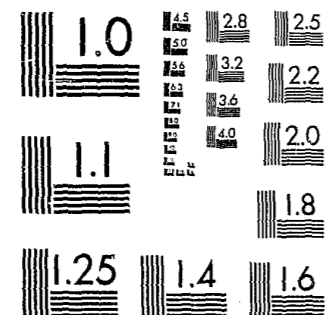


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National Institute of Law Enforcement and Criminal Justice
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Washington, D. C. 20531

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4-9-80

SEATTLE SCHOOL DISTRICT NO. 1

CONTINGENCY PLAN FOR PEACEFUL DESEGREGATION

AUGUST 1978

53429



SEATTLE PUBLIC SCHOOLS
 ADMINISTRATIVE AND SERVICE CENTER
 815 4th AVENUE NORTH
 SEATTLE, WASHINGTON 98109

CONTINGENCY PLAN FOR
 PEACEFUL DESEGREGATION

Contributors: Roscoe Bass
 Joe Drake
 Frank Hanawalt
 Jim Hawkins
 Gwen Jackson
 Art Kono
 Walt Larson
 Charles O'Toole
 Gam Standish

Edited by: Henry J. Reed

August, 1978

TABLE OF CONTENTS

	<u>Page</u>
I. <u>Introduction</u>	
Narrative.	1
Resolution 1977-8.	2
Resolution 1977-9.	4
II. <u>Communications</u>	
Narrative.	6
Telephone Numbers of Key Agencies and Personnel.	10
Telephone Numbers of Desegregation/Crisis Prevention Task Force	11
III. <u>Building Role for the Opening of School</u>	
Checklist on Planning.	13
Potential Problems - Situations and Responses.	15
IV. <u>Security</u>	
Narrative.	22
Detailed Plans	23
V. <u>Transportation</u>	
Narrative.	37
Detailed Plans	37
VI. <u>Bus Supervisors and Desegregation Affiliates</u>	
Narrative.	46
Detailed Plans	46
VII. <u>Crisis Prevention and Intervention (CPI)</u>	
Detailed Plans	48
VIII. <u>Human Relations</u>	
Detailed Plans	50
IX. <u>Maintenance and Operations</u>	
Detailed Plans	51

SEATTLE SCHOOL DISTRICT NO. 1

CONTINGENCY PLAN FOR PEACEFUL DESEGREGATION

I. INTRODUCTION - SCHOOL BOARD RESOLUTIONS

In June, 1977, the Seattle School Board passed Resolution 1977-8, "Definition of Racial Imbalance and 1978-79 and 1979-80 Percentage Goals resulting in the Elimination of Racial Imbalance." Resolution 1977-9, "Planning for the Elimination of Racial Imbalance," was also passed at that time. These two resolutions provide the direction for development and authority for implementation of Seattle's desegregation plan--"The Seattle Plan."

The contingency planning contained in this document has been accomplished under the general guidelines contained in those resolutions. It has been done in cooperation with the City of Seattle Human Rights Department and the Mayor's Office. Detailed planning has been done with other City Departments, including the Police, Fire, and Traffic Engineering Departments. Review of these plans by citizens, through the District-Wide Advisory Committee (DWAC) and the City Council, has also occurred. During all of the planning and review sessions, the emphasis was on the peaceful implementation of "The Seattle Plan."

The complete School Board resolutions, that provide the authority for the desegregation activities, are cited below.

RESOLUTION 1977-8

DEFINITION OF RACIAL IMBALANCE AND 1978-79 AND 1979-80 PERCENTAGE GOALS RESULTING IN THE ELIMINATION OF RACIAL IMBALANCE

WHEREAS, the Board of Directors of Seattle School District No. 1 has found that the best interests of the children of Seattle School District No. 1 will be served by providing all school children with the opportunity for a quality multiracial education; and

WHEREAS, the Seattle School District has for a number of years worked to improve racial balance in the schools and to provide a multiracial balance in the schools and to provide the opportunity of a multi-racial educational environment for all children during their educational careers; and

WHEREAS, the Board of Directors affirms its policy to work toward a multiracial educational system by whatever just, reasonable, and educationally sound means are available to it; and

WHEREAS, the Board of Directors is cognizant and appreciative of the strong and united community support for the above described efforts; now, therefore,

BE IT RESOLVED THAT:

1. The Seattle School District No. 1 will eliminate racial imbalance in Seattle Public Schools by the beginning of the 1979-80 school year. Any school exceptions, necessitated by unique program requirements, will only be for educationally sound reasons. These will be documented and approved by the Superintendent on a case-by-case basis, and submitted to the Board for ratification.
2. Racial imbalance is defined as the situation that exists when the combined minority student enrollment in a school exceeds the District-wide combined minority average by 20 percentage points, provided that the single minority enrollment (as defined by current federal categories) of no school will exceed 50 percent of the student body.
3. Racial imbalance will be eliminated by the use of educationally sound strategies.
4. The elimination of racial imbalance will be planned and implemented so that at least one-half of the elimination occurs in the 1978-79 school year. During the 1978-79 school year, this goal will be achieved by eliminating racial imbalance in at least 50 percent of those schools identified as racially imbalanced; or by reducing racial imbalance by one-half in all schools identified as racially imbalanced; or by a combination of these measures.

RESOLUTION 1977-8

5. The commitment and definition contained herein is controlling over other commitments and/or definitions which might be construed as inconsistent with this Resolution.

Adopted this 8 day of June, 1977.

Don Olson
Don Olson, President

Suzanne Hittman
Suzanne Hittman, Member

Patt Sutton
Patt Sutton, Vice President

Dorothy Hollingsworth
Dorothy Hollingsworth, Member

Richard Alexander
Richard Alexander, Member

Ellen Roe
Ellen Roe, Member

Cheryl Bleakney
Cheryl Bleakney, Member

ATTEST: David L. Moberly
David L. Moberly, Secretary
Board of Directors
Seattle School District No. 1
King County, Washington

RESOLUTION 1977-9

PLANNING FOR THE ELIMINATION OF RACIAL IMBALANCE

WHEREAS, the Board of Directors of Seattle School District No. 1 has, in Resolution 1977-8, resolved to eliminate racial imbalance in Seattle Public Schools by the beginning of the 1979-80 school year; and

WHEREAS, the Board of Directors is committed to achieving this goal by educationally sound strategies; and

WHEREAS, the Board of Directors recognizes that the development and implementation of methods that are in the best interests of children within the District require thorough and adequate planning; and

WHEREAS, the Board of Directors believes that the development of sound and responsible plans will increase community support for the District's efforts; now, therefore,

BE IT RESOLVED THAT:

1. The Seattle School District administration is directed to develop educationally sound plans to be used to eliminate racial imbalance in Seattle Public Schools by the beginning of the 1979-80 school year. The Magnet School Program, the Voluntary Racial Transfer Program, as well as other District-developed desegregation programs, will continue as major components of these strategies. Additional strategies, e.g., facility closures, boundary realignments, and pairing, clustering, or zoning, are to be used as necessary to achieve this goal upon Board approval.
2. A structure and timetable for developing these plans be brought to the Board for its adoption during July, 1977.
3. This structure and timetable should at least include the following considerations: an estimate of the personnel and financial resources needed to plan educationally sound strategies; the possibility of interagency cooperation in planning, either through direct involvement or as expert resources; citizen and community involvement in the planning process; and a continuing public information process.
4. In developing the strategies to be used to eliminate racial imbalance, the mandatory strategy of random reassignment by computer is not to be used in isolation from educationally sound strategies. All other strategies are appropriate for consideration.
5. The plans to eliminate racial imbalance be comprehensive and system-wide, and include a recommendation regarding integrating the current middle school desegregation program into them.

