

NOTE: This template is provided to help users develop a plan for their school(s). It is not ready to implement. The template should be modified by the local educational agency (LEA) and/or school based on an assessment of each school’s needs and resources.

- The steps outlined in this template are suggestions.
- Use of this template is not required.
- Notes to the plan developers are included in blue. Delete these notes from your finished plans.

Student Demonstration

Scenario: Activism in response to local and national events is increasing. Student protests have also been reported. Concern is growing that students within the district may, or are planning to, participate in protests such as sit-ins and walkouts while at school or during school activities.

Users are encouraged to review SDCOE’s [Resources to Ensure Student Safety During Walkouts or Protests](#) as preparation developing this Emergency Operations Plan (EOP) for their LEA and school sites.

Related Annexes: Functional Annex: Secure Campus
Mental Health Crisis Intervention

BP/AR Reference [\(add a reference if applicable\)](#):

BEFORE	
Goal:	<ol style="list-style-type: none"> 1. Prepare meaningful alternatives to unsanctioned demonstrations to allow students to express their opinions and emotions, while protecting them from physical and emotional harm, discrimination, and harassment. <p style="color: #0070c0;">NOTE: Students who participate in protests could become targets of discrimination during and after the incident, based on their participation.</p> <ol style="list-style-type: none"> 2. Identify and mitigate hazards in the physical environment that could pose a health or safety risk during a student demonstration. 3. Identify potential student demonstration locations/routes that if used during the student demonstration, reduce the risk to health or safety. 4. Assess and improve readiness. 5. Provide direction to staff on their roles during a demonstration on or near the school campus.
Objective(s):	<p><u>Goal 1 Objectives: Prepare meaningful alternatives to unsanctioned demonstrations to allow students to express their opinions and emotions, while protecting them from physical and emotional harm, discrimination, and harassment.</u></p> <ol style="list-style-type: none"> a) Assess the culture and climate of the school to determine how safe students feel at school and gather information about concerns they may have for the administration to address. b) Create sanctioned opportunities for students to safely voice their opinions and emotions. c) Keep students informed about the parameters for LEA-approved opportunities for discussing and addressing controversial topics, and on the potential consequences for activities that could violate school rules. d) Identify community-based organizations (CBOs) or contracted providers that can provide facilitators to provide restorative circles before and/or after an incident.

	<p><u>Goal 2 Objectives: Identify and mitigate hazards in the physical environment that could pose a health or safety risk during a student demonstration.</u></p> <p>e) Assess physical vulnerabilities that could result in increased danger to students and staff during a demonstration.</p> <p><u>Goal 3 Objectives: Identify potential student demonstration locations/routes that if used during the student demonstration, reduce the risk to health or safety.</u></p> <p>f) Determine locations on or around campus that students could utilize for a demonstration that would result in decreased risk during the demonstration.</p> <p>g) Determine a route on or around campus that students could utilize for a demonstration that would result in decreased risk during the demonstration.</p> <p><u>Goal 4 Objectives: Assess and improve readiness.</u></p> <p>h) Review plans and Incident Command System (ICS) roles.</p> <p>i) Practice and revise response plans.</p> <p>j) Prepare communication templates.</p> <p><u>Goal 5 Objectives: Provide direction to staff on their roles during a demonstration on or near the school campus.</u></p>
<p>Courses of Action:</p>	<p>LEA ACTIONS</p> <p><u>Goal 1 Actions: Prepare meaningful alternatives to unsanctioned demonstrations to allow students to express their opinions and emotions, while protecting them from physical and emotional harm, discrimination, and harassment.</u></p> <p>a) Ensure that schools conduct an annual assessment of the culture and climate of school to determine how safe students feel at school and gather information about concerns they may have for the administration to address.</p> <p>Information from the climate assessment should be used to help site leaders:</p> <ol style="list-style-type: none"> i. Establish a pattern of seeking input from and responding to needs identified by students, parents, and staff ii. Identify key concerns <p>NOTE: Schools are encouraged to conduct an annual assessment of culture and climate as a part of the development of their plan for developing and maintaining a “safe and orderly environment conducive to learning at the school” (EC 32282(a)(2)(H)). Links for sample climate surveys are included in the resource section of this plan.</p> <p>b) Create a menu of LEA-approved activities that schools can provide.</p> <p>c) Create sanctioned opportunities for students to safely voice their opinions and emotions.</p> <p>NOTE: Consider...</p> <ul style="list-style-type: none"> • Identifying an outdoor venue and the parameters for a hosted march or gathering of students during the appointed time. • Suggest students march or demonstrate after school and work with them to agree upon rules for a peaceful activity. • Allow students to draft petitions or contact lawmakers about their concerns within the context of a social studies, civics, or English language arts class. • Have students read and discuss pertinent articles or review media and evaluate coverage. • SDCOE compiled resources to help educators prepare for and facilitate dialogue with compassion and teach about voting, elections, and civic engagement.

