disabilities will have difficulty reading complicated directions for evacuation or response plans. Simple diagrams or pictures will give non-reading or overstressed students sufficient information to get to safety. Train your staff how to assist those who become upset. Check that evacuation routes have directional signs that are easy to follow. Practice evacuation route(s) with students regularly. Use simple diagrams or pictures to give non-reading or overstressed students sufficient information to get to safety. **Preparedness kits should include:**
  - comfort items
  - pen and paper
  - visual communication instructions
  
- 2. Hearing:** Provide sign language training to some staff for students who may not be able to hear emergency warnings. Have teachers practice basic hand signals with hearing impaired students for emergency communications. Alerting devices, such as strobe lights and vibrating pagers, can be used to supplement audible alarms and are useful for students with hearing impairments. Install both audible and visual smoke alarms in the classroom and building. **Preparedness kits should include:**
  - pen and paper
  - flashlight to communicate in the dark
  - extra hearing aid batteries
  - batteries for TTY and light phone signaler
  
- 3. Mobility:** Limited mobility may impair egress and access to locations. Arrange and secure furniture and other items to provide barrier-free paths of travel. Disaster debris may obstruct evacuation. Store a lightweight manual wheelchair, if available. Train the staff the proper way to move an individual in a wheelchair. Mobility impaired students should practice moving their wheel chairs or having them moved into doorways, locking their wheels and covering their heads with a book or with their arms or hands. **Preparedness kits for those who use wheelchairs should include:**
  - heavy gloves for making way over glass or debris
  - extra battery for electric wheelchairs recommended but may not be practical
  - patch kit for punctured wheels
  - flashlight and whistle
  
- 4. Respiratory:** Students with respiratory impairments may have difficulty breathing when walking distances or descending stairs. Smoke, dust, fumes, chemicals, and other odors often exacerbate such limitations. For these students, include emergency evacuation masks and respirators in classrooms. Have oxygen and respiratory equipment readily available. Students and staff

should practice putting on and removing this equipment as part of an emergency drill. **Preparedness kits should include:**

- medical schedule and dosages
- medical mask, if student can wear one
- any medical equipment needed for 72 hours
- note paper and pen

- 5. Medically Fragile:** Many illnesses can be aggravated by stress. In the event of a disaster that requires students to be at school for an extended period of time, medication may need to be administered to students with a healthcare plan. Schools should consider who will administer these medications in the event a nurse is not available during a disaster. Keep medications, authority to administer the medication forms, and healthcare plans in the vicinity of the medically fragile student.

It is the parent's responsibility to maintain medical supplies, notify the school of changes and provide new doctor's orders. It is the nurse's responsibility to remind the parent to provide medications and update orders when notified.

- 6. Speech/Auditory:** Determine in advance the best way for the student to communicate with others during an emergency. Provide written emergency and evacuation instructions on a card, carried at all times and placed in an easy to see location. **Preparedness kits should include:**

- extra batteries for communication equipment
- note paper and pen
- comfort items

- 7. Visual:** Those with visual impairments may have to depend on others to lead them to safety during a disaster and may be reluctant to leave familiar surroundings. Employ Braille signage or audible directions for students who are blind or have low vision. Emergency back-up lighting systems, especially in stairwells and other dark areas, will benefit those students with limited visual acuity. Mark emergency supplies with large print or Braille. Students should know where the nearest telephones and alarm boxes are located and how to describe their location. **Preparedness kits should include:**

- extra folding white cane
- heavy gloves for feeling the way over glass or debris
- colored poncho worn for visibility
- comfort items

## **I. Developing a Special Needs Evacuation Plan**

Creation of an Evacuation Plan should cover the evacuation, transportation and medical needs of students who will require extreme special handling in an emergency. In most cases, additional safeguards must be established regarding roles, responsibilities and procedures for students with physical, sensory, emotional and health disabilities.

## **1. Review all paths of travel and potential obstacles.**

- ✓ Know your school grounds, paths, exits and potential obstacles.
- ✓ Determine the primary and secondary paths of exit to be used during emergencies. Individuals with mobility impairments will need a smooth, solid, level walking surface; an exit that avoids barriers such as stairs, narrow doors, and elevators; and guardrails that protect open sides of the path.
- ✓ Compile and distribute evacuation route information to be used during emergency operations.
- ✓ Include alternative evacuation route information, should the primary route be inaccessible due to damage or danger.

## **2. Install appropriate signage and visual alarms.**

- ✓ Place evacuation information indicating primary and secondary exits in all offices, classrooms, multipurpose rooms, lunchrooms, hallways/corridors, lobbies, bathrooms and cafeterias. For passages and doorways that might be mistaken for an exit, place visible signs that proclaim, "NOT AN EXIT".
- ✓ Place emergency notification devices appropriate for each student.
- ✓ Post signage with the name and location of each area so that the students will know exactly where they are. In order to comply with ADA Accessibility Guidelines for Buildings and Facilities requirements, the signage should be:
  - approximately 60 inches above the floor;
  - in a location that is not obscured in normal operation such as a swinging door;
  - in all primary function areas

## **3. Identify the students and staff with special needs and they type of assistance they will require in an emergency.**

- ✓ Allow visitors to self-identify on a sign-in log if they have special evacuation needs.
- ✓ Discuss evacuation issues with the staff members and caretakers of students with special needs. Include individuals, who may be temporarily disabled (e.g., a student with a broken leg, etc.).

## **4. Train staff in general evacuation procedures.**

- ✓ Review the areas of rescue, primary exits, evacuation techniques, and the locations and operation of emergency equipment.
- ✓ Provide in-depth training to those designated to evacuate students with special needs.

- ✓ Train the staff in proper lifting techniques when lifting a person for evacuation. Anyone can assist a student with a visual impairment.
- ✓ Check on each special needs student to assure he/she is accounted for during an evacuation.

**5. Review the plan with emergency response personnel, including local police, fire and emergency medical technicians.**

- ✓ Identify “areas of rescue” in your school for students to wait for evacuation assistance from emergency personnel.
- ✓ Before school begins in the fall, walk around the site with first responders so that they are familiar with the primary exits and all areas of rescue. These areas must meet specifications for fire resistance and ventilation.
- ✓ Ask the responders to conduct a special drill explaining how they will support the students and staff with special needs during an emergency.