RESOLUTION 1977-9

Page 2

6. The plans indicate the extent to which racial imbalance will be eliminated by the various strategies and, if necessary, which and when supplemental actions will be used to achieve these goals.
7. The plans reflect the unique aspects of the Seattle School District, including the multiracial and multicultural composition of schools.
8. The plans developed be presented to the Board no later than October 1, 1977, so that there may be public hearings prior to final Board action.
9. The Board be provided a progress report on planning activities at least on a monthly basis which is to include identification of potential problem areas.
10. By December 15, 1977, the Board will select the comprehensive plan containing specific strategies and implementation timetable to be used to eliminate racial imbalance by the beginning of the 1979-80 school year.

Adopted this 7 day of June, 1977.

Don Olson
Don Olson, President

Suzanne Hittman
Suzanne Hittman, Member

Patt Sutton
Patt Sutton, Vice President

Dorothy Hellingworth
Dorothy Hellingworth, Member

Richard Alexander
Richard Alexander, Member

Ellen Roe
Ellen Roe, Member

Cheryl Bleakney
Cheryl Bleakney, Member

ATTEST: David L. Moberly
David L. Moberly, Secretary
Board of Directors
Seattle School District No. 1
King County, Washington

II. COMMUNICATIONS

A. Internal Communications

1. Directives regarding the operation of the schools will be initiated by the Superintendent, or his designee, in coordination with the Mayor's office. These will be communicated through the established emergency telephone network.
2. If you find that telephone lines to a particular office at the A&S Center are busy, you may call other numbers at A&S and request that your message be relayed to the desired person.
3. Informational meetings will be held for various management groups at times and places to be announced.
4. It is important that communications from the buildings to the A&S Center be kept to a minimum. In cases where the initiation of contact from the building is necessary, the principal only should make such contact.

B. External Communications

1. Communications with other Agencies

- a. Agency and Organization representatives are on the District-Wide Advisory Committee on Desegregation.
- b. Youth Serving Agency representatives are on School Advisory Committees or Desegregation Committees at the building level. Selected members of these committees will assist in staffing the Desegregation Information/Referral Center.
- c. Joint Church Council & School District sponsorship of the Desegregation Information/Referral Center has occurred. Responsibilities are:
 - 1) Recruitment of volunteers - Church Council
 - 2) Coordination of volunteers - School District
 - 3) Basic Funding - Church Council
- d. Youth Serving Agency involvement in specific schools where relationships have already been established around special programs will be maintained.
- e. City involvement in all areas of contingency planning has occurred.
- f. Agency assistance in individual school buildings during crisis will be at the request or discretion of the building.

2. Information for the media -- District-Wide

- a. Communications with the media will be initiated only through the Public Information Office. The responsibility for statements to the media lies with the following individuals for the designated area of responsibility:
 - 1) General public relations statements and statements on District policy, etc.: Superintendent and Board President.
 - 2) Statements on conditions in the schools: Associate Superintendent, appropriate zone/area administrator, and principals of affected schools. (see below)
 - 3) Litigation: General Counsel.
- b. A&S Center personnel other than those indicated above should make no statement to the media during the course of an emergency situation. Questions from the media should be referred to the Public Information Office.

3. Information for the Media -- Individual Schools

- a. Media representatives will be asked to call or check with the building principal before photographing within the building or on the playground. The following guidelines should be used by principals in meeting media representatives:
 - 1) Do allow media personnel into the building.
 - 2) Do try to maintain contact and/or knowledge of media personnel whereabouts in your building.
 - 3) Do enforce the District requirement that media report first to the office.
 - 4) Do respond to media inquiries regarding conditions in your building. Be sure to keep responses factual and only as they relate to your building. Do not generalize or speculate on the District as a whole.
 - 5) Coverage of activities in the classroom by the media may be permitted if it is not disruptive and with the consent of the teacher and authorization of the principal.
 - 6) Do not attempt to control media coverage outside the school building and grounds (such as on the streets and sidewalks around building).
 - 7) Do not attempt to hide unsatisfactory conditions.
 - 8) Do not discuss your personal reactions and opinions about an emergency situation.

b. If the presence of the media personnel in your building creates a disruption, you may ask them to:

- 1) move to another part of the building;
- 2) stop their activity;
- 3) leave the building.

However, DO NOT attempt in any way, either verbally or physically to ORDER them from the building. Inform the media representative that you believe their continued presence in the building endangers the orderly operation of the school and, therefore, the safety and well-being of the staff and student body; and that the District will file an immediate public protest with the station or newspaper management regarding the representative's conduct.

c. UPON COMPLETION OF A VISIT FROM THE MEDIA, THE PRINCIPAL OR PROGRAM MANAGER SHOULD IMMEDIATELY INFORM THE PUBLIC INFORMATION OFFICE (5130) OF THE NATURE AND CONTENT OF THE VISIT.

4. Information for the Public (except for the media)

- a. The Church Council of Greater Seattle with the cooperation of the Seattle School District No. 1 has established a Desegregation Information/Referral Center which began operation July 10, 1978. (Telephone 587-HELP) Additional support and resources for the Center will be provided by the City of Seattle and Northwest General Assistance Center.
- b. The Desegregation Information/Referral Center is staffed by trained volunteers who are supervised by a Coordinator provided by the Seattle School District. It is in operation 24 hours daily, seven days a week. Provisions have been made for routing calls to selected "on call" volunteers between the hours of 8:00 p.m. and 8:00 a.m. daily, and on weekends. Periodic assessments will be made accordingly.
- c. Training sessions have taken place for volunteers who staff the Center. The Community Relations Service of the U.S. Department of Justice developed the training model and provided consultants to train volunteers.
- d. The basic purpose of the Center is to receive, assess, and ensure prompt and accurate transmittal of desegregation information from/to:
 - 1) Parents and students;
 - 2) Appropriate departments within the School District;
 - 3) City departments (i.e., Police, Fire, Human Rights, Engineering, Citizens Services Bureau, etc.);
 - 4) Church Council, P.T.S.A., Urban League, N.A.A.C.P., District-Wide Advisory Committee for Desegregation, and other community groups;

e. A&S Center personnel will direct all public inquiries regarding desegregation disturbances to the Desegregation Information/Referral Center.

f. The Public Information Office, and the Desegregation Information/Referral Center will keep in continuous contact and will coordinate all information being disseminated to the media and the public.

g. All communications with representatives from organized community groups will be directed to the Public Information Office.

