

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

<b>School Site</b>	<b>OUSD Middle/High School</b>	<b>Site #</b>	098	<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>	<b>510-874-7777</b>

**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	NAME	VILLAGE RESPONSE TEAM ROLE & RESPONSIBILITY										LIST ANY ADDITIONAL RESPONSIBILITIES HELD BY EACH TEAM MEMBER
		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>REQUIRED ROLES [WHERE APPLICABLE]:</b> ADMIN, CULTURE KEEPER/CULTURE & CLIMATE AMBASSADOR, AFTER SCHOOL SITE LEAD, MENTAL HEALTH PROFESSIONAL, RESTORATIVE JUSTICE FACILITATOR, SCHOOL PSYCHOLOGIST  <b>ADDITIONAL ROLES:</b> SPECIAL EDUCATION TEACHER, CASE MANAGER, SCHOOL SOCIAL WORKER, COMMUNITY PARTNER, STUDENT REPRESENTATIVE, PARENT REPRESENTATIVE	Principal Excellent	<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 checked="" type="checkbox"/>	Responsible for enlisting offsite supports including central office, emergency responders, etc. Will serve as liaison to Emergency Preparedness safety response team.

**GFR Village Response Team** - 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 (add rows as needed)

<b>Culture Keeper</b>	Mr. Culture Keeper	<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"/>	Monitor students during passing periods, guard gates, monitor dismissal, communicates needs to primary responder
<b>Culture and Climate Ambassador</b>	Mx. Climate Ambassador	<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"/>	Monitor students during passing periods, guard gates, monitor dismissal, communicates needs to primary responder
<b>VIP Team Members</b>	Demetrius De-Escalator	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	Coordinate responses with off-campus VIP teams when necessary; responds and provides mentoring services for students struggling with violence.
<b>After School Lead</b>	Sally Afterschool	<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 checked="" type="checkbox"/>	<input type="checkbox"/>	Primary responder between 4-6pm; along with CCA when available, will employ trauma-informed de-escalation skills
<b>Mental Health Professional(s)</b>	Serena Social Worker	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Conduct mental health assessments when MH crisis occurs or when other behavioral health concerns are at play. Serve as liaison to COST team. Employ trauma-informed de-escalation skills whenever needed.
<b>Restorative Justice Facilitator</b>	Restorative Roberta	<input checked="" type="checkbox"/>	<input checked="" 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"/>	Use de-escalation skills, especially when issue concerns are interpersonal conflict. Follow up with any interpersonal conflicts and facilitate harm circles.
<b>Community School Manager</b>		<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>		<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>Special Education Teacher</b>	Mr. Tommy McTeacher	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Co-lead COST, ensure there is follow up when students' behavior may be a manifestation of a disability. Ensure accommodations are followed.
<b>Student Representative</b>	Stuart Student	<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"/>	Will liaison with student council to ensure voice is represented on Village Response Team. Will help articulate student grievances.

	<b>Community Partner</b>	Coleen Community Worker	<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"/>	Connects with families when incidents occur.
	<b>Community Partner</b>	Terrence TUPE Coach	<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"/>	<input type="checkbox"/>	Will support, coach and mentor any student involved in escalated incident connected to substance use.
	<b>Parent Representative</b>	Pablo Parent	<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"/>	Will ensure parent voice is represented on village response team.

Select your team's meeting frequency from the dropdown list  
**Weekly**

**How will the GRF Village Response Team and the Climate & Culture Team work together?**  
**One or more members are on both teams**  
 Several members are on both teams and will act as liaison between the teams. When students need additional support; C&C team shares support plans with Village Response Teams. CK, CCA, Case managers, and Admin meet once a week or as needed to discuss current situations and how to resolve them. We discuss students who are having difficulty staying in class and students who are constantly involved in conflict. Together we align in our protocols and call students in to build relationships with them. We invite the other listed team members to monthly meetings (including student and parent rep) to ensure diverse perspectives. It will be important for teams to meet regularly to ensure internal coordination and to plan for and debrief incidents. Additionally, the GFR Village Response Team should function as a subset of the larger Culture and Climate team communicating and coordinating regularly to ensure a continuum of incident prevention and response.

**Describe your team's debriefing process when incidents occur on campus:**  
 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

**SAMPLE SCENARIOS AND RESPONSES**  
 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:  
[\[Further Sample Scenarios and Responses Can Be Found Here\]](#)

	BEFORE SCHOOL		DURING SCHOOL		AFTER SCHOOL
<b>Briefly describe an escalated situation that typically arises BEFORE SCHOOL</b>	Unwanted outside visitors on campus	<b>Briefly describe an escalated situation that typically arises DURING SCHOOL</b>	Fight between students that escalates and results in non-students coming onto campus	<b>Briefly describe an escalated situation that typically arises AFTER SCHOOL</b>	Student reports that a sexual assault has occurred.
<b>What measures will you take to prevent this BEFORE SCHOOL situation from occurring?</b>	Culture Keeper at the gate monitoring who comes in through the gate. CCA will radio whenever someone is coming in. If he notices a student doesn't walk to the office to check in, he radios for assistance.	<b>What measures will you take to prevent this DURING SCHOOL situation from occurring?</b>	1) Intervene in conflicts when they're smaller to ensure they don't escalate to get bigger. (e.g. Intervening in verbal/physical incidents immediately) 2) Engaging with families so families hear about issues from from school personnel first (rather than hearing from their children) – ensure outreach occurs ASAP to give an accurate synopsis of what is happening and an assurance that their children are safe 3) Lock perimeter immediately if there is a possibility that non-students are coming to campus	<b>What measures will you take to prevent this AFTER SCHOOL situation from occurring?</b>	Community-building circles, sexual equity in HOT curriculum
<b>What measures will you take to intervene when this BEFORE SCHOOL situation arises?</b>	If a non-student/adult enters we approach the individual and escort out of campus. Enlist the support of our culture team. If the individual poses a threat and refuses to leave, we will call OUSD intake for support in escorting the individual off campus.	<b>What measures will you take to intervene when this DURING SCHOOL situation arises?</b>	Should the event escalate and there is reason to believe people are coming onto campus: Immediately notify all site personnel responsible for closing gates and entrances so as to not allow anyone on campus Identify main students and get them to safe places Contact parents to assure them that their students are safe If need be, call upon central climate ambassadors for additional support by calling 510-874-7777 If above interventions do not de-escalate the incident, issue secure school procedure until the situation is remedied. If the incident has the potential to be ongoing; request support from the City of Oakland Department of Violence Prevention by calling the OUSD intake number 510-874-7777.	<b>What measures will you take to intervene when this AFTER SCHOOL situation arises?</b>	Enlist onsite/central support to attempt to resolve the situation. Report incident to non-emergency number. Contact BAWAR for victim advocacy.

SELF ASSESSMENT			
PRIORITIES	Assets / Strengths <i>What are some of our site's strengths for Priority listed?</i>	Gaps/Challenges <i>What are some of our challenges for Priority listed?</i>	Deepest Underlying Cause <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	Students have strong relationships with CKs and CCAs		

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>1) Intervene in conflicts when they are smaller to ensure they don't escalate to get bigger.</b> <b>(e.g. Intervening in verbal/physical incidents immediately)</b> <b>2) Engaging with families so families hear about issues from</b>	<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"/>		