**6. Complete all contracts and Statements of Understanding with key emergency support providers**

- ✓ Ensure that sufficient transportation capacity exists with transportation providers, partner agencies, and suppliers to effectively meet the demand in an emergency.
- ✓ Identify transportation contracts through the district in case of an emergency. Emergency response for special needs requires special vans and special equipment. Specify who will do what to address these transportation needs.
- ✓ Develop a list of school-owned vehicles, staff vehicles and parent vehicles that are available and make prior arrangements for their use in the event of an emergency.

**7. Review the evacuation plan with students and staff to be familiar with the process and identify any problems.**

- ✓ Practice implementation of special duck and cover actions by students with able-bodied partners.
- ✓ Students should be aware that evacuation by themselves may be difficult or impossible because of obstacles in their path or because electricity-dependent machines may not function (i.e., elevator).
- ✓ Special pre-planned assistance must be provided and reviewed regularly. Classrooms should have emergency activity kits with items familiar to the students.

- ✓ Include students with special needs in the selection of emergency evacuation devices.
- ✓ Mobility-impaired students should practice getting in doorways, locking wheel chair wheels and covering their head with a book, arms or hands.
- ✓ Train all aides who are assigned to students with special needs in evacuation procedures.
- ✓ Provide procedures for receiving students with special needs at the pre-designated evacuation site.
- ✓ Remind parents and caregivers that they are responsible for updating emergency information with the schools.

## **IV. RESPONSE**

The Response phase is the immediate reaction to an emergency to save lives and protect property. Proactive efforts in the Mitigation-Prevention and Preparedness phases will impact the quality of response. Responses will vary depending upon the severity and intensity of the event.

### **A. Leadership by District of Service**

In an emergency, the site administrator has responsibility for the safety of all children on the site.

### **B. Assess the Situation**

- ✓ Determine the immediacy of the emergency.
- ✓ Remove anyone with respiratory complications from smoke and vapors immediately.
- ✓ If not in immediate danger, stay in place until staff personnel determine the nature of the situation.
- ✓ If trapped, get the attention of others by calling out or striking object together to make noise.

### **C. Announce the Emergency**

- 1. To Alert Deaf and Hearing Impaired** – The primary goal is to effectively communicate the nature of the situation and direct them to the appropriate route of evacuation. Students with hearing impairments will most likely be able to follow the same exit route as those who can hear. Communicate with a notepad and pen, with simple, concise speech or with sign language. Regardless of the method of communication used, convey two key messages:
  - ✓ there is an emergency
  - ✓ how to exit
- 2. To Alert Blind or Visually Impaired** – Someone who is blind or visually impaired will generally be able to evacuate the same route as sighted students, but may need some assistance. Describe the nature the emergency and offer to guide him/her to the nearest emergency exit and evacuation assembly area.
  - ✓ Touch the person on the elbow gently.



- ✓ Identify yourself and quickly explain the situation.
- ✓ Ask if the individual has any preferences regarding how to be guided.
- ✓ Clearly describe where you are going and any approaching obstacles or protruding objects which will require a change in your walking path or pattern.
- ✓ Be protective of your space as there may be many people using the same route to evacuate.

**3. To Alert Cognitively or Emotionally Impaired** – It is likely that students with cognitive or emotional impairments will be able to use the same evacuation routes as the other students. The challenge is to keep them calm as you exit. If there is a buddy or companion assistant, quickly describe the situation and how to involve him or her in the evacuation. Let the student know what is happening. Keep him/her reassured.

#### **D. Lockdown/Shelter-in-Place Strategies**

- ✓ Set up screens/curtains for those needing privacy for emotional issues and personal hygiene.
- ✓ Use Go Kits for immediate necessities.
- ✓ Keep students away from windows and doors.
- ✓ Use the buddy system to provide comfort and reassurance.

#### **E. Implement Evacuation**

- ✓ Carry all medication, supplies, equipment and dietary needs with student, including the 72-hour disaster kit that has been prepared ahead of time for individual student needs.
- ✓ Ask the student how he/she would like to be assisted.
- ✓ Use the buddy system.
- ✓ Inform emergency personnel of intended destination and type of assistance needed. If unable to contact emergency personnel, ask others to make the notification for assistance.
- ✓ Move to designated evacuation area. The path should be unobstructed.
- ✓ Be careful of falling debris as you leave the building.
- ✓ Provide priority assistance to wheelchair users with electrical respirators. Evacuate mobility devices with the person if possible.

## To Evacuate Persons Using Wheelchairs

If the person wants to be moved in his/her chair, keep the following considerations in mind:



- ✓ Turn off the wheelchair's power before lifting.
- ✓ Turn the wheelchair so it is lowered down the stairs backwards (person facing up the stairs), so the occupant cannot slip forward out of the chair and down the stairs.
- ✓ Powered wheelchairs have very heavy batteries; an evacuation chair for stairs may be needed with the powered chair to be retrieved later.
- ✓ If a seatbelt is available, use it. If the person needs to be removed from his/her wheelchair for an evacuation, ask the following:
  - how he/she prefers to be moved from the chair;
  - whether pain or harm will result from moving extremities;
  - if any equipment is needed for immediate safety of life-support, e.g. backup generator for respirator.

## F. Transport Students

Transportation is a well-established component of emergency response plans, and requires planning and detailed focus for children with access and functional needs. Special transport is not provided for students with Section 504 eligibility.