TELEPHONE NUMBERS OF KEY AGENCIES AND PERSONNEL

A. Security Division

Security Office - - - - - 587-3410

B. District Personnel

Superintendent- - - - - 587-3414

General Counsel - - - - - 587-4272

Associate Superintendent- - - - - 587-3417

Assistant Superintendent, Mgmt. Serv. - - - - - 587-5100

Assistant Superintendent, Instruction - - - - - 587-3420

Area/Zone Administrators: Henry Caldwell- - - - - 587-4222
 Marge Chow- - - - - 587-3402
 Wade Haggard- - - - - 587-3482
 Bob Andrew- - - - - 587-3428
 Norm Pickard- - - - - 587-3400
 Perry Wilkins - - - - - 587-3404
 Collin Williams - - - - - 587-5102

Public Information Office - - - - - 587-5130

Staff Relations - - - - - 587-5110

Health Services - - - - - 587-4204

Medical Officer - - - - - 587-6312

Student Services- - - - - 587-6353

Human Relations In-Service Trng - - - - - 587-6402

Conflict Prevention/Intervention- - - - - 587-3432

Desegregation Services- - - - - 587-3475

C. Agencies

Policy- - - - - 911

Fire Department - - - - - 911

King County Sheriff - - - - - 344-3883

Juvenile Court and Youth Service Center - - - - - 323-9500

Ambulance - - - - - 911

Metro Transit System- - - - - 447-6654

Associated Bus Co.- - - - - 365-7300

DESEGREGATION/CRISIS PREVENTION TASKFORCE

<u>Name</u>	<u>Address</u>	<u>Phone</u>	<u>Agency</u>
Robert Lamb	915 Second Avenue	442-4465	U.S. Justice Department Community Rel. Service
Susan Sampson	1010 Municipal Bldg.	625-2269	City Law Department
Chief Vanden Wyer	400 Public Safety Bldg.	625-2044	Police Department Community Services
Joe Tolliver	1810 East Yesler Way	625-4661	Policy Department Community Services
Dean H. Quall	1810 East Yesler Way	625-4661	Police Department Community Services
Molly Newcomb	400 Yesler Building	625-4512	Office of Policy Planning
Vivian Caver	105 - 14th Avenue	625-4387	Human Rights Department
John Beckwith	400 Yesler Building	625-4512	Office of Policy Planning
Arlene Oki	1200 Municipal Bldg.	625-4000	Mayor's Office
Randy Tibbs	410 Public Safety Bldg.	625-2051	Police Department
Jack Siem	301 Second South	625-3094	Fire Department
Ann Siqueland	4759 - 15th Ave NE	525-1212	Church Council
Mike Slessman	319 Public Safety Bldg.	625-2041	Police Department
Hilary Valdez	915 Second Avenue	442-4465	U.S. Justice Department Community Rel. Service
Judy Flemings	105 Municipal Bldg.	625-2482	Citizens Service Bureau
Edward Cummings	105 - 14th Avenue	625-4381	Human Rights Department

DESEGREGATION/CRISIS PREVENTION TASKFORCE
SCHOOL MEMBERS

<u>Name</u>	<u>Address</u>	<u>Phone</u>	<u>Agency</u>
Roscoe Bass	2042 - 33rd South	723-0413	Seattle School District
Frank Hanawalt	815 Fourth North	587-5175	Seattle School District
G.P. O'Toole	815 Fourth North	587-3410	Seattle School District
Olaf Kvamme	815 Fourth North	587-3406	Seattle School District
Art Kono	815 Fourth North	587-3432	Seattle School District
Patt Sutton	815 Fourth North	587-3414	Seattle School Board
Kay Groves		522-4252	PTSA
Reese Lindquist		283-8443	Seattle Teachers' Assoc.
Dick Andrews	1134 Federal East	329-3205	DWAC

III. Building Role for the Opening of School

Contingency planning at the building level is an on-going process and is a part of the regular organization and operation of a building.

An effort is made here to identify the key aspects of Contingency Planning that relate to desegregation by providing: 1) a checklist of planning steps for the opening of school and 2) a review of potential problem situations that might occur with suggested responses.

CHECKLIST OF PLANNING STEPS FOR OPENING OF SCHOOL

A. Orientation of Building Staff:

1. discuss the problems associated with staff over-reaction or under-reaction to desegregation impact;
2. set the tone for human relations focus and climate in the school during opening days and school year;
3. review staff responsibilities with orientation of new students;
4. development of increased sensitivity to the needs of students from diverse ethnic, cultural, and socio-economic backgrounds;
5. orientation on Conflict Prevention and Intervention including how to work with tension;
6. discuss importance of separating private views on desegregation from professional responsibilities;
7. review of changes in organization and policies of the building and how they will be implemented;
8. review of Emergency Procedure Guidelines for the buildings and pertinent aspects of the District Contingency Plan;
9. provide special orientation and help for teachers new to the building.

B. Establishment and/or review of Emergency Procedure Guidelines for the building:

1. methods of communication in emergency procedure;
2. role of teacher;
3. role of building administrators and support staff;
4. role of A and S Administrators and support staff;
5. role of students;
6. role and lines of communications with outside agencies and services:
 - a. Police Department
 - b. Fire Department
 - c. Medical Service
 - d. Media
 - e. Community Agencies and Volunteer Groups.

C. Attention to creating a positive and accepting school climate:

1. multi-ethnic/multi-cultural display signs;
2. emphasis on welcoming new students.

POTENTIAL PROBLEMS - SITUATIONS AND RESPONSES

D. Provision for student services and orientations:

1. involvement of returning students in planning for new students;
2. provision for each student to be paired-up with a host student during the opening weeks;
3. review of routine information such as building rules, organization of the school, where to go for specific types of help, etc.;
4. provision for free or reduced lunch program;
5. provision for a rumor control system for the school.

E. Transportation Services.

1. appointment of a primary coordinator for transportation at each school with name submitted to the Transportation Office; (this may be the principal at the elementary school)
2. procedures to assume that students get on the right bus.
3. supervision for loading/unloading busses in bus zones;
4. review Transportation Contingency Plan;
5. provisions for parents/guardians bring students to school; students driving their own vehicles to school;
6. assignment of desegregation affiliates to building responsibilities.

F. Parent and community involvement and orientation:

1. organization and establishment of working relationship with Local School Advisory Committee on Desegregation. (Per memo from Hal Reasby dated June 15, 1978);
2. organize voluntary parents to assist with opening activities and special service areas such as Library and Lunchroom;
3. include voluntary workers and advisory committee members in staff orientation sessions where possible;
4. provide some kind of reception service or reception area for parents that come up to school to observe or to accompany their child;
5. promote the use of The Information Referral Service (587-HELP) by parents and community;
6. provide for a system of communication and orientation with the immediate neighborhood around the school.

G. Planning with Building Administrative and Support Staff:

1. provide for special reports the Superintendent's Office asks for the first few days of school;
2. review with building administrators and support staff the District Contingency Plan including the list of potential problem situations(pp. 15-21);
3. review with all support staff the impact of desegregation on the special services they provide (e.g. counselors, school nurse, etc.

H. Building and Programmatic Needs:

1. review status of books, supplies, furniture that have been ordered to implement changes in instructional programs due to desegregation;
2. check on status of physical plant changes approved for desegregation.

1. SITUATION:

On the first day of school, about 15 minutes before school is to start, the parents and a child arrive in the office stating that they are new to Seattle, and they they understand that this is the school that their child is supposed to attend. Upon questioning, it is discovered that their child should be in a grade level different from that offered in the school.

RESPONSE:

The principal or other available staff person briefly explains "The Seattle Plan" to the parents and student, so that they understand why this is not the correct school. The location of the correct school is determined according to the memo of instructions from Dan Riley titled "Admission of Students - Instructions for the 1978-79 School Year." If there is uncertainty about which is the correct school, the Student Placement Office should be called (4320). If it appears that the student will ride the bus, contact the transportation office (5577), and inform the parents of the location of the bus stop, if possible.

