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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 Executive Director

Board Meeting Date November 12, 2020

Subject George Floyd District Safety Plan (Phase 1) (First Reading)

Action The Board of Education will review a first read of the George Floyd District Safety Plan (Phase 1) to provide feedback in order 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 community driven 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. The community-driven 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 and the second phase to reimagine safety practices and to transform school culture.

Fiscal Impact See the budget identified for the Phase 1 Safety Plan in Attachment A.

Attachments George Floyd Resolution to Eliminate the Oakland Schools Police Department
Resolution No. 2021-0127 - George Floyd District Safety Plan
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 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 (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;

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:

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 December 9, 2020.

Legislative File	
File ID Number:	20-2147
Introduction Date:	11/12/2020
Enactment Number:	
Enactment Date:	
By:	

OAKLAND UNIFIED SCHOOL DISTRICT

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Jody London
President, Board of Education

_____

Kyla Johnson-Trammell
Superintendent and Secretary, Board of Education

ATTACHMENT A

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

GEORGE FLOYD DISTRICT SAFETY PLAN

PHASE 1 DRAFT

11.5.2020

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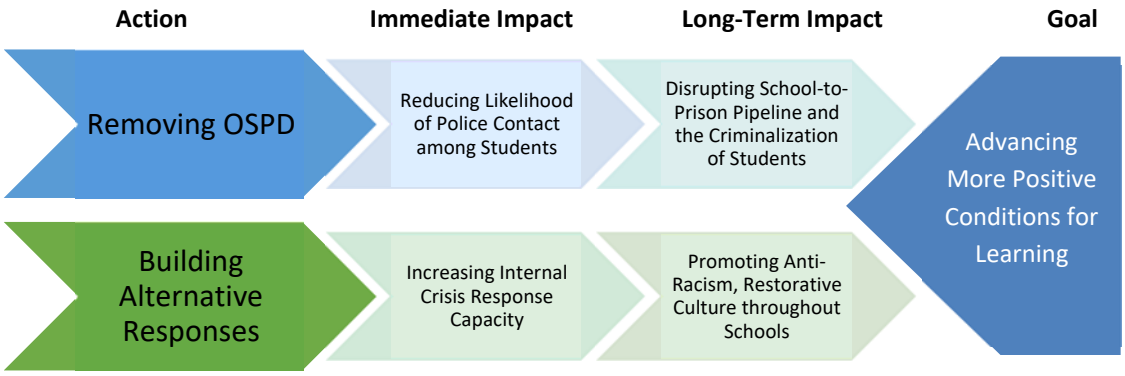
EXECUTIVE SUMMARY

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, in partnership with the Black Organizing Project, and other community stakeholders and partners, 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, which will also lay the foundation for Phase 2, which will focus on school climate and culture transformation throughout the district (e.g., building an anti-racist and restorative system).

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 affected 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.



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 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 advoacy 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	
Changes to Policies:	Reviewing and revising all OUSD Board Policies (BPs) and Administrative Regulations (ARs) that reference the police in our schools or OSPD in particular
School and Classroom Guides:	Reviewing and revising all OUSD guides that reference the presence of police in our schools in general or OSPD in particular
Revise Roles and Job Descriptions:	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)
Solidify Mental Health Crisis & Child Abuse Response:	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,[1] 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

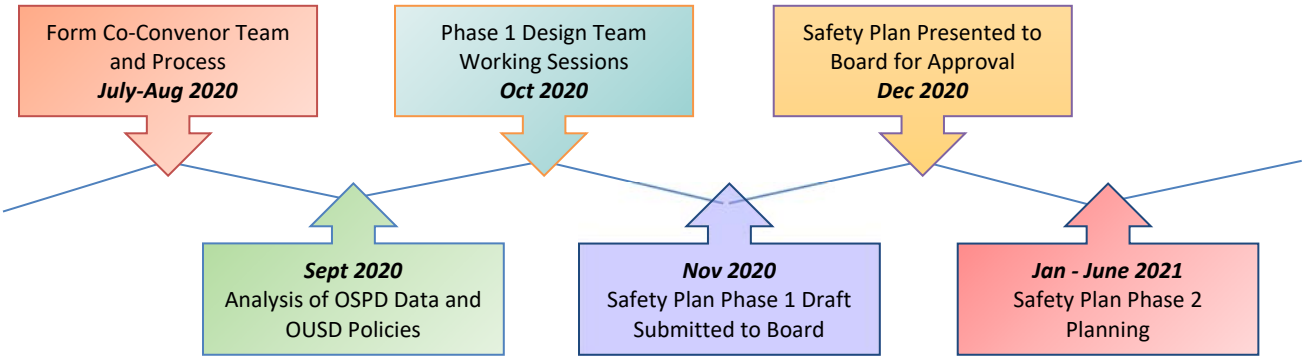
The George Floyd Resolution Phase 1 Implementation Planning process has involved stakeholders from multiple OUSD departments as well as community partners. Planning began in July 2020 and was co-convened by OUSD leadership and BOP. The co-convenor team met one to three times a week and broader working 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.