- ✓ **Maintain a transportation resources** list by type and availability, including vehicle accessibility and capacity information.
- ✓ **Develop procedures for the acquisition of additional accessible transportation equipment**, securement devices, supplies, and resources before a disaster.
- ✓ **Provide staff training**, including a review of procedures for transporting persons with a variety of assistance needs, as well as the transport of service animals.
- ✓ **Identify strategies for tracking individuals** who are evacuated. Information should include the passenger's name, point of origin, departure time, final destination, and arrival time.
- ✓ **Maintain a master list of drivers** by status and availability.
- ✓ **Provide drivers with an operational roster** to complete and maintain, at minimum, with the following information:
  - Name of driver
  - Driver's telephone number
  - Time departed staging area
  - Time arrived at sheltering location

- Vehicle number
  - Sheltering location
  - Trip mileage
- ✓ **Determine the appropriate transportation response** for persons unable to reach a pick up/drop off location or staging area on their own.  
 What entity will handle such needs, and what types of vehicles/equipment will be required?  
 Check with the school district regarding the transportation contracts and agreements.
  - ✓ **Account for all students** before transportation occurs and after arrival at the destination.
  - ✓ **Transport all passengers** to the pre-designated evacuation destination by the safest route. Use alternative routes only as necessary.
  - ✓ **Use buses.** Consider other modes of transportation only if buses are unable to get to the school quickly or are not available. Refer to the list of school-owned vehicles, staff vehicles and parent vehicles that are available.

**G. Reassess Needs**

Request additional support, if needed.

**H. Other Considerations for Special Needs Populations**

- ✓ **Store** extra batteries for electric wheelchairs and hearing aids.
- ✓ **Lead** evacuees to a safe place with other teachers and staff.
- ✓ **Remain** with the special needs student after the evacuation.
- ✓ **Recognize** that the fine details are unique to each student;

## **IV. RECOVERY**

The Recovery phase is designed to assist students, teachers, staff and visitors to restore educational operations in school. Recovery is an ongoing process that includes not only the mental, emotional and physical healing process of students, teachers and staff, but also restoration of the physical assets of the school (buildings and grounds) to a safe and habitable environment.

### **A. Restoration**

- ✓ **Account** for all the students, teachers, and staff.
- ✓ **Meet the medical needs.**
- ✓ **Conduct daily debriefing** for staff, responders, and others assisting in recovery.
- ✓ **Provide stress management support** during class time.
- ✓ **Discuss recovery**, what to do with students if they must remain on site for 2-3 days.
- ✓ **Communicate with parents**, guardians and the local community.
- ✓ **Conduct after-action briefing** to capture key lessons learned and recommendations for improvements to the school plan.

### **B. Supportive Services**

- ✓ **Needs Assessment** – quickly identify needs and the support necessary to meet them.
- ✓ **Information** – provide important information on community resources that connects school families who need help with available services and assistance.
- ✓ **Language** – ensure that critical information is conveyed in a language appropriate for non-English speaking families that the standard media may not reach.
- ✓ **Transportation** – support the mobility needs with accessible transportation resources to disaster service areas.
- ✓ **Replacement Equipment** – support students with special needs with the guidance to acquire replacement of vital personal equipment (e.g., crutches, hearing aides, wheelchairs,

## C. Reassurance

Experiencing a disaster can be overwhelming. Stress often exacerbates existing medical conditions and may alter thought and behavior. Reassurance is the key to helping children through a traumatic time. Support individuals with access and functional needs by providing verbal reassurance and information to help orient them to new surroundings and new routines.

- ✓ **Make sure physical needs are addressed** and medical assistance is provided, as needed.
- ✓ **Reconnect students** with family and other support systems as early as possible.
- ✓ **Address concerns** about safety. Talk to each child at his or her developmental age, not chronological age. Use language the child understands.
- ✓ **Provide information through pictures** and allow children time to see, hear, talk and draw.
- ✓ **Expect some regression** (increase in problem behaviors).
- ✓ **Deal with inappropriate behaviors** calmly and consistently—Keep emotional equilibrium.
- ✓ **Minimize the disruption.** If the normal routine is unavoidably altered, create a new one.
- ✓ **Offer concrete/immediate solutions** to abstract problems. Use clear examples. Repeat responses patiently.

After the danger has passed, the school will be anxious to return to normal. Both people and resources are needed to speed recovery. The talents of individual with disabilities should not be underestimated. Every member of a community can provide some support.

## APPENDIX A

School Emergency Evacuation Planning Checklist		
	YES	NO
Do you have a roster of your students with special needs?		
Have you identified students with special needs on site from other school districts?		
Have you identified the medical needs of your students with special needs and their medication schedule?		
Have you walked the evacuation paths and exits looking for potential obstacles?		
Has an evacuation site been identified that is accessible to students and staff with special needs?		
Is the primary evacuation path marked to clearly show the route?		
Is there sufficient oxygen for 72 hours?		
Have you identified any necessary tools such as personal response plans, evacuation equipment or visual aids for students with special needs?		
Have you identified communication needs with students who have limited English proficiency?		
Have you considered emergency accommodations for those with temporary disabilities?		
Have you identified an evacuation site that is accessible to students and staff with special needs?		
Have you identified a secondary evacuation site?		
Has a "buddy system" been developed for each student?		
Have you identified all of your communication needs for your students with special needs?		
Have you trained the staff on proper lifting techniques?		
Have staff, students and families been encouraged to provide 72 hour medications?		
Has evacuation route information been compiled and distributed to staff?		

## APPENDIX B

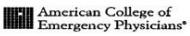
# Emergency Information Form for Students with Special Needs

Last name:

Date form completed	Revised	Initials
By Whom	Revised	Initials

<b>Name:</b>		<b>Birth date:</b>	<b>Nickname:</b>
<b>Home Address:</b>		<b>Home/Work Phone:</b>	
<b>Parent/Guardian:</b>		<b>Emergency Contact Names &amp; Relationship:</b>	
<b>Signature/Consent*:</b>			
<b>Primary Language:</b>		<b>Phone Number(s):</b>	
<b>Physicians:</b>			
<b>Primary Care Physician:</b>		<b>Emergency Phone:</b>	
		<b>Fax:</b>	
<b>Current Specialty Physician:</b>		<b>Emergency Phone:</b>	
		<b>Fax:</b>	
<b>Current Specialty Physician:</b>		<b>Emergency Phone:</b>	
		<b>Fax:</b>	

\*Consent for release of this form to health care providers



Form Courtesy of: © American College of Emergency Physicians and American Academy of Pediatrics. Permission to reprint granted with acknowledgment.