- d) Create talking points and message scripts to encourage the use of sanctioned alternatives, and to make students aware of any penalties for violating school rules.

Goal 2 Actions: Goal 2 Objectives: Identify and mitigate hazards in the physical environment that could pose a health or safety risk during a student demonstration.

- a) Schedule walk-through assessments of each campus (start with high schools, then middle, then elementary) to identify vulnerabilities that could be exploited during a demonstration on or near the school campus. Include a law enforcement officer / crime prevention expert, maintenance leader, site custodian, and site administrator in the walk-through.

Information from the vulnerability assessment should be used to:

- i. Correct hazards that could become active during a student demonstration.
- ii. Revise security plans that can be deployed in response to student demonstration.
- iii. Select locations for on-campus forums/activities that may be presented as alternatives to unsanctioned demonstrations.

NOTE: Schools are encouraged to conduct an annual assessment of physical vulnerabilities that could result in increased danger to students and staff as a part of the development of their plan for developing and maintaining a “safe and orderly environment conducive to learning at the school” (EC 32282(a)(2)(H)).

The free [Site Assess Mobile App](#) from the Readiness and Emergency Management for Schools (REMS) Technical Assistance Center can be used to guide and record results from the assessment.

Goal 3 Actions: Identify potential student demonstration locations/routes that if used during the student demonstration, reduce the risk to health or safety.

- a) Create a student demonstration route on campus that leads to a location where students could safely convene during a walk-out.
- b) Convene with local law enforcement to pre-identify a demonstration route off campus that has a reduced risk of safety concerns.
- c) Determine the level of support that law enforcement could provide during a student demonstration, including personnel, traffic monitoring, and physical barriers.
- d) Prepare signage and/or physical barriers that would mark off the route.
- e) Develop a plan to communicate with student leaders regarding the locations/routes available to them during a student demonstration.

Goal 4 Actions: Assess and improve readiness.

- a) Convene the LEA Emergency Operations Center (EOC) team to review the LEA’s plans to support school sites impacted by a demonstration on or near campus.
- b) Schedule scenario-based tabletop exercises with law enforcement participation for each secondary school site and for the LEA EOC team. Consider the following scenarios:
 - i. Students engage in a “sit-in” to take over the administration building.
 - ii. A walk out is being promoted on social media. Students plan to block a nearby road/highway.
 - iii. Students refuse to return to class following the lunch break and stage a rally in the middle of campus. A smaller but vocal group of students who are opposed to their views also refuse to go to class and start chanting slogans in opposition.
- c) Update LEA plans based on the insights gained from table-top exercises.

- d) Create strategies for serving meals in alternate locations if the meal service area is impacted by a student demonstration. Consider...
 - i. Kiosk locations near classrooms
 - ii. Bagged meals that can be distributed in classrooms

6. Goal 5 Actions: Provide direction to staff on their roles during a demonstration on or near the school campus.

- a) Provide written guidance for staff on their roles and responsibilities during an unsanctioned demonstration. Address the following concerns:
 - i. Students engaged in a peaceful demonstration on school grounds
 - ii. Students attempting to leave campus
 - iii. Students attempting to enter classrooms that they are not enrolled in
 - iv. Students engaged in the destruction of property
 - v. Students engaged in physical violence toward another person
 - vi. Staff who want to participate in the demonstration
- b) Review school site plans on student demonstrations to ensure they align with LEA policies and procedures.

