

**SAMPLE George Floyd Resolution Village Response Plan 2023-24**

<b>School Site</b>	<b>ELEMENTARY SCHOOL EXAMPLE</b>	<b>Site #</b>	194	<b>Date</b>	August 1, 2023
<b>Behavioral Health Program Manager</b>	<b>[INSERT NAME &amp; CONTACT INFO]</b>	<b>MTSS Lead</b>	<b>[INSERT NAME &amp; CONTACT INFO]</b>	<b>OUSD INTAKE &amp; SUPPORT LINE</b>	510-874-7777

**GFR Mission and Vision**

With the passage of the George Floyd Resolution by the Oakland Board of Education, OUSD has committed to eliminating law enforcement responses to common campus occurrences. Moving forward, the police will only be called in when there is an imminent danger to someone's health or safety that cannot otherwise be resolved. To ensure schools are prepared to fulfill this commitment, each OUSD school site shall establish a Response Team responsible for responding to escalated situations in a skillful and de-escalating manner. GFR Village Response Teams will coordinate with Culture & Climate Teams to support prevention and positive school climate, as well as trauma-informed and restorative responses.

Here are two examples of completed forms that you may use to help guide your own responses:

Elementary: [ELEMENTARY EXAMPLE - GFR Village Response Plan 23-24](#)

Secondary: [SECONDARY EXAMPLE - GFR Village Response Plan 23-24](#)

**Instructions for Building Your Village Response Team**

**[PLEASE NOTE:** Office hours are available Mon & Tues from 1-3pm to support the completion of your plan -- [SIGN UP FOR OFFICE HOURS HERE](#). Violence prevention and behavioral health team members will also attend site meetings to support completion and/or implementation of the Village Response Plan.

Reach out to Emily Zanoli, Violence Prevention Program Manager, [emily.zanoli@ousd.org](mailto:emily.zanoli@ousd.org) with questions]

**Please follow the guidelines below to complete your school's GFR Village Response Team Plan by August 31, 2023.**

**For more detailed information, click here: [How to Build Your GFR Village Response Plan](#).**

Composition of the GFR Village Response Teams will vary by site. Smaller schools and elementary school teams will have 2-4 site personnel and larger and secondary school teams will have 5-8 school site personnel (large schools may identify more members). Team members should be well-positioned in the school community to respond to escalated or crisis situations.

All GFR Village Response Team members should:

- 1) Have strong, trusting and positive relationships with students and families, the ability to have honest and candid conversations, and practice deep listening.
- 2) Be able to remain calm, empathetic, and compassionate in the face of crisis.
- 3) Approach students and families without bias, discrimination, or preconception, and
- 4) Be receptive to learning new skills (mental health crisis response, de-escalation, trauma-informed, restorative practices, etc.).

Team members should possess the capacity to enact the roles and responsibilities below:

- Skills to and will de-escalate students/adults
- Skills to and will provide basic medical attention if necessary
- Skills to and will contact parents/guardians expeditiously
- Skills to and will convene GFR Village Response Team meetings
- Skills to and will serve as liaison to Culture + Climate Team