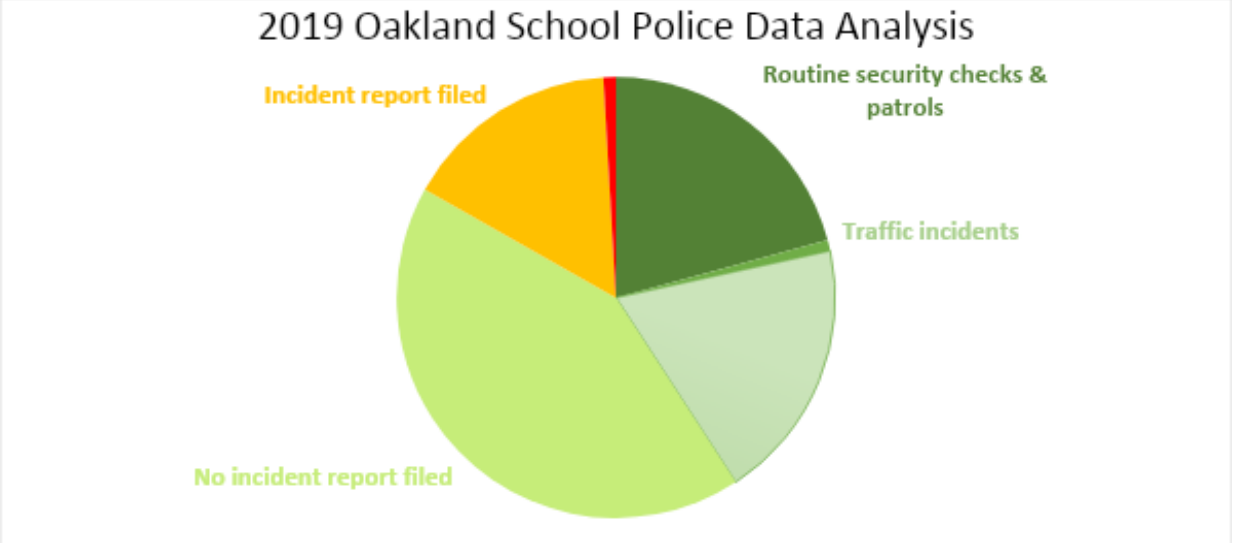
George Floyd Resolution Planning Timeline



[1] 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

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.



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 Enforcemen*t. 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.[2]

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

[2] 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.

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	Administrative and Patrol Routine patrol (197 calls) Security Check (145 calls) Stand by and Preserve (36 Calls) On View (177 calls) Police Not Needed 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 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 without exposing students to the risk of criminalization.

THEORY OF CHANGE

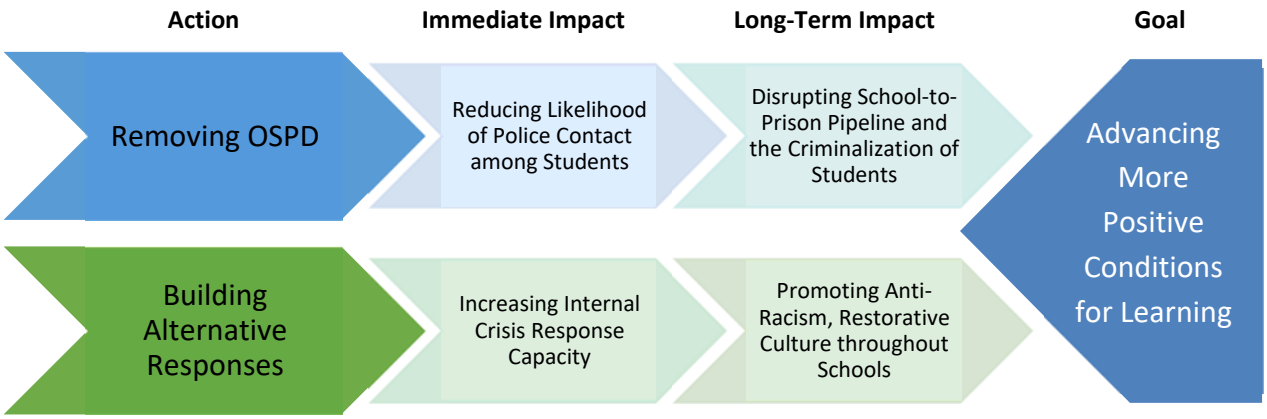
The foundational premise for this plan is that police presence in schools contributes to the criminalization of student behavior, enabling a school-to-prison pipeline and making schools unsafe for many students. As stated in BOP's *People's Plan for Police-Free Schools*, "Growing national research shows 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."[3]

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

[3] 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

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.



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 5141 (Questioning & Apprehension) was revised to include limitations on calls to police for only *real and immediate physical threats* and a requirement for school staff to request identifying information of any law enforcement officer who requests to enter school premises.
- 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 a student's 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.

ATTACHMENT A

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

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 *requirement* for disciplining students for involvement in campus disturbances was found to be unnecessary.

ATTACHMENT A

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Code Number	Policy Type	Title	Description of Policy	Notes on Changes	Justification
5145.11	AR	Questioning and Apprehension	Describes procedures for questioning and apprehending students, including the role of OSPD, and includes the following language: "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." (emphasis added)	Removal of all references to OSPD. Revised to include limitations on calls to police for only ***real and immediate physical threats*** and a requirement for school staff to request identifying information of any law enforcement officer who requests to enter school premises.	References to OSPD are no longer applicable. 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.