2. SITUATION:

On the first day of school, the parent(s) bring their child to the local neighborhood school, which the child attended last year. They insist that the child be enrolled in that school, and deny having received notification of reassignment (or alternatively contend that the District does not have the authority to reassign students away from their "neighborhood" school). The parents say that they will not leave the building until they are assured that their child is enrolled in that school (even though instruction is no longer offered for the child's appropriate grade level).

RESPONSE:

The principal explains to the parent that Seattle's Desegregation Plan is has been adopted by the School board, and that all School District employees, students, and parents of District students are legally required to comply with the provision of the plan. As in situation #1, the location of the correct school is explained to the parents. If the parents persist so that their presence is disrupting to the operation of the school, and there appears to be no other recourse, the principal should use the standard warning, as follows:

"I am the principal of this school, and in accordance with the authority conferred upon me by City Ordinance 12A.08.080 I order you to leave the building and grounds and not to return. If you fail to leave or if you return, you will be subject to prosecution." If they should fail to leave, upon request, call the security office at 587-3410.

3. SITUATION:

On Tuesday, September 5, the principal of a paired school receives a telephone call from a parent of a student who is scheduled to be bussed to that school starting the next day. The parent is angry about the bussing program, and states that he is organizing his neighbors to come to the school the next day to protest the bussing program. He makes it clear that he and his neighbors will be "looking for trouble" when they arrive.

RESPONSE:

The security office (587-3410) should be immediately informed of this call so that they are alerted that your school is a potential trouble area. All of the other contingency preparations should be carried out, as explained on pp. 13 to 14 of this manual.

4. SITUATION:

On the first morning of school, about 15 minutes before loaded busses are scheduled to arrive, the principal of a paired school observes a group of adults gathering on the sidewalk in front of the school. They are carrying anti-bussing signs, and are obviously there to protest.

RESPONSE:

Following the directions on pp. 13 & 14 of this manual, the principal should do the following:

1. Notify the security office (587-3410) on an informational basis.
2. Discuss complaints with the demonstrators. Explain that they may peacefully demonstrate, but that they may not demonstrate on the school grounds nor in the building. Also, they may not impede the arrival of bussed students, nor prevent them from leaving the bus and entering the school.
3. If escalation of the protest does not appear imminent, nothing further needs to be done.

5. SITUATION:

About 15 minutes before loaded busses are scheduled to arrive on the first morning of school, the principal of a paired school receives a report from a staff member that roadblocks are being formed near the school to prevent the passage of busses. These roadblocks are being organized on several different streets, and are simply a couple of cars crosswise in the street, with groups of bystanders present.

RESPONSE:

Immediately inform the following offices in the order listed:

1. Transportation Office (5577)
2. Security (3410) for assistance
3. Appropriate Zone/Area administrator

The principal should not leave his/her building to go the scene of the roadblock.

6. SITUATION:

In escalation of situations 4 and 5, the principal of a paired school observes two groups of adults forming in front of the school about 15 minutes before loaded busses are scheduled to arrive on the morning of September 6. One group is carrying anti-bussing signs, includes many parents, and is well-prepared to protest. The other group is pro-bussing, and also includes some parents of bussed students. Name calling and shouting begins. Pushing, shoving, and fights begin.

RESPONSE:

Immediately when it is evident that the protest will no longer be peaceful, the principal should call the police (911), the security office (3410) and the transportation office (5577). The busses will be diverted to the pre-designated staging area, if possible. If the busses are "trapped" at the school, and can not depart to the staging area, there will be no unloading until safety is assured by police. Bus drivers and supervisors will instruct students to assume a safe position in their seats.

7. SITUATION:

On the first morning of school, about 30 minutes before loaded buses are scheduled to arrive at a paired school, a television camera crew from channel "X" arrives with all their lights, cameras and microphones. They tell the principal that they would like to record the arrival of busses, unloading of students, entry of students to the school and classrooms, teacher response to the students, student interaction, and commencement of instruction in the classrooms. They would also like to interview teachers and other school staff members in the school during the morning.

RESPONSE:

The principal should talk with the camera crew about the activities they may perform without disrupting the educational situation. In general, these activities would include filming of activities outside the school and in the school halls and lunchroom. Interviews of staff before or after school should be permitted, if the staff consents. Filming in the classrooms may be permitted if it is not disruptive, and with the consent of the teacher and authorization of the principal. The principal will generally know which of the building's teachers are most adept at handling such a situation.

8. SITUATION:

Ten minutes before school is to start on the morning of September 6, the secretary in a paired school receives a telephone call from a very rational and serious anonymous caller stating that two bombs have been placed -- one in the building, and one near the main entrance to the school. The caller then hangs up.

RESPONSE:

Follow the instructions on p. 33 of this manual. In summary, these instructions state that the security office should be notified immediately (3410). The building should be immediately evacuated until clearance from security to resume operations.

9. SITUATION:

In a secondary school, a self-appointed student "welcoming committee" begins to form near the bus unloading zone a few minutes before the busses are scheduled to arrive. This group is mostly students, with some older outside leadership. As the first busses arrive, the group begins to chant, "Bus riders, go home! Bus riders, go home!"

RESPONSE:

The principal should have a plan developed ahead of time, with specific persons identified to assist in this situation. As soon as the student gathering is noticed, the principal, vice principal, and other available school staff should move to disperse the crowd. Students are sent to their first scheduled classroom or location, and the outside leadership removed from the school grounds. Busses are not unloaded until order is restored. Follow-up involvement with the Crisis Prevention and Intervention team should be started in this school immediately.

10. SITUATION:

The principal of a paired school discovers that the school is a focal point for a city-wide demonstration of anti-bussing feeling. Hundreds of bussing foes arrive an hour before the loaded busses are scheduled to arrive. Hundreds of pro-bussing persons also arrive. The police are there. The T.V. and press are there. There is shouting, chanting, fighting, rock-throwing. The busses are diverted to another location.

RESPONSE:

In this advanced stage of conflict, the school cannot be opened on that day. The zone/area administrator is called, and authorization to close school for the day is requested. The zone/area administrator contacts the Associate Superintendent, and the principal is authorized to close the school for one day. The principal informs the school staff to remain on duty during the specified working hours, and to report to work the next day. The bussed students are taken to the pre-designated staging area to await further instructions. From the staging area, the bussed students are distributed to two or three other schools to receive instruction and supervision and to be fed. They are then transported home at the regular time.

Local, non-bussed students who have already entered the school should be sent home only if a parent is home, and safe passage is assured. Otherwise, they should receive instruction and supervision, and are fed and kept at school for the entire school day. Those who are not in the school are treated as absent.

A telephone campaign to call all parents to inform them of the safety of their child is started as soon as possible at the schools. The child's whereabouts and schedule should be briefly described. "Absent" students are also checked, to make sure that they are accounted for.

Families of bussed students are also called and informed.

11. SITUATION:

On the first morning of school, as the first bus unloads its students at the paired school, the principal sees a young student walk slowly from the bus and stand by school door, crying. Upon questioning, the principal discovers that the student "has no friends," "hates the new school," "doesn't like those other races," "hates the bus ride," and "doesn't want to come here ever again."

RESPONSE:

The principal should involve other students and adults to help the child to feel welcome at the school. The child's teacher could be summoned immediately to help the child; the teacher could make sure that one or two of the most friendly students in the class are seated near the student. Other adults in the school should also be asked to help the child. The important thing about this situation is that it is not overlooked as an insignificant occurrence.