### Diagnoses/Past Procedures/Physical Exam (Continued)

<b>Medications/Dosages:</b>		
1.		
2.		
3.		<b>Prostheses/Appliances/ Technology Devices:</b>
4.		
5.		

Last name:

<b>Management Data:</b>	
<b>Allergies: Medications/Foods to be avoided</b>	<b>and why:</b>
1.	
2.	
3.	
<b>Procedures to be avoided</b>	<b>and why:</b>
1.	
2.	
3.	

<b>Common Presenting Problems/Findings With Specific Suggested Managements</b>		
Problem	Suggested Diagnostic Studies	Treatment Considerations

<b>Comments on child, family, or other specific medical issues:</b>	
<b>Physician/Provider Signature:</b>	<b>Print Name:</b>



## APPENDIX C

**Laminate this card and affix it to a lanyard  
for the special needs student to wear during an emergency.**

Emergency Medical Information Card	
<b>Student Name:</b>	
School:	Grade :
School Phone:	
Medical Condition:	
Photo:	
Parent/Guardian:	Home Phone:
Home Address:	Work Phone:
Parent/Guardian:	Cell Phone:
Parent/Guardian:	Home Phone:
Parents are responsible for updating the student's emergency information and medications.	

**FRONT**

cut or fold here

**BACK**

Emergency Medical Information Card	
<b>Student Name:</b>	
Birth date:	
Blood Type:	Allergies:
Physical Limitations:	
Communication Difficulties:	
Adaptive Equipment::	
Primary Care Physician:	Emergency Phone:
Specialty Physician:	Emergency Phone:
Insurance Company :	Policy Number:
Medications	Dosages/Frequency

# APPENDIX D

## 72 Hour Disaster Medication Authorization To Administer Medication

STUDENT MEDICATION – legal Reference: Education Code Section 4923

"...a pupil who is required to take, during the regular school day, medication prescribed by a physician, may be supplied by the school nurse or other designated school person if the school district received (1) a statement from such a physician detailing the name of the medication, the method, amount, and timing schedules by which such medication is to be taken, and (2) a written statement from the parent or guardian of the pupil indicating the desire that the school district assist the pupil in the matter set forth in the physician's statement." No other medication is to be administered by school personnel. This includes all medication available without a prescription. Medication is to be kept in the original container labeled with the name of the student, name of prescribing physician, name of medication and instructions. This form must be completed and included. It is the parent's responsibility to update this form as needed.

Student \_\_\_\_\_ Grade \_\_\_\_\_ Teacher \_\_\_\_\_ Date \_\_\_\_\_

Parent \_\_\_\_\_ Phone(s) \_\_\_\_\_

Health Care Provider \_\_\_\_\_ Phone \_\_\_\_\_

1. Medication(s)	Dose	Frequency	Duration	Possible Side Effects
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

2. Additional Information and/or Precautions regarding medications or student's condition:  
 \_\_\_\_\_

3. I am the parent/guardian of the above student and I have lawful custody of said child. I hereby give consent to appropriate District personnel to administer medication(s) and for treatment as specified by the health care provider. Furthermore, I hereby give consent to the District to release information from said health care provider regarding information concerning my child's medical condition.

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

4. Complete this section for medications which student may self-administer.

**AUTHORIZATION FOR SELF ADMINISTRATION:**

A. Student: I certify that I have read and understand the instructions regarding the self-administration of my medication(s). I agree to take the above described medications in compliance with my health care provider's recommendations.

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

B. Parent/Guardian: My child has been instructed in the proper dosage and administration of the above medication and has demonstrated the ability to self-administer it. We (Parent/Guardian) request that s/he be permitted to self-administer it, as directed by our health care provider in compliance with District policy and procedures.

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

5. HEALTH CARE PROVIDER: I am a physician actively licensed by the state of California. Attached hereto is a prescription for the medication/treatment specified above, ( ) Initial here if student has been properly trained and is able to self-administer.

PHYSICIAN SIGNATURE \_\_\_\_\_ Date \_\_\_\_\_ Print/Stamp Physician Name, Address, Phone here: \_\_\_\_\_ Original File \_\_\_\_\_

**72 Horas Medicamentos en caso de Desastre  
AUTORIZACIÓN PARA ADMINISTRAR MEDICINAS**



MEDICINAS PARA ALDINOS Referenda Legal: Código Edu. aciO!a! Socci<k! 4942J  
 .....cualq\_ uicr alumno que debe tomar medicina recctada por su mC dico durante el día escolar, puede obtcuer la ayuda de la cnfemlcra c> cotar u otro personal csroiM desig.. "ado, si **cl** dis: r: r: escolar ha recibido (1) ataciOn esciillil del m Mio dtallando c! nombre **de** la medicina. mCtodo dosis v horario **de** admili. sm.d00 de tal medic- amcino. y (2) una dcllaación e > crha del padre o guardian del alumno indicaoado su coo: cntimicmo p. ila que el distrito escolar asista a ! est> J diamc a tom: u la m00kL!! de acuc: do con las iolt! Uedones del mdfco.» S'ingun otro medicamcno **c**dc ser administrado par el personal escolar. Esto incluyc medicamcmos dispooibles sin ritC!a.  
 Las medklnas se deben mandar a la ucuda en t1 **original** tlaramen tc marcado c-on **cl** nombre dtl estudiantc. nombn **del** mrdic- o quitu lo autoril.!, nombre de la medicina e iostuodones. Fa. or de completar ,, adlunt: tr t' ste romlario tamhio. Fllytl de notur que ft la Tj Spotsubilidad de los [HZdI]: de estar sef. :. mos quP la informudOn Dn e! te fimmular; o este a/ co' iente.