SITE ADMINISTRATOR ACTIONS

Goal 1 Actions: Prepare meaningful alternatives

- a) Prepare staff to provide alternatives identified by the LEA.
 - i. Work with teachers to develop implementation plans and schedules for in-class activities.
- b) Identify the strategies that the school will use to engage students in dialogue and problem solving with campus administrators on their concerns.

Goal 2 Actions: Identify and mitigate hazards in the physical environment...

- a) Walk through potential demonstration locations and routes with the site security team leader to review plans and check again for potential hazards.
- b) Ensure that hazards identified during walk-throughs are corrected.

Goal 3 Actions: Identify locations/routes that can be used during a student demonstration that would reduce the risk...

- a) Identify on-campus venues that may be used for sanctioned and unsanctioned demonstrations.
- b) Identify the mechanism(s) that will be used to communicate with students to encourage the use of the sanctioned locations/routes.
- c) Draft/update security/supervision plans in collaboration with local law enforcement for:
 - i. Sanctioned demonstrations on campus
 - ii. Unsanctioned demonstrations on campus
 - iii. Students leaving campus during the school day as part of a demonstration

Goal 4 Actions: Assess and improve readiness.

- a) Convene the ICS command staff and section leaders to talk through this plan.
- b) Ensure the ICS command staff and section leaders, and support staff who are likely to be in key positions during a demonstration, are available to participate in tabletop exercises scheduled by the LEA.
- c) Revise this EOP based on insights gained from working through the plan and tabletop exercise with your team.
- d) Conduct a secure campus drill with students and staff.
 - i. Hold in-class briefings immediately before the drill to remind students of the procedures for lockdown, secure campus, and on-site evacuation.

	<ul style="list-style-type: none"> ii. Include instruction on what to do if an emergency were to occur while students are not in classrooms.
<p>DURING</p>	
<p>Goals:</p>	<ul style="list-style-type: none"> 1. Protect students from harm. 2. Maintain normal routines to the greatest extent possible. 3. Provide timely and accurate information to stakeholders. 4. Resume normal operations as soon as possible.
<p>Objective(s):</p>	<ul style="list-style-type: none"> 1. Activate the site ICS and LEA EOC teams. 2. Direct students to the sanctioned or pre-identified locations or routes. 3. Establish a perimeter around the incident area. 4. Support classroom, student, and staff needs during the incident. 5. Engage LEA and local law enforcement resources as necessary. 6. Provide accurate and timely information to parents, students and stakeholders.
<p>Courses of Action:</p>	<p><u>Goals 1 - 5</u></p> <p>LEA ACTIONS</p> <ul style="list-style-type: none"> a) Activate the LEA’s emergency operations team. b) The LEA public information officer will: <ul style="list-style-type: none"> i. Direct and approve all public communications ii. Respond to media inquiries iii. Coordinate all updates to stakeholders (parents, community, and staff) b) If the incident leaves or occurs off campus, place a liaison officer at law enforcement’s incident command. c) Identify and mitigate potential collateral impacts. Consider: <ul style="list-style-type: none"> i. Transportation schedules ii. After school program providers iii. Athletic competitions or other events scheduled at the campus iv. Neighboring school campuses d) Place an LEA operations team on standby to conduct an emergency damage assessment of the campus immediately following the incident, if needed. <p>ALL STAFF ACTIONS</p> <ul style="list-style-type: none"> a) Listen for and follow emergency action announcements. <ul style="list-style-type: none"> i. Classroom doors should remain locked and closed with entry monitored by the staff member. ii. Be prepared to implement secure campus procedures. b) Maintain normal routines in areas of the campus that are not directly impacted by the incident, to the extent possible. c) Report safety concerns in/near your work area to administration. d) Do not physically impede a student who is attempting to leave a classroom, office, building, or the campus. e) Refrain from engaging in political discourse related to the demonstration. <p>INCIDENT COMMANDER ACTIONS</p> <ul style="list-style-type: none"> a) Activate the ICS roles needed to manage the event, even if the demonstration is sanctioned by the school. b) Establish a command post. c) Activate operations section chief and public information officer. d) Request that a school resource officer be assigned to the incident command post to serve as a liaison for local law enforcement. e) Activate additional ICS roles if necessary. f) Evaluate the level of impact to the campus and implement appropriate school-wide responses.