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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.	Removal of all references to OSPD. 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. 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.	References to OSPD are no longer applicable. 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. 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.
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.

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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.	Changed slightly to comply with California Ed Code 48260 (update of when a peace officer can issue a written warning and discretionary nature of juvenile court jurisdiction). It was also flagged for further review during Phase 2 as it directs the district to impose highly punitive and criminalizing responses to a student's poor school attendance and represents an onramp to the school-to-prison pipeline.	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.

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Code Number	Policy Type	Title	Description of Policy	Notes on Changes	Justification
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.

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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.	The following has been deleted: Role of District Police/Security Department 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. (cf. 3515.3 - District Police/Security Department) The district police/security department shall maintain records of the means and dates of dissemination for five years. (Penal Code 290.45)	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.

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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.

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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.

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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.

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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.

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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 for revised manual).[4]

Discipline Matrix

The Discipline Matrix lists 9 student rule violations as requiring notification to police. These 9 items are being reviewed to ensure that the guide does not create unnecessary police involvement (see Appendix 4).

Comprehensive Culture Guide

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

- Appendix 8: Oakland Schools Police Mandatory Safety Protocol (pp. 73-75) will be thoroughly revised as it contains multiple references to OSPD and was authored by OSPD. Changes will align with revisions to the Classroom Guide/Emergency Preparedness Manual.
- Appendix 16: Student Discipline and Intervention Matrix is reproduced in this guide and will be updated according to all changes made.

[4] 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

- 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.[5]

Safety Plan Template and Instructions Revisions

The OUSD School Safety Plan Template and Instructions include multiple references to OSPD. This guide is being revised in the following ways to ensure alignment with the George Floyd Resolution:

The OUSD guidelines for creating School Safety Plans includes multiple references to OSPD. It is being 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."

Revisised 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;

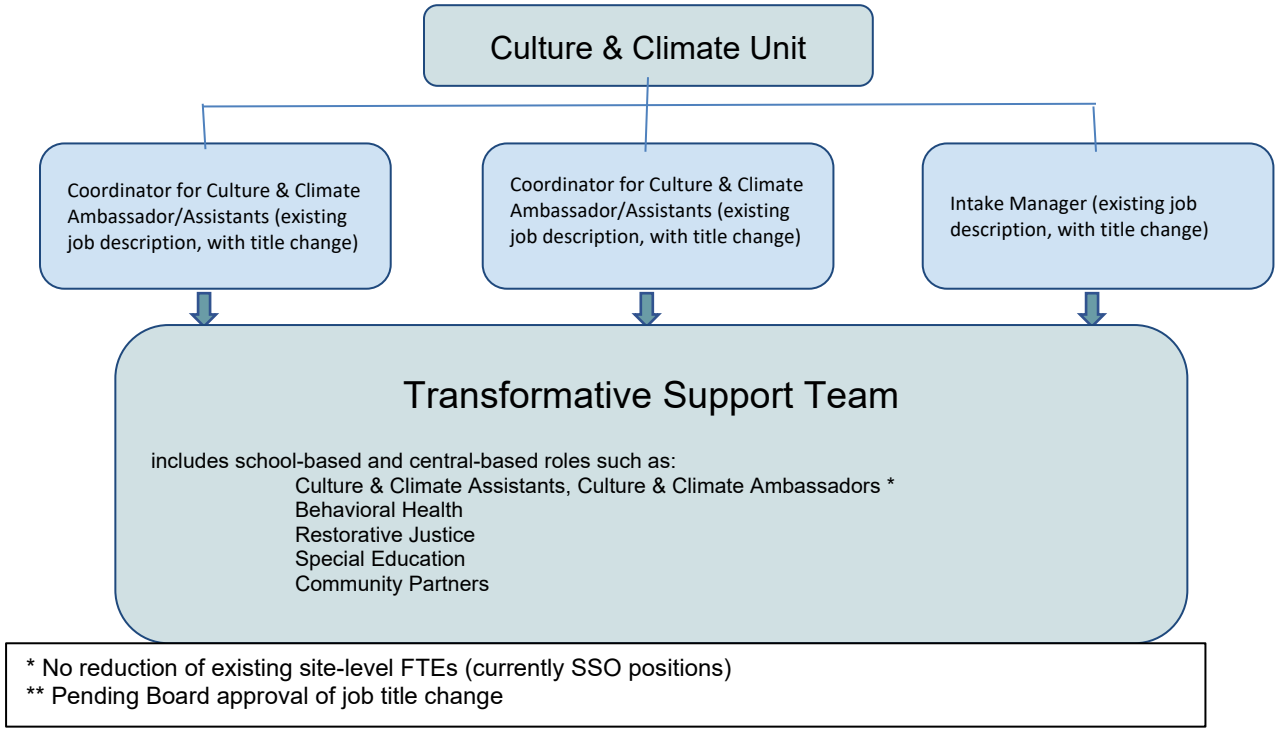
[5] If a crime has taken place but it does not constitute an emergency, the Classroom Guide/Emergency Preparedness Manual directs staff to notify OPD via their non-emergency number or online crime report system. A notification to law enforcement does not necessarily require an on-site police intervention.

