George Floyd District Safety Plan (Phase 1)



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Presented by Curtiss Sarikey, Chief of Staff and Jessica Black, Black Organizing Project, Executive Director

www.ousd.org







Resolution to Create a District Wide Safety Plan

George Floyd Resolution

DESCRIPTION NO. 1920-0260 Flowd Resolution to Eliminate the Oakland Schools Police Departmen WHEREAS, the Oakland Unified School District ("District") has an obligation to promote the healthy ment 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, it has become clear that the District can no longer employ its own police force amid countles acts of violence, particularly against black men and boys; 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; to ensuring school safety that the District has already began employing such as Restorative Practices 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 Coachella school districts, along with others across the country, are terminating contracts with police departments for the policing of schools 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: 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; WHEREAS, since the 2015; 16 School Year, Black students made up 26% of the encollment and upt 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; 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; WHEREAS, from 2013-14 through 2018-19, 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, laving off 33 Restorative Justice Coordinators and only 3 School

Eliminate OUSD school police department and partner with community in reimagining a transformative vision for school safety to create safe, healthy and welcoming school environments and develop a new districtwide safety plan aligned with that vision.





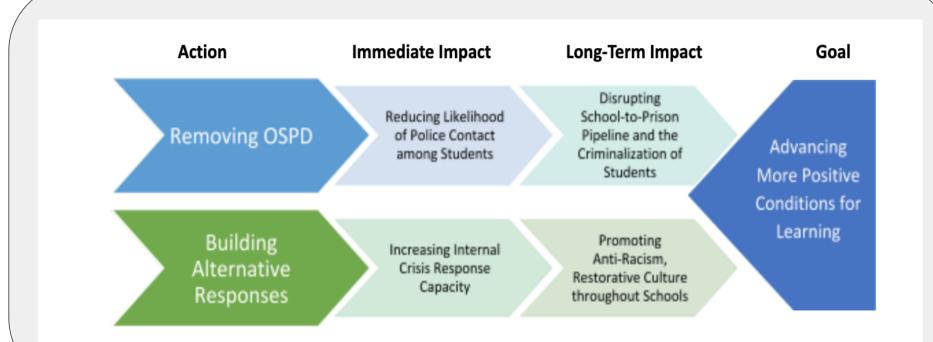








Theory of Change

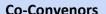








Planning Process in Two Phases







Outline the Theory of Change

Complete an OUSD PD Data Analysis

BOP People's Plan for Police Free Schools



Co-conveners develop problems to be solved and lead the Design Team Meetings Phase 1 Compliance
Design Team
Listening Sessions & Working Groups

Policy and Guide Revisions

Mental Health Crisis Response

Revision of Roles & Processes

Resource and Budget Planning

Safety Plan

Phase 1: Compliance



Dec. 2020

Phase 2 Transformation

Design Team
Listening Sessions & Working Groups

Transforming School Culture

Staff Training: Anti-Racism, etc.

Progress
Monitoring and
Evaluation

Resource and Budget Allocation

Safety Plan

Phase 2: Innovation & Transformation



Jan. 2020-June 2023







Policy Revisions

3 policies deleted

Policies specifically about OSPD Responsibilities

- BP 3515.3 (District Police Department)
- AR 3515.3 (District Police Department)
- BP 5145 (Tracking & **Reducing Student Contacts** & Arrests by Law Enforcement

4 policies revised

To align with the spirit and purpose of 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
- AR 5113 1 (Truancy)

17 policies edited

To remove references to OSPD and deleted policies

See the Plan for the full list.

10 policies unchanged

Did not refer to OSPD and other law enforcement references still apply

See the Plan for the full list.

1 policies for Phase 2 review

To align with transforming culture practices There will potentially be others.