Estudiu!e \_\_\_\_\_ C rudo Mucstro/a \_\_\_\_\_ f< chn \_\_\_\_\_

Pudr/ Ms. dre \_\_\_\_\_ TdHono \_\_\_\_\_ • \_\_\_\_\_

(La sección d- abajo debe ser completado por el medico)

- - fl< nltb Cure Pro, - idr \_\_\_\_\_ ' flcphonic \_\_\_\_\_

1. Mdications \_\_\_\_\_ Uosc fr( 'qu' ncy \_\_\_\_\_ Ourution \_\_\_\_\_ Possible Side Effect: i \_\_\_\_\_

2. Additional Information and/or Precautions l: .ogarding rm: di< :. atio: tor stud: n- s condition: \_\_\_\_\_

3. Soy ctna Pacln:/ Gumlian del estudiantInombr. tdo arriba y lengo custodia legal de (d/ella. por medio de t' Sio doy mi penniso at personal apropiado dd Distrito tn administrn or ayul. b! :a! Pa administr- :ciun de m00! amcmentos/ o tral: unimlO como es esp: :cificado p( rsu medico. AdLmilS, doy const- ntimiento al distrito para r< ! bibr de o mand- : r a cse provccdor d: s. a! d cualquil Td infonnación accn: a de la condición de salud de mi hija/ a.

firmu de rudre/ Madre/ Cuardian: \_\_\_\_\_

4. Si el estudaotc puede administrar medic. amentos por si mismo > hay que llenar este contraro:

**AUTORIZACIÓN PARA AITFO ADMINISTRACIÓN:**

A. Estudiant: Crliilko que h: lcido las instrucc: ones acc: :ca de !a autuadministraci6: t de mi( s) mcoedica( s). & toy de acuerdo con tomar estas medicirvS nombrada: arriba . segim laS rocomendaciones dd mbdico.

l: innn del Estudiant: \_\_\_\_\_ Ftcha \_\_\_\_\_

B. Pndre/ Mndre/ Cuardhtn: I ; h! jo/ a ba sido lnsru. llo en !a admimstmción y closis conecla de las medicinas( s) nombrada( s) arriba y ha demostrado la habilidad d: : : autoadministrarsda( s). Nosotros/ Yo ( Pad: i Guardian } pedimos que cVcll- . tt: ngu p. rrmiso de admil listrarse Ja( s) medicina( s) a si mismo segUn las instruccio: tes de nucsro mC dico y las reglas del Distrito.

finnn de Padrt/ Madn: / Guardjun: \_\_\_\_\_ FL- tba \_\_\_\_\_

4. "UcaJlb Ct! re Pro, ' ider: l am a physician acti vd y licens00 by the Stale of Califonla. Attatched hereto is a prescription for the medica tion! reatment specified abo' <.

! • initial h! :ro if srudem ltas been property trained and is abl: o self-administer

Physician Signature \_\_\_\_\_ Date \_\_\_\_\_

## **APPENDIX E**

### **Online Resources**

**American Red Cross, *People with Disabilities***

<http://www.redcross.org/prepare/location/home-family/disabilities>

**Americans with Disabilities Act of 1990, as amended**

<http://www.ada.gov/pubs/ada.htm>

***An Investigation of Best Practices for Evacuating and Sheltering Individuals with Special Needs and Disabilities***, National Clearinghouse for Educational

Facilities, Washington, DC (Oct 2008)

[http://www.ncef.org/pubs/evacuating\\_special\\_needs.pdf](http://www.ncef.org/pubs/evacuating_special_needs.pdf)

**California Governor's Office of Emergency Services, *Meeting the Needs of Vulnerable People in Times of Disaster*** (May 2000)

<http://www.caloes.ca.gov/AccessFunctionalNeedsSite/Documents/Vulnerable%20Populations.pdf#search=Meeting%20the%20Needs%20of%20Vulnerable%20People>

**Center for Disability Issues in Health Profession, *Evacuation Preparedness Guide***

[http://webhost.westernu.edu/hfcdhp/wp-content/uploads/Emergency\\_Evacuation.pdf](http://webhost.westernu.edu/hfcdhp/wp-content/uploads/Emergency_Evacuation.pdf)

**Federal Emergency Management Agency, *Preparing for Disaster for People with Disabilities and Special Needs***

[http://www.fema.gov/pdf/library/pfd\\_all.pdf](http://www.fema.gov/pdf/library/pfd_all.pdf)

**Department of Homeland Security, Executive Order 13347, *Individuals with Disabilities in Emergency Preparedness*** (July 26, 2004)

[https://www.dhs.gov/xlibrary/assets/CRCL\\_IWDEP\\_AnnualReport\\_2005.pdf](https://www.dhs.gov/xlibrary/assets/CRCL_IWDEP_AnnualReport_2005.pdf)

**National Association of School Psychologists, *Coping with Crisis – Helping Children with Special Needs***

<https://www.nasponline.org/resources-and-publications/resources/school-safety-and-crisis/war-and-terrorism/helping-children-cope-with-terrorism>

**National Fire Protection Association, *Personal Emergency Evacuation Planning Tool for School Students with Disabilities***

[http://www.preventionweb.net/files/8882\\_EvacStudentDisabilities.pdf](http://www.preventionweb.net/files/8882_EvacStudentDisabilities.pdf)

***Nobody Left Behind, Report on Exemplary and Best Practices in Disaster Preparedness and Emergency Response For People with Disabilities*** (March 2007)

[http://www2.ku.edu/~rrtcpbs/findings/pdfs/bestpractices\\_3-21-072.pdf](http://www2.ku.edu/~rrtcpbs/findings/pdfs/bestpractices_3-21-072.pdf)

***Talking to Children with Special Needs About Tragedy***

Model Emergency Annex for Students with Special Needs

<http://specialchildren.about.com/od/inthecommunity/a/tragedy.htm>

**U.S. Department of Education, Administration for Children and Families, *Coping With Disaster: Suggestions for Helping Children with Cognitive Disabilities***  
<https://ici.umn.edu/products/impact/201/over9.html>

**U.S. Department of Education, ERCM Express, *Integrating Students with Special Needs and Disabilities into Emergency Response and Crisis Management Planning*** (Volume 2, Issue 1, 2006)  
[http://rems.ed.gov/docs/Disability\\_NewsletterV2I1.pdf](http://rems.ed.gov/docs/Disability_NewsletterV2I1.pdf)