- More emphasis on prevention of conflicts and safety issues through relationships with students, families, community;
- 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



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 reply 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.[6] 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.[7]

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) have often worked closely with OSPD in such cases, and OUSD has already developed 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.

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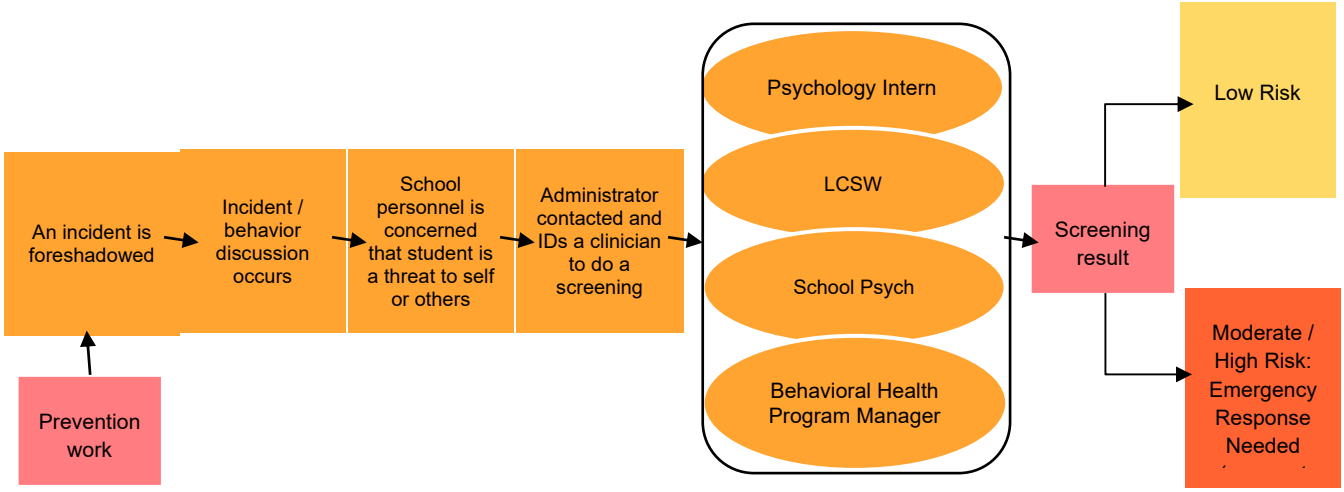
[6] Harrington, T. (2020). Oakland school board unanimously agrees to eliminate its police force. *EdSource*, June 25, 2020. https://edsource.org/2020/oakland-school-board-unanimously-agrees-to-eliminate-its-police-force/634544

[7] 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

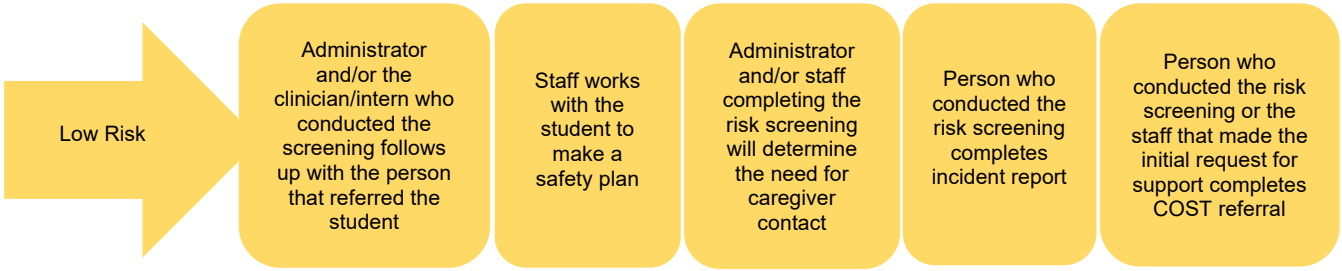
This response begins with prevention work which includes 1) relationship and trust-building between adults on campus, students, and families, 2) ensuring the presence of social workers and mental health providers on campus through collaboration with the OUSD Behavioral Health Department as well as community-based 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



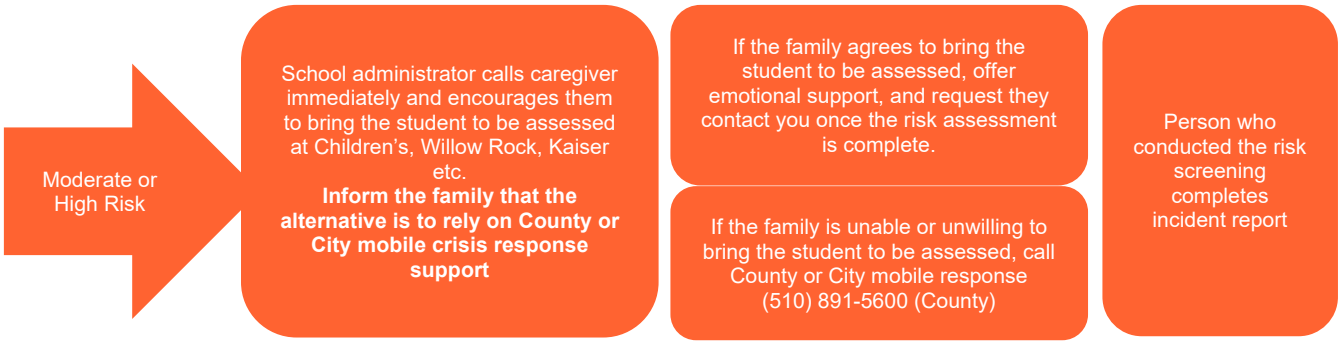
The next set of steps depend upon the risk level that has been determined. If the situation is low risk, the administrator and/or the clinician (or intern) who conducted the assessment works with the student to make a safety plan, to follow up with the person who made the referral, and to determine whether 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