12. SITUATION:

About 10:30 a.m. on the first day of school, one of the children who arrived by bus earlier in the morning is brought to the office by the teacher. The child is nauseated, and appears to have a temperature. Although the child's parent is at home, he/she is unable to pick up the child.

RESPONSE:

The procedure for handling of sick children depends on the severity of the illness. In a case where the school nurse or person on duty determines that the student needs to be home, the first step is to call the parent. If the parent is unable to pick up the child transportation is provided in one of three ways:

1. If necessary a school staff person will drive the child home;
2. If there is not transportation available at school a taxi will be called through the Transportation Office to take the child home;
3. If available a voluntary parent will take the child home.

In each of three alternatives listed above the child will not be taken home unless there is an adult at home to receive the child. The school will communicate with each parent at the beginning of the year to obtain pertinent information on how to reach the parents during the day for such emergencies and the identification of another adult to call in the event that a parent cannot be reached.

13. SITUATION:

A child becomes sick or injured on the school bus, on the way to school.

RESPONSE:

If it is not an emergency situation, the bus driver brings the child to school, whereupon the school staff responds as in situation 12, above. An emergency situation would require assistance immediately, not waiting to arrive at the school.

14. SITUATION:

Student has applied for change in assignment but hasn't heard from Student Placement Office.

RESPONSE:

The Student Placement Office should be called immediately to find out if a new assignment has been made. If the student's status cannot be determined, enroll the student in your school, pending determination of the final assignment. No student without an assignment should be turned away from school, except in the case where the student is in a different grade level than what is offered at the school or are new to the area. If the student is a different grade level, see situation #1, above.

15. SITUATION:

Anxious parents want to visit the school the first day or be with their child for awhile. (Elementary)

RESPONSE:

The principal should have a pre-arranged plan for this situation, for example he or she may organize a "veteran" parent group to have a coffee reception for parents and take such parents on tours of building.

16. SITUATION:

A disruption or incident occurs between two students or a group of students that has potential to take on racial overtones.

RESPONSE:

As described on p. 48 of this manual, the principal should call the zone/area administrator, security, and the Crisis Prevention and Intervention (CPI) team. Call security to obtain police assistance with traffic control.

17. SITUATION:

Parents are bringing their children to school by car creating traffic problems and safety hazards for children.

RESPONSE:

The principal could organize a telephone campaign by school staff and/or "veteran" parents to call parents and encourage them to utilize the free and safe bus service provided by the District. Parents should also be encouraged to unload students at a specific "best" location.

18. SITUATION:

There is a tendency of local non-bussed students to gather around the unloading or loading zones.

RESPONSE:

Use school staff and administration to disperse the students, as described in situation #9, above, if this is a problem situation.

19. SITUATION:

The bus is late arriving at school the first day.

RESPONSE:

Inform all teachers that students are to be admitted to class as "excused tardy." Inform the transportation office immediately so that corrective action can be taken for the future.

20. SITUATION:

New parents in the building, new teachers, voluntary parents, press, media people: it is difficult to identify unauthorized persons.

RESPONSE:

Make name tags available in the office for all staff and visitors. These could be color-coded to help identify groups: e.g., white for school staff, green for volunteer parents, yellow for press, etc.

21. SITUATION:

Student misses the bus.

RESPONSE:

Find out if the problem resulted from District error, (e.g. late bus or wrong route) or student/family error, (e.g. student late to bus stop, or went to wrong location). In general, if the problem was caused by the District, transportation will be provided for the student, by calling the transportation office, 587-5577. If the problem was not caused by the District, the student's parents are responsible to get the child to school. However, district staff should help as much as possible, even if the problem did not originate with the District; the success of the bussing program will be improved by a cooperative approach to these problems.

IV. SECURITY

The Seattle Schools Security Office (587-3410) operates 24 hours a day, 365 days a year. Do not hesitate to call at any time. Overall responsibility and assignment of security monitor personnel and security officers rests with the Supervisor of Security. Reassignment of monitors to other buildings or locations will be necessary occasionally; however, the school administrator will be notified when this takes place. All efforts will be made to create multi-ethnic teams. Principals are encouraged to report problems and to request security help when they feel it is appropriate.

A. Role and Responsibility of Security Monitors (Building Level)

1. Duties

- a. Assists school administration in control of unauthorized visitors in school buildings, on grounds and in hallways. Monitors also assist in control of disruptive behavior and in the enforcement of standards of conduct.
- b. Security monitors will routinely give special attention to the following areas (these are suggested; other areas as appropriate):
 - Bus loading and unloading areas
 - Gym areas
 - Lunchroom areas
 - Restrooms (if appropriate available personnel)
 - Occasional checks of student and faculty parking areas
 - Suspect theft areas (a/v storage, etc.)
 - Student activity centers, student "stores"

2. Reports -- Security monitor personnel routinely file reports as follows:

- a. Incident reports should be discussed with school administrators and all facts verified prior to submission.
- b. School reports, i.e., student misbehavior, truancy, etc.
- c. Minor theft reports

3. General

Security monitor personnel are restricted from transporting students in privately owned automobiles. Exceptions must be cleared with Supervisors and should only be in critical situations. School funds will not be accepted for transport at any time.

B. Procedures For Reporting Emergencies (Seattle Police - Seattle Fire Department, School Security, etc.)

1. When an administrator feels there is a threat of violence, immediate danger to personnel or a situation is developing which threatens such, he or she should call the appropriate agency directly to summon needed assistance. A second call should be made to the Security Office as soon as possible reporting the same information. The Security Office will coordinate appropriate responses to the problem.
2. All other problems (not an immediate threat) should be reported to the Security Office for investigation and follow-up.
3. When reporting emergencies or requesting assistance, please give the following information clearly and distinctly:
 - a. Your name and title (position)
 - b. Name of your school, street location and phone number
 - c. Nature of the problem, including:
 - Information regarding any injuries (ambulance needed?)
 - Number of people involved
 - Weapons involved
 - Urgency, i.e., problem still "ongoing"?
 - d. Where should the responding personnel go, and to whom they should report.

C. Detailed Security Plan

The following pages 24 to 36 are reproduced from the school building security manual.

II. MEMORANDUM OF UNDERSTANDING REGARDING SCHOOL-POLICE RELATIONS

The Seattle Public Schools and the Seattle Police Department have enjoyed a good relationship over many years as a result of their mutual cooperation in resolving problems. However, there have existed for the past several years some areas where appropriate roles and necessary actions are undefined, unclear, or where changing circumstances have necessitated changes in the prescribed relationship.

The following statements have been developed jointly by Seattle Public Schools and the Juvenile Division of the Seattle Police Department.

- A. The general basis for the relationship between the Seattle Public Schools and Seattle Police are those prescribed in detail in Guidelines for Dealing with Emergencies, as revised. These Guidelines are available in every school and are generally well known by all building administrators.
- B. School administrative personnel will cooperate with police officers and provide assistance when the officers' entry to the building is based upon:
 1. a warrant for the arrest of an individual
 2. parental permission
 3. presence of a Juvenile Division officer normally assigned to that building.
- C. It is extremely important that police officers notify the principal, or other building administrator in charge, upon entering the building. The principal alone has control of the building and complete knowledge of the situation in the building at any given time. His or her foreknowledge of police presence in the building can do much to facilitate their operation and still prevent escalation of an existing situation.
- D. In view of recent Supreme Court decisions, access to student records is more restricted than it formerly has been. With the proper court order, pertinent student record information will be made available to police officers as required. However, in the absence of a court order, and upon proper identification of the police officer to school authorities, the school will provide the officer with the address, telephone number, parents' names, birth date of the student, and will verify attendance at the school.