## **APPENDIX F**

### **Acronyms**

<b>ADA</b>	Americans with Disabilities Act (1990)
<b>AFN</b>	Acute and Functional Needs
<b>ASC</b>	Advisory Steering Committee
<b>CDE</b>	California Department of Education
<b>ED</b>	Emotionally Disturbed
<b>FAPE</b>	Free and Appropriate Public Education
<b>FERPA</b>	Family Education Rights and Privacy Act
<b>HI</b>	Hearing impairment
<b>IDEA</b>	Individuals with Disabilities Education Act
<b>IEP</b>	Individual Education Program
<b>ISHP</b>	Individualized School Healthcare Plan
<b>ITP</b>	Individual Transition Plan
<b>LRE</b>	Least Restrictive Environment
<b>NSH</b>	Not severely handicapped
<b>OSEP</b>	Office of Special Education Programs
<b>RSP</b>	Resource Specialist Program
<b>SDC</b>	Special Day Class
<b>SELPA</b>	Special Education Local Plan Area
<b>SH</b>	Severely Handicapped
<b>SLD</b>	Specific Learning Disability
<b>SLI</b>	Speech/Language Impairment
<b>TBI</b>	Traumatic Brain Injury
<b>VI</b>	Visually Impaired



APPENDIX 6: JOB DESCRIPTIONS

Legislative File	
File ID Number:	20-1376
Introduction Date:	06/24/2020
Enactment Number:	20-0986
Enactment Date:	6/24/2020
By:	OS



OAKLAND UNIFIED  
SCHOOL DISTRICT

**Position Description**

<b>TITLE:</b>	<b>Culture and Climate Ambassador</b>	<b>REPORTS TO:</b>	<b>Assigned Supervisor</b>
<b>DEPARTMENT:</b>	<b>As Assigned</b>	<b>CLASSIFICATION:</b>	<b>Classified</b>
<b>FLSA:</b>	<b>Non-Exempt</b>	<b>WORK YEAR/HOURS:</b>	<b>10 months/7.5 hours Duty days and hours as assigned (includes a minimum of 10 Saturdays)</b>
<b>ISSUED:</b>	<b>Created: March 2020</b>	<b>SALARY GRADE:</b>	<b>WTCL 34</b>

**BASIC FUNCTION:** Perform a variety of proficient, prescribed duties requiring excellent communication skills, conflict mediation skills and use restorative justice practices. The Culture and Climate Ambassador provides Tier 1 and Tier 2 culture and climate supports. On a limited basis, they may serve as Tier 3 supports for students that are exiting Juvenile Justice System or returning from suspension. Primary responsibility is to welcome students and families and provide Tier 1 climate and culture supports through the school community by intercepting emerging conflicts, providing conflict mediation and resolution, and are essential members of the school’s rapid response safety team.

**REPRESENTATIVE DUTIES:** Incumbent may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but are intended to accurately reflect the principal job elements.

**ESSENTIAL FUNCTIONS:**

**School Ambassadors**

- Culture and Climate Ambassadors greet students throughout the day to create a positive and inviting climate and culture on campus.
- Support school team to implement Positive Behavioral Intervention Systems that support on-time return to class including encouraging students, giving positive rewards, and implementing tardy sweeps.
- Build positive relationships with students, parents, staff and community; communicate with students and staff to provide receive information.
- Monitor and support a small group of focal students that need additional support and guidance.
- Promote teamwork by sharing knowledge, cooperating with others, participating in meetings and work groups, and supporting the goals of the school and the District.

**School Safety:**

- Ensure that students are in compliance with District and school policies.
- Monitor established climate and culture zones and areas including lunch areas, walkways, restrooms, parking lots, observe and interact with students during passing periods, between classes, lunch and lunch breaks.
- Assist in the investigations, incident reports and situations that interrupt the climate and culture of the school.
- Oversee and coordinate security protocols with SSO’s at the school site location.



### **Conflict Mediation**

- Promote conflict mediation/resolution practices for students
- Accurately read and interpret verbal and nonverbal communication.
- Be aware of and respectful of differences by avoiding disrespectful words, actions, or tones.
- Implement Crisis Prevention Strategies or other programs that prevent conflict and provide Tier 1 conflict mediation for students.
- Assist in the identification of students in need of conflict mediation and connect them directly with services on campus.

### **Restorative Practices**

- Monitor and supervise monthly Saturday School and participate and lead restorative circles.
- Assist in data collection for Tier 1 systems in the school.
- Review culture and climate data to improve the effectiveness of culture and climate interventions.
- Attend weekly Climate and Culture team meetings to discuss best practices and improve climate and culture on campus.
- Facilitate restorative practices with students and use de-escalation strategies with students.
- Support the re-entry of students returning from discipline and incarceration through restorative practices to increase the access to wrap-around supports and connection to school site staff and resources.

Perform related duties as assigned.

### **QUALIFICATIONS:**

The District determines whether a candidate is qualified based on fulfillment of prerequisites, relevant work experience, ability to perform the essential functions, reference checks, effective interpersonal and communication skills demonstrated by interview performance and/or writing samples, and achievement on performance-based assessments (if applicable) that demonstrate the candidate possesses the requisite knowledge, skills and abilities. Meeting prerequisites only satisfies the initial screening process and does not indicate the candidate is qualified to perform the essential functions of the position.

### **KNOWLEDGE OF:**

Proficient use of excel and ability to analyze and gather data to identify trends

Linked Learning high school reform initiative or large school transformation and providing comprehensive student support.

Strategic direction of the District including restorative practices and conflict mediation

Federal, state, and District policies and mandates related to work scope

Methods to interpret apply and explain rules, regulations, policies, and procedures

Interpersonal skills using tact, patience, de-escalation strategies and courtesy

Diverse academic, socio-economic, cultural, ethnic, and disability backgrounds of District students and staff

Effective and clear verbal and written communication

Principles and practices of effective leadership, supervision and evaluation

### **ABILITIES TO:**

Interpret, apply, and explain rules, regulations, policies and procedures

Manage stress while remaining alert, calm, and action-oriented in stressful situations.