	ROLE IN SCHOOL COMMUNITY		VILLAGE RESPONSE TEAM ROLE & RESPONSIBILITY										LIST ANY ADDITIONAL RESPONSIBILITIES HELD BY EACH TEAM MEMBER
	REQUIRED ROLES [WHERE APPLICABLE]: ADMIN, CULTURE KEEPER/CULTURE & CLIMATE AMBASSADOR, AFTER SCHOOL SITE LEAD, MENTAL HEALTH PROFESSIONAL, RESTORATIVE JUSTICE FACILITATOR, SCHOOL PSYCHOLOGIST	NAME	Foster strong, trusting, and positive relationships with students and families	De-escalate students & adults	Provide Mental Health Intervention in Crisis Moments	Coordinates completion of Mental Health Assessment and Transportation to Hospital	Certified to Complete Mental Health Screenings (i.e. Suicide Risk Evaluation, Threat Assessment, etc.)	Convene GFR Village Response Team Meetings	Liaison with Culture + Climate Team	Facilitate restorative justice conversations and circles after an incident occurs	Primary responder during after school	Primary responder during school day	
<b>GFR Village Response Team</b> - designated school team members who are committed to prevent violent incidents from occurring, intervene when they do occur, and provide restorative practices to heal when needed	ADDITIONAL ROLES: SPECIAL EDUCATION TEACHER, CASE MANAGER, SCHOOL SOCIAL WORKER, COMMUNITY PARTNER, STUDENT REPRESENTATIVE, PARENT REPRESENTATIVE												
	<b>Admin(s)</b>	Excellent ElementaryPrincipal	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Provide immediate support in escalated situations
	<b>Culture Keeper</b>	N/A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>Culture and Climate Ambassador</b>	N/A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>VIP Team Members</b>	N/A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>After School Lead</b>	Afterschool Alvin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	<b>Mental Health Professional(s)</b>	Sandra SocialWorker	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Coordinates with COST
	<b>Restorative Justice Facilitator</b>	N/A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>Community School Manager</b>	N/A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>School Psychologist</b>	N/A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Teacher</b>	Terri Teacher	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Support cultural responsiveness of team	

<i>(add rows as needed)</i>													ensure IEPs and 504s are followed and that Village Response Team members are aware of students' special needs (especially needs that may manifest in behavioral crises, e.g. elopement, aggression, anxiety attacks)
<b>Special Education Staff Member</b>	Ramona Resource Specialist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Community Partner</b>	Lincoln HOPE Counselor	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Parent Representative</b>	Paula Parent	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Coordinate with PTA, ELAC, and parent liaison, voice parent concerns
<b>Select your team's meeting frequency from the dropdown list</b>	<b>Once a Month</b>												
<b>How will the GRF Village Response Team and the Climate &amp; Culture Team work together?</b>	<b>One or more members are on both teams</b>												
	Terri Teacher is on both teams and acts as liaison between the teams. Terri Teacher coordinates collaborative meetings once a semester. When students need additional support; C&C team shares support plans with Village Response Teams.												
<b>Describe your team's debriefing process when incidents occur on campus:</b>	When an incident occurs, we meet the following day as a team to debrief the incident using the following outline: 1) Questions about procedures? 2) Any need for clarity around procedures? 3) Reflect on areas of growth and strengths 4) Review GFR Roles/Responsibilities and update as needed												
<b>SAMPLE SCENARIOS AND RESPONSES</b>													
Please think about the reasons that your school site has called law enforcement in the past and/or situations you anticipate may arise at your school site before school, during school, and after school. Then use this guide to think through a set of steps that the school will take toward prevention, as well as specific steps your site will take to de-escalate the situation:													
<a href="#">[Further Sample Scenarios and Responses Can Be Found Here]</a>													
<b>BEFORE SCHOOL</b>			<b>DURING SCHOOL</b>				<b>AFTER SCHOOL</b>						
<b>Briefly describe an escalated situation that typically arises BEFORE SCHOOL</b>	Escalated Parent: Parent hears about an incident from their child and comes onto campus feeling frustrated and angry.		<b>Briefly describe an escalated situation that typically arises DURING SCHOOL</b>	A person who identifies himself as the dad of two children comes to pick them up before school ends. The office staff haven't seen him before, and he's not on the emergency card. The dad becomes upset when the staff pauses to find out how to proceed.			<b>Briefly describe an escalated situation that typically arises AFTER SCHOOL</b>	Adults arguing and threatening to fight about parking space in front of school with students around					
<b>What measures will you take to prevent this BEFORE SCHOOL situation from occurring?</b>	Early, quick, and clear communication to parents about the incident and support measures taken for their child. ENSURE site staff shares about incident before their child shares.		<b>What measures will you take to prevent this DURING SCHOOL situation from occurring?</b>	Messaging during registration to encourage families to have all who might pick up a child on the "emergency card." Office staff & dismissal supervision team know policy and are aware of any specific situations of concern.			<b>What measures will you take to prevent this AFTER SCHOOL situation from occurring?</b>	Clear reminders about pick up procedures and arrangements that need to be made ahead of time.					
<b>What measures will you take to intervene when this BEFORE SCHOOL situation arises?</b>	Give space and opportunity to hear the parent's concerns. Identify the best person to de-escalate the parent (according to your village response team), discuss the incident, and utilize RJ if needed. Create support plan.  Further Support: Call 510-874-7777 for central culture and climate ambassador support if a situation cannot be de-escalated by the village response team.		<b>What measures will you take to intervene when this DURING SCHOOL situation arises?</b>	The principal contacts a listed guardian to clarify if this is the Dad. This is the Dad, but she doesn't want him to pick them up. Principal contacts legal to advise, if the parent has rights to pick them up, if there is not a custody order preventing him for picking the children up. The principal speaks directly to the father to explain the situation. If the situation remains escalated, contact OUSD Safety Ambassador for support. Hold off on releasing children until Mom can arrive at school, and hopefully work out a peaceful solution together with the Dad. Do not bring kids to the office, while this situation is being worked out.			<b>What measures will you take to intervene when this AFTER SCHOOL situation arises?</b>	Check-in with families to support resolutions that meet their needs. Restorative conversation, perspective-taking. Follow up with a written message to each party.					
<b>SELF ASSESSMENT</b>													
<b>PRIORITIES</b>	<b>Assets / Strengths</b> <i>What are some of our site's strengths for Priority listed?</i>				<b>Gaps/Challenges</b> <i>What are some of our challenges for Priority listed?</i>				<b>Deepest Underlying Cause</b> <i>What are some of the reasons why we have these challenges? What supports / resources / changes are needed to improve?</i>				
Strong and Trusting Relationships													
Coordinated Response to Behavior													
Collaborative Leadership													
Identifying Gaps in Services													