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.

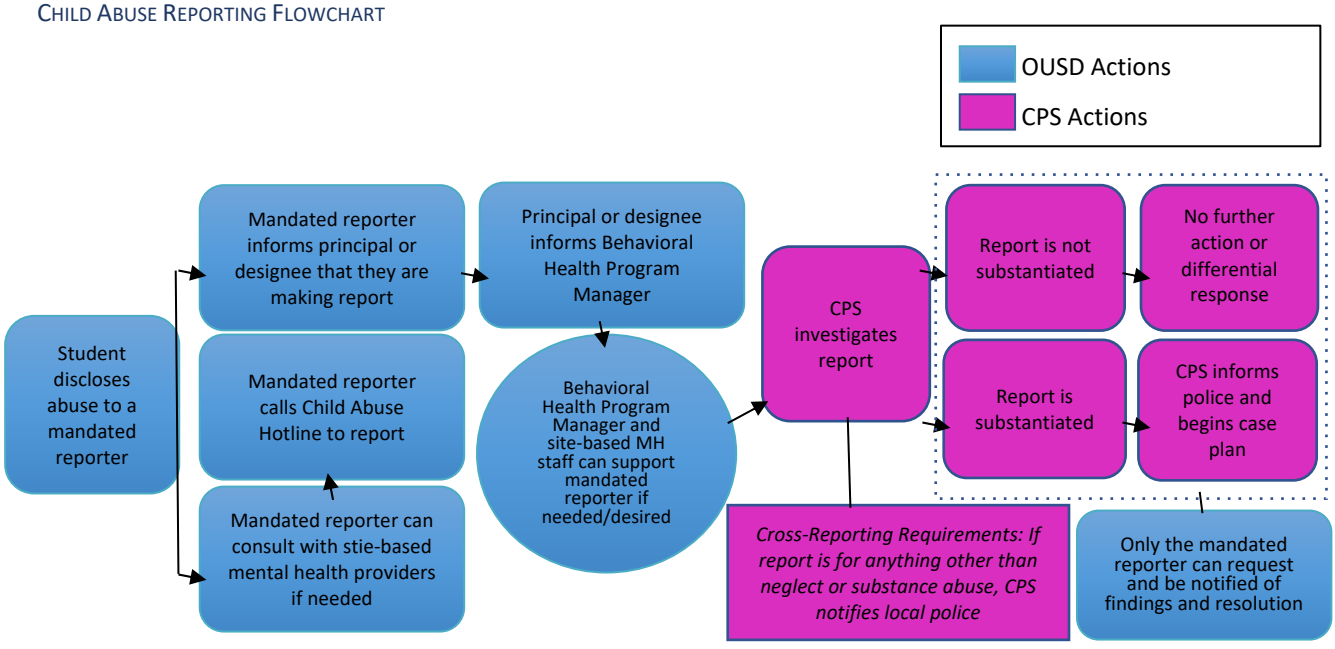
Follow-Up Steps for Moderate-to-High Risk Situations



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. OUSD's emergency preparedness guidelines directed school personnel to enlist the support of Child Protective Services (CPS), school counselors, and the district Behavioral Health Department, as well as 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 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).

Child Abuse Reporting Flowchart



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, it is recommended that 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 should 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)
Culture & Climate Ambassadors and Assistants	☑	☑	☑	☑
School Administrators	☑	☑	☑	
All Teachers	☑	☑	☑	Select groups of high priority teachers (e.g. SPED teachers and Gen Ed Inclusion teachers) and OUSD staff
Support Staff	☑	☑	☑	☑
Behavioral Health Staff (District + CBO)	☑	☑		

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

- 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	
Anti-Racism Training & Accountability:	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
Positive, Restorative School Climate & Culture:	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
Trauma-Informed De-Escalation:	Building skills among all student-facing personnel, including but not limited to Culture & Climate Assistants & Ambassadors
Progress Monitoring & Evaluation:	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

Milestone	Description/Notes	Who?	By Date
Define work groups for Phase 2 Plan, identify potential members, and create meeting schedule	Co-convenor group to begin plan for Phase 2 Design begin in new year	Co-convenor group	Dec 10
Invite Phase 2 Design Team members	Ask them to hold times for bi-weekly planning meetings	Curtiss, Jody, & Jessica	Dec 11