Understand and follow oral and written directions

Implement plans and evaluate their outcomes

Analyze situations accurately and adopt effective courses of action

Prioritize responsibilities and meet established schedules and timelines

Perform a variety of proficient, prescribed duties involving individual and group supervision

Assist with any safety situations that occur on campus when called upon

Supply incident reports to the Administrator for the site

Patrol and monitor an assigned campus to maintain order, safety and security

Assure student compliance with school and District policies and regulations

Control personal emotions and behavior so that you can communicate your needs without threatening, frightening, or triggering others

Learn, interpret, apply, and explain laws, rules and regulations

Operate a two-way radio

Communicate clearly with students, staff and others

Understand and follow oral and written directions and work cooperatively with others

Meet schedules and time lines and maintain a safe and orderly environment

Maintain complex, basic records

Administer first aid

Complete work accurately and as directed with many interruptions

Establish and maintain effective working relationships with others of diverse backgrounds, experience, and personalities

Address the needs of identified English Learner communities

Maintain accurate records

Work with diverse school sites and conditions

Perform duties with awareness of all District requirements and policies

Analyze, interpret and communicate data

Motivate and support students to transform their behaviors

Prepare and deliver clear and concise presentations to a variety of audiences

Participate in District approved professional development to maintain current knowledge of the evolving needs of students and the District related to work scope

Meet District standards of professional conduct as outlined in Board Policy

Analyze information, summarize findings and present them in ways easily understandable to decision-makers

**PREREQUISITES:**

High School Diploma required.

Five (5) years in conflict mediation/resolution, restorative justice, behavioral health, social justice or related field is *preferred*

Candidate must be trained in restorative justice practices prior to hiring or commit to being trained within the first 3 months of employment

Five (5) years of relevant experience working in an urban school district environment highly preferred

A Bachelor degree preferred

Must be able to work a minimum of 10 Saturdays during the year as scheduled by the designated Administrator/Supervisor

Must be able to attend school activities such as games, dances and graduations

Bilingual Spanish preferred, but not required

Valid California Driver's License, if applicable

**PRE-EMPLOYMENT PROCESS:**

Employment eligibility will include fingerprints, tuberculosis and/or other employment clearance

**WORKING CONDITIONS**

**ENVIRONMENT:**

School outdoor environment and diverse school site environments; driving a vehicle to conduct work; fast-paced work; constant interruptions

**PHYSICAL REQUIREMENTS:**

Hearing and speaking to exchange information in person, on the telephone and two-way radio; seeing to read a variety of documents; reaching overhead, above the shoulders or horizontally, or bending at the waist; dexterity of hands and fingers to work with students; standing for extended periods of time; walking and running; climbing stairs; lifting heavy objects. Consistent mental alertness; sitting or standing for extended periods of time; lifting, carrying, pushing, and pulling objects up to 30 pounds, occasionally 30+ pounds; bending and twisting at the waist, reaching overhead, above the shoulders and horizontally; dexterity of both hands and fingers while performing duties; seeing to read, write and use the computer; hearing and speaking to exchange information, in person or on the telephone, and make presentations.

**NON-DISCRIMINATION POLICY:**

The Oakland Unified School District does not discriminate in any program, activity, or in employment on the basis of actual or perceived race, religion, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, sex, or sexual orientation.

Legislative File	
File ID Number:	
Introduction Date:	
Enactment Number:	
Enactment Date:	
By:	



# OAKLAND UNIFIED SCHOOL DISTRICT

## Position Description

<b>TITLE:</b>	<b>Assistant, Culture and Climate</b>	<b>REPORTS TO:</b>	<b>Assigned Supervisor</b>
<b>DEPARTMENT:</b>	<b>As Assigned</b>	<b>CLASSIFICATION:</b>	<b>Classified</b>
<b>FLSA:</b>	<b>Non-Exempt</b>	<b>WORK YEAR/HOURS:</b>	<b>10 months/7.5 hours Duty days and hours as assigned (includes a minimum of 10 Saturdays)</b>
<b>ISSUED:</b>	<b>Created: June 2020</b>	<b>SALARY GRADE:</b>	<b>WTCL 21</b>

**BASIC FUNCTION:** Perform a variety of proficient, prescribed duties requiring excellent communication skills, conflict mediation skills and use restorative justice practices. The Assistant will help with Tier 1 and Tier 2 culture and climate supports. "Primary responsibility is to welcome students and families, provide climate and culture supports through the school community **by building relationships with students, staff and community members in order to intercept emerging conflicts, assist with conflict mediation and resolution, and serve as essential members of the school's team to support/address crisis situations.**

**REPRESENTATIVE DUTIES:** Incumbent may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but are intended to accurately reflect the principal job elements.

### ESSENTIAL FUNCTIONS:

#### Positive School Culture and Climate

Greet students throughout the day to create a positive and inviting climate and culture on campus; encourage students, recognize and praise positive behaviors and successes including punctuality to class;

- Build positive relationships with students, parents, staff and community; communicate with students and staff to provide and receive information.
- Promote a culture of academic success by reinforcing grade level academic goals (including literacy, general knowledge of A-G requirements and social emotional learning).
- Assist in designing and implementing positive reinforcement systems school-wide to assure academic and social emotional success.
- Promote teamwork by sharing knowledge, cooperating with others, participating in meetings and work groups, and supporting the goals of the school and the District.
- Assist in spaces that facilitate relationship-building with both students and staff including, but not limited to, hallways during arrival, passing periods, & dismissal, school assemblies, the lunchroom, and other shared spaces.