VI. IN-BUILDING PLANNING SUGGESTIONS

Prior to the occurrence of any incident, school authorities should develop plans:

PROCEDURE

- A. List emergency equipment which might be needed during an incident and indicate its location. This list would include such items as tape recorders, cameras, walkie talkies, loudspeakers, etc.
- B. Provide head secretary and head custodian with a list of phone numbers of persons who might have to be called promptly: Police, Security, Fire Department, ambulance, hospital, utilities, school district surrounding schools, key school personnel.
- C. List the "Chain of Command" within the school; Principal, Vice-Principal, and others, in order.
- D. Designate a "Command Post:" Ordinarily this would be the principal's office.
- E. Select and designate certain key personnel and assign each of them to certain specific posts and/or duties: school grounds, building, specific rooms within buildings, hallways, assistant to school nurse, photographer, etc.
- F. Predetermine some signal to notify faculty that an emergency exists. For instance, use of school bell--three short bells followed by a ten-second pause, repeated three times.
- G. Make sure that the Security Blanket Roster is kept up to date and that persons listed are readily available at the times designated.
- H. Plans for in-school emergency organization should be reviewed from time to time to test validity and workability.

VII. SCHOOL DISTURBANCES (Cont'd.)

B. Prevention (Cont'd.)

LONG-TERM PREVENTION

- 1. Be aware of all complaints, no matter how trivial.
- 2. Building administrators, counselors, department heads, and additional personnel, as needed, should be available for meetings with dissident students. It is important to be available, to be willing, and to be able to listen and discuss any problem, no matter how trivial.
- 3. Regular meetings between the staff and student advisory committees can help pinpoint areas of concern and tension, and may alleviate crises.
- 4. Teachers and other staff members should be alerted to detect upset youngsters and changes in mood that take place within the building. Time should be taken to give special attention to these conditions immediately in order to prevent further spreading of unrest and tension. Again, listening and hearing is of utmost importance.
- 5. Every attempt should be made to make student government truly representative, properly established and executed so as to provide outlets for students who may otherwise engage in "unrest" activities.
- 6. Every attempt should be made to identify potential problem students, and give them the opportunity for recognition, success, and positive identification with the school.
- 7. School assemblies and student group discussion in conjunction with faculty and the community are ways of setting the tone for better school involvement and understanding.
- 8. Maintenance of the Security Blanket Roster by keeping it up to date will provide a source of emergency help, when needed.
- 9. Appointment of faculty advisors to dissident groups.

VII. SCHOOL DISTURBANCES (Cont'd.)

B. Prevention (Cont'd.)

SHORT-TERM PREVENTION

1. When demonstrations occur, or are building, the importance of listening and then determining the course of action cannot be overemphasized. Notify the police and Security, even if only on an information basis.
2. Remain calm, use good judgment.
3. Isolate demonstrators (closed area).
4. Attempt to keep students in their classrooms, but do not use force. Keep halls clear of students while classes are in session. (Lock outside doors, panic bars only; no chains).
5. Discuss complaints with the demonstrators. Do not be in a hurry. Have a secretary present to take notes.
6. Key personnel should report to their pre-assigned posts.
7. Have garbage cans and wastepaper container removed--into locked room, if possible.
8. Decide what to do about lunch periods, perhaps confining students to pre-determined restricted areas--closed campus.
9. Consider locking the lavatories, having someone on duty there to admit only those necessary.
10. Keep hands off students unless restraint is needed.
11. If necessary, the police or Security can be called directly by the principal to help in an emergency.
12. Ring bells, indicating teachers should keep students in class.
13. In emergencies, the Security Office and other central office personnel will be available to assist and support building personnel.

R E M E M B E R

DO NOT HESITATE TO CALL SECURITY
OFFICERS OR POLICE BEFORE
A SITUATION BECOMES UNMANAGEABLE

VII. SCHOOL DISTURBANCES (Cont'd.)

C. Indicators

Ordinarily there are warnings ahead of time--be alert for them. Some are:

1. Rumors.
2. Gathering of large groups of students.
3. Large numbers of students tardy.
4. Large numbers of students refusing to attend class.
5. Patterns of
 - a.. General refusal to obey, or
 - b. Defiance to student supervisors.
6. Outbreak of student fighting.
7. Outbreak of unprovoked assaults.
8. Non-students loitering or congregating on or near school grounds or in buildings.
9. Wastepaper basket fires.
10. False fire-alarms.
11. Leafletting.
12. Attacks on administrative regulations.
13. Outside groups organizing students for information on planned protests.
14. Bomb threats.
15. Attempts to secure speaking invitations for dissident groups.

R E M E M B E R

DO NOT HESITATE TO CALL SECURITY
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A SITUATION BECOMES UNMANAGEABLE

VII. SCHOOL DISTURBANCES (Cont'd.)

D. Action

BEFORE AN INCIDENT TAKES PLACE

1. When tensions are high, constant surveillance and supervision on the part of the administration and faculty is of prime importance for the protection of the innocent.
2. Sometimes unusual measures may be required to upset the plans of organized groups. Such measures will depend primarily upon local conditions and the physical plant, but may include among others:
 - a. A shortened lunch period.
 - b. A shortened day.
 - c. A shortened last period.
 - d. A lengthened last period.
 - e. A staggered release pattern of students at the end of the day.
 - f. Turning on the lawn sprinklers at dismissal time.
 - g. Holding a special assembly.
 - h. Closing the campus during the lunch period.

Other Considerations:

When calling, give the following information clearly and distinctly.

- a. Your name.
- b. Your position.
- c. Your school, phone number.
- d. What is happening.
- e. The degree of urgency.
- f. Where and to whom the police or Security people are to report. Be specific as to portion of the campus where these people are needed.

VII. SCHOOL DISTURBANCES (Cont'd.)

D. Action (Cont'd.)

1. Dealing with the occurrence

a. Try to isolate participants if they are students. If a small group is in protest on the campus, invite them into the nearest unoccupied classroom or other suitable area and listen to their complaints. If the group is large, you may wish to suggest that they designate leaders to meet with you. Do not invite non-students onto the grounds.

b. If invaded by a group who appears threatening, have someone notify Security immediately, listen to their complaints, and then tell them politely to leave the building. Use the standard warning, as follows:

"I am a (title, e.g., teacher, counselor) in this building, and in accordance with the authority conferred upon me by City Ordinance 12A.08.080 I order you to leave the building and grounds and not to return. If you fail to leave or if you return, you will be subject to prosecution."

If they should fail to leave, upon request, it becomes a matter for Security and the police.

c. In a fight or altercation, suspend all parties involved, the aggressor and the victim alike. Contact the parents of the students involved at once and arrange for a conference for the following day, if possible.

d. In cases of threats of violence, property damage, etc., remove the student from the area or room, counsel with him and keep track of his name, date and time of the incident, and witnesses for later use, if the need arises.

e. Never make disciplinary measures final in the heat of the moment. Always suspend a student pending investigation, then follow up later. Be careful not to say or do anything for which you will lose face, should your decision be overruled when all the facts are in.

f. Should tensions run high, confer with the Associate Superintendent's office to cancel any events that could mean trouble.

g. On a continuous incident, submit oral reports to the Security Office and your Zone/Area Administrator's office. If possible, such a report should be phoned in within fifteen or twenty minutes after the incident.

h. In cases of emergency school closure, refer to the section on school closure in this manual.