Create draft agenda for first Phase 2 Design Team Meeting (Jan 14, 2pm-4pm)	Agenda for the first Phase 2 Design Team should be tight. Brief overview of project aims and data that frames the work.	Co-convenor group	Dec 17 – Jan 13
First Phase 2 Design Team Bi-Weekly Meeting (2-4pm Thursday)	Set framing, deliverables and timeline for working groups -- breakout into working groups	Phase 2 Design Team	bi-Weekly, Jan 14 - TBD
Community Engagement and Listening Sessions	Engage students, teachers, school administrators, central office, and community stakeholders to inform plan	Phase 2 Design Team	Jan 14 - TBD
Deadline for Plan Completion	First draft due for internal review and for first Board reading; Revised Plan submission date	Co-convenor group	TBD

BUDGET

The dissolution of OSPD creates savings that will be allocated toward implementing the George Floyd Resolution. The Budget Department is currently reviewing figures to ascertain available dollars for reinvestment for 2021, and to calculate an estimate for annual funds available for reinvestment thereafter.

PHASE 1 ALLOCATIONS

The costs associated with the implementation of Phase 1 are still being determined and are contingent upon assessments still being made by the OUSD Budget Department, but they are expected to fall into the following categories: Personnel, Training, Printing, and Website Update.

Category	Description	Estimated Allocation
Personnel	Culture & Climate Ambassadors and Assistants will have a higher level of training than SSOs, which will also entail an increase in pay. As the aim is to retain the same number of FTE at sites, this pay increase will represent a new and ongoing budget expenditure.	TBD
Training	A number of trainings are required for the implementation of Phase 1. The costs associated with these trainings may include paying trainers as well as paying for substitutes and overtime.	TBD
Printing	Hard copies of the revised guides and visual aids (flowcharts) will need to be printed professionally.	TBD
Website Update	Web-based versions of all documents and updates to the website will also be made to reflect policy and procedural changes.	TBD
Total		TBD

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	

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

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 an 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 began 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 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.

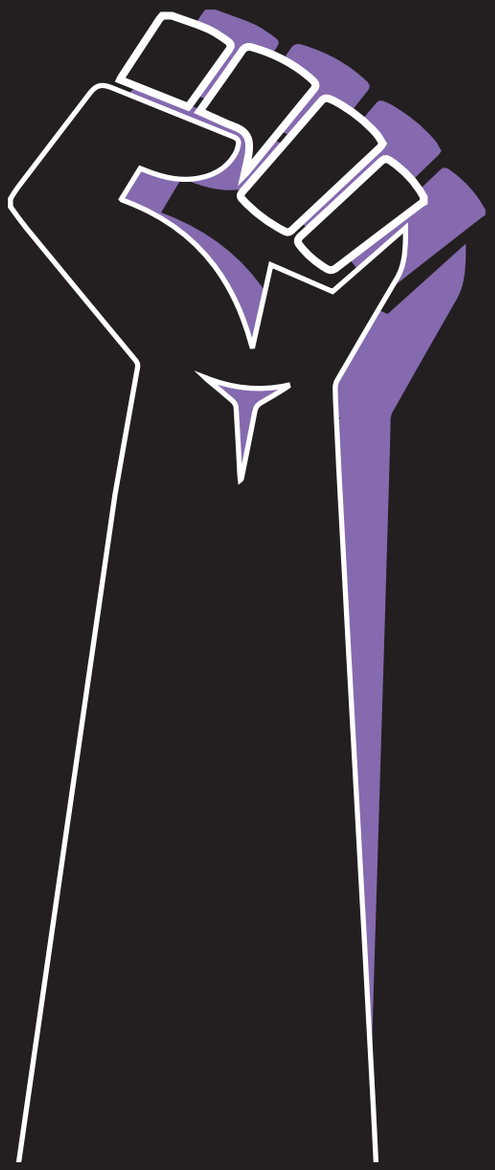
Jody London
President, Board of Education

Kyla Johnson Trammell
Secretary, Board of Education

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

The People's Plan for Police Free-Schools

2019



BOP
BLACK ORGANIZING PROJECT

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.

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 massincarceration. 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 puntivie 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.

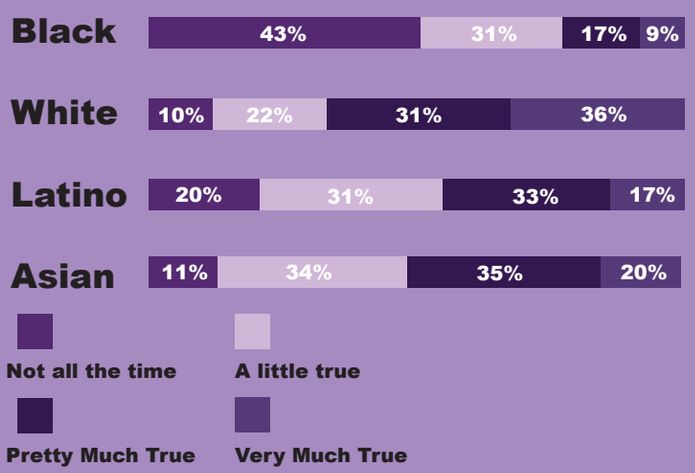
Science for Police-Free Schools (Cont'd)

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:

Exhibit 3. Students respones to the statement
The Police make me feel safer [in the community]
by Student Racial or Ethnic Group



Note: Percentages are based on a descriptive analysis that does not account for the structure of the data where students are clustered within schools. Due to rounding, percentages may not add up to 100.