Access to Community Resources			
Fulfilling Site Roles and Responsibilities (i.e. adequate staffing)			
Secure and Safe Facilities			
<b>COMMITMENTS</b>			
<b>Self Assessment Key:</b> Exploring: no practice or plan in place but desire to implement; Emerging: initiating a practice or practices; Evolving: practices in place but refining/improving; Excelling: Strong practices in place.			
<b>COMMITMENTS - Our school agrees to implement the George Floyd Resolution by way of the following commitments:</b>	<b>Commitment Confirmed</b>	<b>Self Assessment - Select from drop down</b>	<b>Brief Description of Self-Assessment Answer</b> Explain your choice and the necessary steps to move toward excellence in each area
<b>Increase a sense of safety</b> for students on campus. Students, staff, families, and community members feel safe on campus.	<input type="checkbox"/>		
<b>Increase internal capacity to prevent and respond to crises without involving law enforcement.</b> All school staff can determine incidents that require require/do not require a police response. School staff understand and enact the appropriate procedures when escalated incidents occur on site. Village Response Team can respond to the majority of incidents and crises which occur on campus and Admin is aware of how/when to request support when needed.	<input type="checkbox"/>		
<b>Improve culture and climate.</b> Students feel connected to peers and staff. Students experience joy inside and outside of the classroom throughout their school days. Classrooms are safe, supportive, and empowering environments.	<input type="checkbox"/>		
<b>Improve disciplinary responses.</b> Disciplinary responses are clear to students, staff, and families and are proportionate to the behavior displayed. Disciplinary responses aim to re-teach, restore, or support a student and are not punitive, subjective or reactive.	<input type="checkbox"/>		
<b>Increase racial equity.</b> Interventions to decrease racial disproportionalities in attendance, discipline, and access to resources are in place and used with fidelity.	<input type="checkbox"/>		
<b>Increase equity for students with disabilities.</b> Students with disabilities are educated in the least restrictive and most supportive settings available on site. Students with disabilities are provided with resources and supports necessary to access academic instruction.	<input type="checkbox"/>		