VII. SCHOOL DISTURBANCES (Cont'd.)

D. Action (Cont'd.)

- i. In cases where a student has become acutely ill or injured within the school grounds and the condition is serious, refer to the section on injured or ill child in this manual.
- j. In situations involving a general disturbance, consider establishing a "closed campus." (This is a school, not a law enforcement responsibility.)
- k. If disturbances center around administrative offices, keep doors locked, admit no unauthorized personnel. Lock file cabinets and provide whatever security measures possible for other such files and records.
- l. In general, make no appointments with adults from off campus prior to 4:30 p.m.
- m. In the event of a disturbance, attempt to maintain a "log" in which are listed the date, time and nature of each incident, names of persons involved, witnesses, and description of action taken.

2. Dealing with Employees of the District

If during assigned hours of service a certificated, classified, or other employee of the School District participates in a sit-in, walk-out, picketing, or other demonstrations, or encourages any pupil to participate, in any way, in any of the aforementioned activities, or to absent himself from class or to leave the school grounds, the principal, or his or her delegated representative, shall, in the presence of an adult witness, direct such employee to:

- a. Desist from his individual participation in the particular activity and immediately return to his appointed place of assignment or duty.
- b. If within a reasonable period of time (not to exceed five minutes) the employee does not comply with the above directive, notify such employee, in the presence of an adult witness, to report to the office of the principal or vice-principal, or to some pre-determined location which is properly staffed, for assignment of duties pending action concerning his refusal to comply with the above directive. A full report of the employee's conduct should be written and filed with the appropriate Personnel Department Head for later disciplinary or other action.
- c. If within a reasonable length of time (again, not to exceed five minutes) the employee fails to comply with the directive issued in "b" above, notify the employee, in the presence of an adult witness, that he is guilty of insubordination and, as such, has made himself subject to arrest.

VII. SCHOOL DISTURBANCES (Cont'd.)

D. Action (Cont'd.)

- d. If you have not already notified the Security Office, do so at this time and they will take the appropriate action.

3. Dealing with Adults who are not Employees of the School District

- a. If an adult, who is not an employee of the School District, is encouraging pupils to leave the school or school grounds or stay out of class, or if he is disturbing the orderly process of the school, warn him that he is in violation of City of Seattle Ordinance 12A.08.080 and RCW 9A.52.080 and is subject to arrest if he continues any of these activities or remains in the school or on the grounds.
- b. If the adult, who is not an employee of the District, fails to comply with the conditions as referred to above, notify the Security Office, and they will institute proper follow through procedures.

4. Bomb Threats

PROCEDURE

Upon receiving a bomb threat by phone, letter, orally, or by other means, the following steps should be taken:

- (1) Notify the Security Office immediately, 587-3410.
- (2) If no one can be reached, the Principal makes the decision whether or not to evacuate the building.
- (3) The Security Officer, upon arrival, will assume responsibility for the investigation, follow-up, and subsequent action needed.
- (4) Evaluation of the threat and dismissal of classes, etc., will be made, if necessary, by the Principal, upon consultation with the Area/Zone Administrator and the Security Officer.

a. Other considerations

Telephone Threat

Obtain the following information from and about the caller, if possible:

- (1) When--today, now, this p.m.--time.
- (2) Time-exact date and time of the threat (when received).
- (3) Message--what the caller actually said.

VII. SCHOOL DISTURBANCES (Cont'd.)

D. Action (Cont'd.)

- (4) Threat--in terms of race, religion, or nationality.
- (5) Age--approximation of age of caller.
- (6) Background noises--music, jukebox, other people talking, etc.?
- (7) Accent--local, foreign, drawl, etc.?
- (8) Disposition--calm, hysterical, etc.?

b. Evaluation and Action

At this point, a careful evaluation of all pertinent factual information will be made. The Security Officer responsible must consider any other related bomb threats, recent racial or religious problems, as well as student problems recently encountered.

- (1) If it is decided that the threat was a hoax, a quiet inspection of the building will be made. Such search will be organized by the Security Office and will be carried out by his or her staff and the custodial staff of the school. No fire drill or dismissal of classes is contemplated under these circumstances.
- (2) If in the process of evaluation it is decided that there is a possibility of a bomb being present, the following steps will be taken:
 - (a) A routine fire drill will be called at least fifteen minutes prior to any expected time of detonation. The building should be entirely cleared with the exception of the "search team".
 - (b) The Security Officer and the General Assignments Unit of the Seattle Police Department, when appropriate, will organize the "search team."
 - (c) The Security Officer will notify, on a "standby" basis, the following agencies:
 - General Assignments Unit, Seattle Police Department
 - Local F.B.I. Office
 - Seattle Fire Department
 - (d) Teaching personnel will be stationed near all exits to prevent re-entry of the building during the search period.

VII. SCHOOL DISTURBANCES (Cont'd.)

D. Action (Cont'd)

- (e) All search personnel will be withdrawn from the building at least ten minutes prior to the alleged time of explosion.
- (f) The building may be re-occupied ten to fifteen minutes after the alleged "explosion time."

Techniques of the search, handling of the suspect bombs and other related procedures are discussed separately and need not be covered herein. Any decision to dismiss school because of a bomb threat shall be made by the Associate Superintendent, the principal of the individual school, and the senior security officer present.

D. Miscellaneous

- 1. In all cases refer the news media to the Public Information Department. Say, "No information may be released until the investigation is completed."
- 2. Matters pertaining to individual students should be discussed with the student and his parents formally, not with other parties. This is important when community pressure groups approach you. This does not preclude getting evidence or testimony from other children who may have been witnesses to an act.
- 3. Individual parents may become greatly concerned about events at the school. To reassure them, or clarify the situation, it may be necessary to call a special meeting. In such cases the appropriate deputy superintendent's office should be informed prior to calling the meeting.
- 4. There can be rumors of all kinds, some will be deliberately spread to confuse, others may be based on facts. The following procedures may help:
 - a. Evaluate rumors in terms of source and logic. Checking with reliable students may be desirable.
 - b. Advise the appropriate Area/Zone Administrator of the rumor and of your evaluation.
 - c. The Area/Zone Administrator's office will compare the information with what the Security Office has on hand.
 - d. The Security Office will notify the school, the Associate Superintendent's office, and other agencies as necessary regarding rumors.

PROCEDURE

1. Staffing for plant security beyond school hours is the responsibility of the Security Office and the Business Department.
2. The Director of Business and Plant must approve all plans for additional personnel in advance.
3. The Security Office will notify the Police Department of all extra security measures taken at the schools in their respective area.
4. The Police Department will notify their patrols.
5. Notify Associate Superintendent's office of action taken.

R E M E M B E R

DO NOT HESITATE TO CALL SECURITY
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A SITUATION BECOMES UNMANAGEABLE

V. TRANSPORTATION

The following plans have been developed to ensure that Seattle School district students are provided safe transportation to and from school in the event of overt, or covert acts by alienated parties. These measures will be planned for and implemented on September 6, 1978. The plan is predicated on preventative measures, and consists of three parts: Part I - Planning Phase, May 1 through September 5; Part II - Implementation Phase, September 6; Part III - Monitoring Phase. The details of these transportation contingency plans have been completed and are on file in the Seattle Public Schools Transportation Office.