Source: California Healthy Kids Survey for 2017/18 school year.

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.

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.

#ELIMINATESCHOOLPOLICE

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APPENDIX 3: PLANNING PROCESS PARTICIPANT LIST

Organization	Planning Process Participant
BOP	*Jessica Black, Black Sanctuary Director Tumani Drew, Youth Member and OUSD Graduate *Daniel Kim (through Forward Change) Oscar Lopez (through East Bay Community Law Center) *Tia Martinez (through Forward Change) *Desiree McSwaine-Mims, Member Leader *Rebecca Peterson, Member & OUSD Parent
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
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OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

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 Bb~~l~~ack 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~~a~~ 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.~~ole 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 absolutea 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 phonepager 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~~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

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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.)

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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.

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,

t~~T~~he 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
32280-32289.5~~5294-35294.5~~ 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 truancies 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~~first~~ 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 mayshall 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
Crisis Response 510-879-2380
Early 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

Revised 1/2017

MiniGuide 16 Template

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.~~
- Ask 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.

LOCKDOWN/LOCKOUT

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

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.

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.

Revised 1/2017

UTILITY EMERGENCY

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.

POWER OUTAGE/OPERATIONAL FAILURE/ELEVATOR FAILURE

- 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, 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

1. Stay calm. Take a deep breath and focus on what the caller says.
2. Keep the caller on the phone as long as possible.
3. Ask the questions in the bomb threat checklist.
4. Immediately contact the designated Administrator who will call 911.
5. Cell phones and electronic devices must not be used. They can trigger some types of bombs.
6. DO NOT TOUCH anything suspicious.
7. Lockdown the building according to instructions from your Administrator.

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
_____ Phone Booth
_____ Voices
_____ PA System
_____ Music
_____ Long Distance
_____ Office Machinery
_____ Adult Voices
_____ Children's Voices
_____ Factory Machinery
_____ Animal Noises
_____ Clear
_____ Static
_____ House Noises
_____ Local Call
_____ Motor
_____ Dishes Banging

Other:_____

➤➤➤

BOMB THREAT CHECKLIST (PHONE)

If voice is familiar, whom did it sound like?_____
Remarks:_____
Person receiving call: _____
Telephone number call received at: _____
Date:_____

THREAT LANGUAGE

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

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 THREAT PROCEDURES (DEVICE LOCATED)

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.

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

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/MEDICAL EMERGENCIES

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.

FIRE/ARSON

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

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.
- Excessive weight.
- Handwritten or poorly typed addresses.
- Protruding wires or aluminum foil.
- No return address.
- 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.

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CHEMICAL/BIOCHEMICAL/RADIOLOGICAL/NUCLEAR (CBRN) ATTACKS

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.

OUSD Student Discipline and Intervention Matrix

Behavior/Offense	Recommended Intervention	Suspension	Referral for Expulsion	Notice to Police
Type I (Classroom-Managed Behaviors)				
Dress code violation	Teachers are expected to complete at least 3 Pre-Referral Interventions from the Universal Referral Form (URF) before an office referral (see Pre-Referral Intervention Guide 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 towards adults)				
Failure to follow directions (all grades)				
Cutting class or repeatedly truant				
Possessed or used tobacco				
Type II				
Repeated Type I offense	One or more appropriate interventions from the Post-Referral Guide (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 (4-12)		Discouraged and not permitted unless tiered interventions have been attempted and failed. (Note that out-of-school suspensions for defiance will be phased out by 2017.) Sexual Harassment Optional 1 day		
Use of profanity toward adults				
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)		Optional 1 day		
False activation of fire alarm		Optional 1 day		
Type III				

Revision date: April 7, 2015

Behavior/Offense	**Recommended Intervention**	**Suspension**	**Referral for Expulsion**	**Notice to Police**
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 (4-12) (suspension never permitted for K-3)		Case-by-case basis depending on safety issue or mitigating factors	No	No
Bullying/Harassment Level 2 (bullying based on race, disability, sexuality, and other protected classes, *or* pushing, poking, tripping, shoving or making threats)		Optional 1-2 days (except that K-4 students may not be suspended for harassment or sexual harassment)	Discouraged unless secondary factors present*	
Sexual Harassment Level 2 (touching that is uncomfortable, embarrassing, and/or offensive but does not arise to the level of sexual battery)				
Stole or attempted to steal school or private property (not directly from a person but from an unattended location such as a backpack)				
Possessed or sold drug paraphernalia				
Engaging in sexual behavior on campus				
Caused, attempted to cause, or threatened to cause physical injury to another person (not involving threats re weapons)				If force 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				
Intoxication	Parent consultation plusreferral for substance abuse assessment.	No unless student refuses substance abuse assessment	No	No