## **Transformative Practices**

- Attend Climate and Culture team meetings to discuss best practices and improve climate and culture on campus as well as meetings with their lead (Culture and Climate Ambassador).
- Assist with facilitating restorative practices with students and use de-escalation strategies with students.
- Manage relationships with students involved in Restorative Justice Interventions.
- Use Transformative Developmental Relationships Strategies with Students including the following 5 Elements (includes the 5 strategies and student mindsets below):
  1. *Express Care*: Show me that I matter to you.
  2. *Challenge Growth*: Push me to keep getting better.
  3. *Support Student Outcomes*: Help me complete tasks and achieve goals.
  4. *Share Power*: Treat me with respect and give me a say.
  5. *Expand Possibilities*: Connect me with people and places that broaden my world.
- Use a concrete set of relationship-building techniques in order to build trust with students, families and students, especially those whose trust has been negatively impacted through conflict, harm or discipline.
- Facilitates daily check-ins with students and/or classrooms who may require extra support, either ongoing or due to a recent event.
- Demonstrates leadership in relationship-building strategies and concepts by modeling best practices with both students and adults.
- Encourages, motivates and supports students in being successful on campus through an asset based approach that leads with respect, humility, transparency, honesty that is rooted in transformative and restorative practices.
- Assist with student supervision at Saturday School and other credit recovery programs.

## **School Safety**

- Communicate effectively with Culture and Climate Ambassador and school district staff and school community partners to ensure adherence to the school and District's Code of Conduct by students.
- Monitor established climate and culture zones and areas including lunch areas, walkways, restrooms, parking lots, observe and interact with students during passing periods, between classes, lunch and lunch breaks.
- Assist with investigations, incident reports and situations that interrupt the climate and culture of the school.
- De-escalate and appropriately manage escalated conflicts and respond to campus safety incidents and concerns (includes safely interrupting physical altercations and violence).

## **Conflict Mediation**

- Promote conflict mediation/resolution practices for students.
- Accurately read and interpret verbal and nonverbal communication.
- Be aware of, and respectful of, differences by avoiding disrespectful words, actions, or tones.
- Assist Culture and Climate Ambassador in providing Tier 1 conflict mediation for students.
- Assist in the identification of students in need of conflict mediation and connect them directly with services on campus.

Perform related duties as assigned.

## **QUALIFICATIONS:**

The District determines whether a candidate is qualified based on fulfillment of prerequisites, relevant work experience, ability to perform the essential functions, reference checks, effective interpersonal and communication skills demonstrated by interview performance and/or writing samples, and achievement on performance-based assessments (if applicable) that demonstrate the candidate possesses the requisite knowledge, skills and abilities.

Meeting prerequisites only satisfies the initial screening process and does not indicate the candidate is qualified to perform the essential functions of the position.

**KNOWLEDGE OF:**

Linked Learning high school reform initiative or large school transformation and providing comprehensive student support.

Strategic direction of the District including restorative practices and conflict mediation

Federal, state, and District policies and mandates related to work scope

Methods to interpret apply and explain rules, regulations, policies, and procedures

Interpersonal skills using tact, patience, de-escalation strategies and courtesy

Diverse academic, socio-economic, cultural, ethnic, and disability backgrounds of District students and staff

Effective and clear verbal and written communication

**ABILITIES TO:**

Promote positive school culture and climate at school sites

Support relationship building initiatives developed by school site culture and climate leads including Culture and Climate Ambassadors, Principal and other designated staff.

Interpret, apply, and explain rules, regulations, policies and procedures

Manage stress while remaining alert, calm, and action-oriented in stressful situations.

Analyze situations accurately and adopt effective courses of action

Prioritize responsibilities and meet established schedules and timelines

Perform a variety of proficient, prescribed duties involving individual and group supervision

Assist with any safety situations that occur on campus when called upon

Supply incident reports to the Administrator for the site

Patrol and monitor an assigned campus to maintain order, safety and security

Assure student compliance with school and District policies and regulations

Control personal emotions and behavior so that you can communicate your needs without threatening, frightening, or triggering others

Learn, interpret, apply, and explain laws, rules and regulations

Operate a two-way radio

Communicate clearly with students, staff and others

Understand and follow oral and written directions and work cooperatively with others

Maintain a safe and orderly environment

Administer first aid

Establish and maintain effective working relationships with others of diverse backgrounds, experience, and personalities

Address the needs of identified English Learner communities

Maintain accurate records

Work with diverse school sites and conditions

Perform duties with awareness of all District requirements and policies

Motivate and support students to transform their behaviors

Participate in District approved professional development to maintain current knowledge of the evolving needs of students and the District related to work scope

Meet District standards of professional conduct as outlined in Board Policy

Analyze information, summarize findings and present them in ways easily understandable to decision-makers

**PREREQUISITES:**

High School Diploma or GED required.

Two (2) years in conflict mediation/resolution, transformative practices , behavioral health, social justice or related field is *preferred*

Candidate must be trained in transformative practices prior to hiring or commit to being trained within the first 3 months of employment

Two (2) years of relevant experience working in an urban school district environment highly preferred

Must be able to work a minimum of 10 Saturdays during the year as scheduled by the designated Administrator/Supervisor

Must be able to attend school activities such as games, dances and graduations

Bilingual Spanish preferred, but not required

Valid California Driver's License, if applicable

**PRE-EMPLOYMENT PROCESS:**

Employment eligibility will include fingerprints, tuberculosis and/or other employment clearance

**WORKING CONDITIONS**

**ENVIRONMENT:**

School outdoor environment and diverse school site environments; driving a vehicle to conduct work; fast-paced work; constant interruptions

**PHYSICAL REQUIREMENTS:**

Hearing and speaking to exchange information in person, on the telephone and two-way radio; seeing to read a variety of documents; reaching overhead, above the shoulders or horizontally, or bending at the waist; dexterity of hands and fingers to work with students; standing for extended periods of time; walking and running; climbing stairs; lifting heavy objects. Consistent mental alertness; sitting or standing for extended periods of time; lifting, carrying, pushing, and pulling objects up to 30 pounds, occasionally 30+ pounds; bending and twisting at the waist, reaching overhead, above the shoulders and horizontally; dexterity of both hands and fingers while performing duties; seeing to read, write and use the computer; hearing and speaking to exchange information, in person or on the telephone, and make presentations.

**NON-DISCRIMINATION POLICY:**

The Oakland Unified School District does not discriminate in any program, activity, or in employment on the basis of actual or perceived race, religion, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, sex, or sexual orientation.