Impact	Response
<u>Minimal</u> : Normal school operations (class changes, recess, lunch, dismissal) can continue with minor modifications.	<ul style="list-style-type: none"> • Make modifications needed to maintain safe operations. • Notify LEA superintendent/designee.
<u>Moderate</u> : Instruction can take place in classrooms, but passing periods, recess, and/or meals cannot be handled normally.	Implement the <u>secure campus</u> procedure for incident. <ul style="list-style-type: none"> • Make alternate meal arrangements • Implement escort system for students who need to leave class • Notify local law enforcement to assess need for support • Notify the LEA office.
<u>Severe</u> : Dangerous conditions pose an immediate threat to students, staff, and property.	Implement <u>lockdown</u> procedure during the incident. <ul style="list-style-type: none"> • Call 911. Ask for police assistance in restoring safety and order. • Notify LEA office.

- c) Anticipate potential challenges and make modifications as needed. Consider:
 - i. Potential and likelihood for escalation
 - ii. Parents arriving at school during the incident
 - iii. Bell schedule and passing periods
 - iv. Lunch period and meal service
 - v. Dismissal
 - vi. After school programs and activities
 - vii. Student and staff restroom access
 - viii. Students leaving campus as a part of a demonstration
- d) Engage assistance from local law enforcement and the LEA as appropriate.

SITE PUBLIC INFORMATION OFFICER (PIO) ACTIONS

- a) Provide updates on the goals, conditions, and response to the LEA's PIO.
- b) Collaborate with the LEA PIO on:
 - i. Updates and instructions for campus staff
 - ii. Instructions for parents
- c) Refer media inquiries to the LEA PIO.

OPERATIONS CHIEF ACTIONS

- a) Activate the Supervision/Security team.
 - i. Establish a perimeter around the incident.
 - ii. Deploy personnel at all campus entrances/exits.
 - iii. Deploy personnel to respond to calls for assistance from classrooms
 - iv. Assign staff to assist with meal service in alternate locations if necessary.
- b) Activate the Reunification team to respond to parents arriving to take their children out of school early.
 - i. Establish a parent contact station outside of the school office if needed.

STAFF WHO HAVE STUDENTS WITH THEM DURING THE INCIDENT

- a) Take attendance during the incident using the school's attendance system.
- b) Create a supplemental roster to list the names of all students who were present in your classroom/office who are not normally assigned to be there.
- c) Submit the above [insert submission instructions] before leaving campus.

AFTER	
Goal:	1. Restore normal operations.