• BP 5145.12 (Search and Seizure)

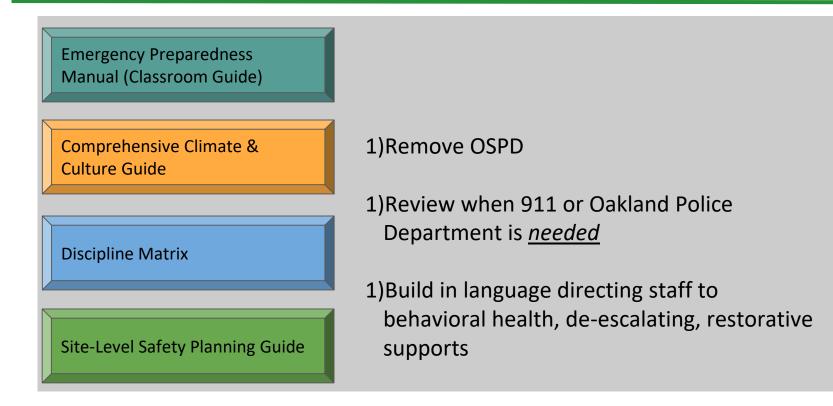








Guide Revisions







Culture & Climate Positions

Culture & Climate Unit Leader Coordinator for Culture & Coordinator for Culture & Climate **Intake Manager** Climate **Ambassador/Assistants** (existing job description, **Ambassador/Assistants** with title change) (existing job description, with (existing job description, with title change) title change) **Transformative Support Team** includes school-based and central-based roles such as: Culture & Climate Assistants, Culture & Climate Ambassadors * **Behavioral Health Restorative Justice Special Education Community Partners**

"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."

BOP People's Plan

* No reduction of existing site-level SSO FTEs









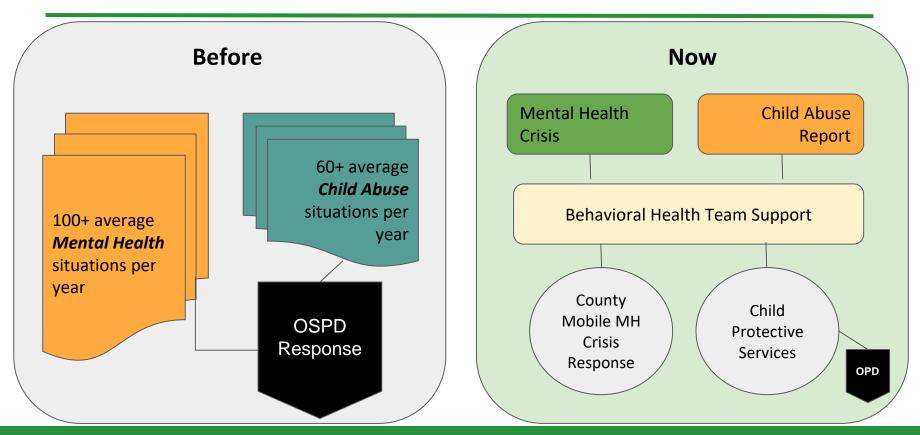
Staff Professional Development and Training

	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	V	V	V	V
School Administrators	V	V	Ø	
All Teachers	V	V	V	Select groups of high priority teachers (SPED teachers) and OUSD staff
Support Staff	V	V	V	☑
Behavioral Health Staff (District + CBO)	☑	☑		





Mental Health Response & Child Abuse Reporting







Phase 1 Budget Allocation

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







Phase 2: Innovation & Transformation

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

Trauma-Informed De-Escalation:

Building skills among all student-facing personnel, including but not limited to Culture & Climate Assistants & Ambassadors

Positive, Restorative School Climate & Culture:

Developing a detailed plan that builds on current strategies and programs and advances positive, restorative, and equitable school culture and climate, further shifting away from punitive responses to student behavior

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





Proposed Phase 2 Timeline

Milestone	Description/Notes	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	Dec 10
Invite Phase 2 Design Team members	Ask them to hold times for bi-weekly planning meetings	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.	Dec 17
First Phase 2 Design Team Bi-Weekly Meeting (2-4pm Thursday)	Set framing, deliverables and timeline for working groups breakout into working groups	bi-Weekly, Jan 14 - TBD
Community Engagement and Listening Sessions	Engage students, teachers, school administrators, central office, and community stakeholders to inform plan	Jan 14 - TBD
Deadline for Plan Completion	First draft due for internal review and for first Board reading; Revised Plan submission date	TBD



