Revision date: April 7, 2015

Behavior/Offense	Recommended Intervention	Suspension	Referral for Expulsion	Notice to Police
Type IV				
Fighting level 2 (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 (except that K-4 students may not be suspended for harassment or sexual harassment)	Expulsion permitted if secondary factors 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))				
Sexual Harassment Level 3 (severe or pervasive conduct of a sexual nature as described in 48900.2)				No (but note that a sexual battery must be reported to police)
Possessing and/or using marijuana (with no intent to sell)			Expulsion not permitted for first offense of possession of one ounce of marijuana; expulsions permitted for repeated offenses if tiered interventions have failed or student poses danger	No
Possession of an imitation firearm such as a BB gun		Case-by-case basis depending on safety threat or mitigating factors	Case-by-case basis depending on safety threat or mitigating	Yes

Behavior/Offense	**Recommended Intervention**	**Suspension**	**Referral for Expulsion**	**Notice to Police**
			factors	
Committed harassment, threats, or intimidation against a student witness (including gang related behavior)		Optional, up to 5 days	Expulsion discretionary	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
Type V (Expulsion "Expected")				
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, 5 days if referring for expulsion	Expected, unless administrator determines that expulsion should not be recommended under the circumstances or an alternative means of correction would address the conduct	Yes
Caused serious physical injury to another person except in self-defense (or Fighting Level 3)				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				
Committed robbery (taking property directly from someone)				Yes
Possessing and/or using a controlled substance other than marijuana				Yes
Type VI (The "Big 5" Offenses)				
Committed or attempted sexual assault or battery	Welcome circle to develop reentry plan including referral to COST.	Mandatory, 5 days	Mandatory	Yes
Selling a controlled substance[1] (see note below)				

[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.

Revision date: April 7, 2015

Behavior/Offense	**Recommended Intervention**	**Suspension**	**Referral for Expulsion**	**Notice to Police**
Possessing, selling, or furnishing a firearm				
Brandishing a knife				
Possession of an explosive				

Appendix 8 OUSD Mandatory Safety Protocols

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

OAKLAND SCHOOL POLICE DEPARTMENT

1011 Union Street, Oakland, CA 94607 – (510) 874-7777 – Fax (510) 874-7788

The following Safety Protocols are mandatory. 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 at **510-874-7777** for all of the following incident types, in addition to calling 911:

- Any incident involving guns, knives, or weapons
- Any recovery of weapons
- Injuries to students or staff
- Theft or loss of District property
- 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

Protocol for Lockdowns

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

1St Contact OUSD Police (510-874-7777), if immediate threat contact 911

2nd Implement a School-Initiated Lock Down

3rd Contact the Regional/Network Office with details by email and phone

Regional/Network Office shall:

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

OUSD Police shall:

- Provide guidance to the school site and coordinate the police response
- Communicate with the site either in person or by phone, and notify when an "All Clear" status is attained

Protocol for student injuries

Principal or designee shall:

(For minor injuries only)

- Administer first aid and call parent within 30 minutes–1 hour of the incident

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

- Determine if 911 needs to be called
- If no 911 call is 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 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: janette.puccetti@ousd.k12.ca.us) and to the Regional or Network Office

Regional/Network Office shall:

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

Protocol for Threats of Physical Harm on a School Site

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

1st Contact OUSD Police (510-874-7777), if immediate threat contact 911

2nd Implement a School-Initiated Lock Down if the situation warrants it

3rd Contact the Regional/Network Office with details by email and phone

Regional/Network Officer or designee shall take the following steps, in the stated order:

1st Contact Chief of Police (Chief Godown) or his designee at (510) 874-7777

2nd Contact Troy Flint (Draft Communication)

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

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

5th If a District employee is involved, Contact Aaron Townsend, Director of Strategic Support (Investigate & Issue Employee Discipline)

OUSD Police shall:

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

Protocol for Suspected Child Abuse, Endangerment, or Sex Crimes

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

1st Ensure child's physical, social, and emotional safety needs are met

2nd Document student statement on CPS report form

3rd Call CPS (510-259-1800) immediately with the written report completed and file the report with CPS within 36 hours

4th Call the Oakland Police Department at 510-777-3333 for non-emergencies or 777-3211 for emergencies

5th Call the Oakland School Police Department at 510-874-7777

6th Contact Regional or Network Mental Health Program Manager

7th 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

Regional/Network Officer or Designee shall take the following steps, in the stated order:

1st Contact the Chief of Police or his designee

2nd Notify Superintendent's Office and Legal

3rd Contact Troy Flint (Communications)

4th 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

Protocol for Allegation of Weapons on Campus

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

1st Call OUSD Police or 911 and provide all the details (name, description and location of the student, weapon type, who witnessed the weapon, etc)

2nd Follow the directions of the OUSD Police/OPD

3rd Contact your Regional/Network Office with all the details of the allegations

OUSD 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: janette.puccetti@ousd.k12.ca.us) and to the Regional or Network Office

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

1st Contact the Chief of Police or his designee

2nd Contact Troy Flint (Draft Communication)

3rd Contact Regional Mental Health Program Manager

4th Contact Risk Management and Superintendent's Office

5th Alert school of next steps or follow-up via email/phone

APPENDIX 6: JOB DESCRIPTIONS

To be added later