	<ol style="list-style-type: none"> 2. Improve school climate and culture. 3. Evaluate the response and revise plans accordingly.
Objective(s):	<ol style="list-style-type: none"> 1. Assess the campus for damage and make needed repairs. 2. Address security concerns. 3. Inform stakeholders. 4. Implement strategies to improve school climate. 5. Conduct after-action reviews.
Courses of Action:	<p>LEA ACTIONS</p> <p><u>Goal 1 Actions: Restore normal operations.</u></p> <ol style="list-style-type: none"> a) Deploy a maintenance and operations team to conduct an emergency damage assessment immediately after the incident concludes. b) To reassure students and staff that the campus is safe and secure, deploy resources to return the campus to its pre-incident condition quickly, prior to the start of school if possible. c) Deploy additional security resources to the campus. <ol style="list-style-type: none"> i. Step the allocation down as conditions warrant over the next few days. ii. Assess the need for local law enforcement to be a presence on campus for the day after the event. d) Assist with communications to parents, students, and staff. <ol style="list-style-type: none"> i. Provide message templates, call scripts, and talking points. ii. Assign two (or more) roving substitutes to be available to cover for staff if needed. <p><u>Goal 2 Actions: Improve school culture.</u></p> <ol style="list-style-type: none"> a) Consider utilizing community building circles or restorative justice practices to help process the impact of the demonstration and its underlying issues. <p><u>Goal 3 Actions: Evaluate the response.</u></p> <ol style="list-style-type: none"> a) Convene the EOC team to conduct an after-action review of the EOC's actions in response to the incident. <ol style="list-style-type: none"> i. What worked well? ii. What didn't work well? iii. What improvements could we make? <p>ALL STAFF ACTIONS</p> <p><u>Goal 1 Actions: Restore normal operations.</u></p> <ol style="list-style-type: none"> a) Return to normal classroom and office routines. b) Do not initiate conversation about the demonstration unless it is part of a schoolwide strategy. c) If a student brings the topic up, acknowledge their feelings and gently redirect the topic of conversation to the lesson. d) If the student is unwilling or unable to return to the lesson, in a quiet one-to-one exchange, offer the student the opportunity to talk with a counselor. e) Avoid conversations about the demonstration with staff in work areas where students might overhear. f) If you are personally impacted by the incident, consider seeking assistance from the LEA's employee assistance program. <p><u>Goal 2 Actions: Improve school culture.</u></p> <ol style="list-style-type: none"> a) Avoid expressing personal opinions to students about the demonstration or its underlying issues. b) Watch for signs of trauma, stress, physical needs, and crisis. c) Respect student privacy when checking in with students about their emotional state.

- d) Submit student assistance referrals as soon as possible (the same day that you become concerned).
- e) Connect students with counselors for immediate support as needed.

Goal 3 Actions: Evaluate the response.

- a) Provide feedback to the site administrator on any concerns related to the emergency response.
 - i. What worked well?
 - ii. What didn't work well?
 - iii. What suggestions do you have that could help?

SITE ADMINISTRATOR

Goal 1 Actions: Restore normal operations.

- a) Assign site staff to assist the LEA maintenance and operations with the emergency damage assessment immediately after the incident concludes.
- b) Provide information to stakeholders using the tools provided by the LEA.
 - i. Provide information to parents, students, and staff to reassure them of the safety of the school.
 - ii. Provide instructions for teachers and staff on how to respond to students who want to discuss the demonstration or its underlying causes, and on how to engage support for:
 - Students who feel overwhelmed
 - Staff, using on-campus resources or those available through the LEA's employee assistance program.
- c) Coordinate with the LEA on efforts to return the campus to its pre-incident condition quickly. If possible before school begins the following day
- d) Make assignments and schedules if additional security personnel have been provided by the LEA.
 - i. Step the allocation down as conditions warrant over the next few days.
 - ii. Orient any district or agency (law enforcement, CBO) staff provided by the LEA on the school's schedule and how they can assist during the day.
- e) Make assignments for roving substitutes assigned to the campus.
- f) Coordinate efforts to identify students who were out of class without permission.
 - i. Work with the LEA to determine
 - If disciplinary consequences should be assigned if there was a CA Education Code violation during the course of the demonstration.
 - How parents should be notified of their student's involvement.

Goal 2 Actions: Improve school culture.

- a) Implement the Mental Health Crisis Intervention Annex as appropriate to the level of need following the incident.
- b) Work with the LEA's restorative justice provider to develop a strategy to implement restorative justice circles with students and staff who were most impacted by the incident.

NOTE: Restorative justice strategies should only be implemented by people who have received training in this approach.

Goal 3 Actions: Evaluate the response.

- a) Compile any feedback from staff.
- b) Convene the ICS team to conduct an after-action review following the demonstration.
- c) Consider the following questions for each phase (Before, During, After)
 - i. What does the plan call for?
 - ii. What worked well?

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| | <ul style="list-style-type: none">iii. What didn't work well?iv. What improvements can we make? d) Update the plan as appropriate. |
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RESOURCES AND REFERENCES

- Resources to Ensure Student Safety During Walkouts or Protests – San Diego County Office of Education
- Restorative Justice Practices – San Diego County Office of Education
- Site Assess Mobile App
- **Sample Climate Surveys**
 - Staff
 - Parents
 - Elementary Students
 - Middle and High School Students