A. Planning Phase

1. Transportation Office

a. Promulgate Contingency Plan

1) Coordinate planning:

- Associated School Bus Service
- Metro Transit
- Taxi Cabs
- Security
- Desegregation Services

2) Prepare instructions for carriers

- Associated School Bus Service
- Metro Bus Service
- Taxi Cabs (same as Associated)

3) Prioritize transportation programs

- Special Education
- Desegregation
- Head Start
- Campi
- City Wide (two-mile)

4) Determine availability of additional buses and drivers from all sources

- Metro Charter, Bus passes/tokens
- Associated school buses
- Western Tours
- Travelines
- Outlying school districts
- Airport Service
- Greyhound

5) Develop alternatives in event of equipment shortages

- Change school hours
- In-lieu transportation
- Close schools

6) Communication networks established

7) Security measures

- Bus terminals: Emphasize with carriers
- Enroute to and from school: Alternate routes; Escorts
- School loading/unloading zones: Role of School district security and School staff
- Staging/holding areas: To be announced

8) Desegregation Services

- Desegregation Affiliate role
- Intervention
- Communications

9) Field Trips/Athletic Trips: Cancellation as necessary

10) Incident Reporting

- School
- Carriers

- Police
- Security
- Log Book

11) Identification

- School staff
- Carrier personnel
- Parents/guardians
- Security personnel
- Police
- Desegregation Affiliates

12) School Start/Dismissal times

- Secondary - 7:45 AM/2:15 PM: Departure from school in PM will be ten minutes after dismissal time.
- Elementary - 9:10 AM/3:10 PM: Departure from school in PM will be five minutes after dismissal.

13) Staging/Holding Centers - Personnel requirement

- Security
- Medical assistance
- Loading/unloading site
- Communication
- Location
- Supervision

14) Intervention

- Desegregation Service
- Security/Police

15) Media Relations

- Public information
- Coordinator
- Misinformation

16) Student notification of contingency measures

- District newsletter
- School
- Drivers
- Desegregation Affiliates
- News media

17) Parent/guardian notification of contingency measures

- District newsletter
- School

18) School notification of Contingency Plan

- Copy of detailed Contingency Plan
- Letter to Principal

B. Implementation Phase

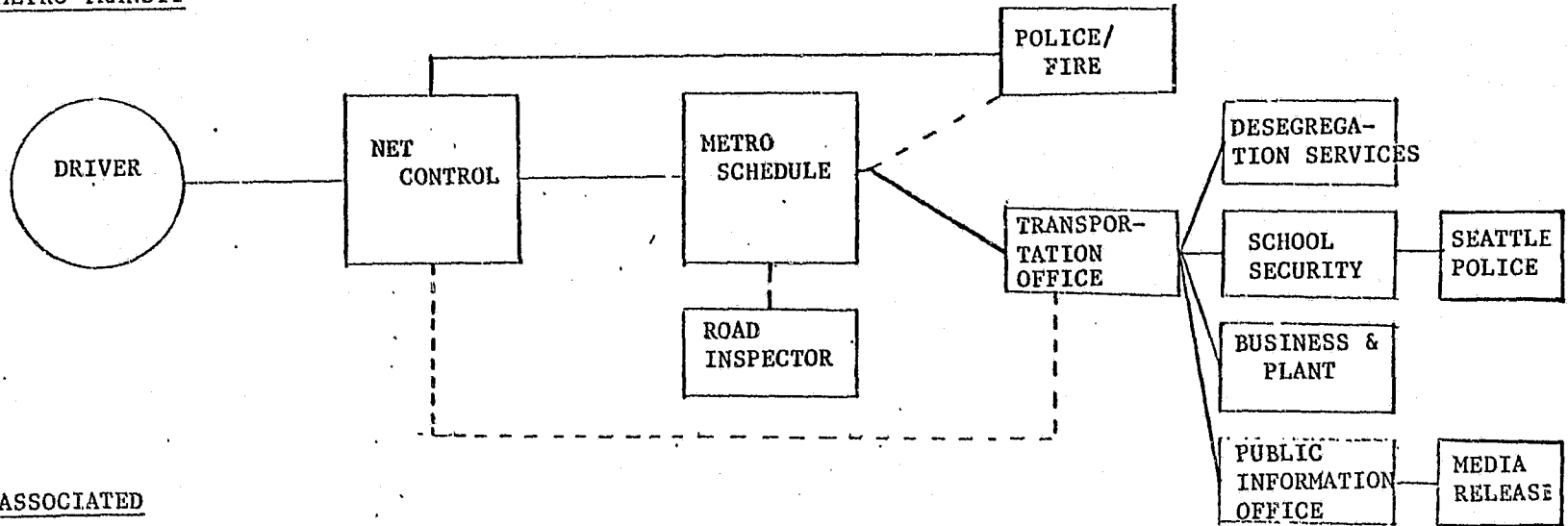
- a. Expedite Plan; Principals should notify the Transportation Office (5577) immediately in the event there appears to be a problem at the school bus loading/unloading zone in which case busses will be diverted to a staging area until such time as the problem can be resolved.
- b. Check Communication System
- c. Coordinate with carriers/parties concerned

C. Monitoring Phase

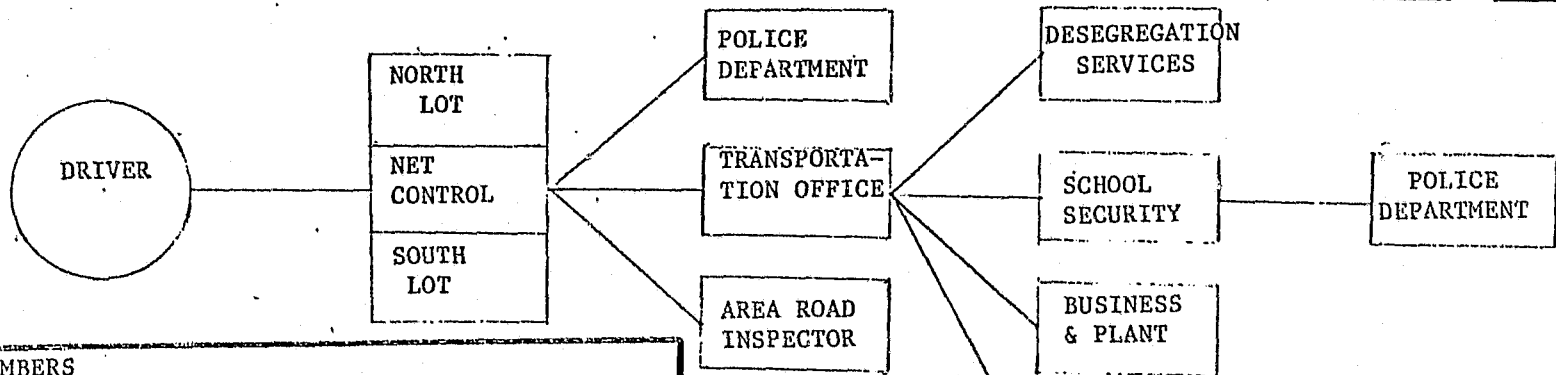
- a. Maintain communication channels with all parties
- b. Adjust plan as necessary
- c. Maintain log of events

COMMUNICATION SCHEMA IC FOR CONTINGENCY PLAN

METRO TRANSIT



ASSOCIATED



TELEPHONE NUMBERS

METRO

Paul Donnelly 447-6661
John Tenma 447-6654

ASSOCIATED

Dennis O'Mohundro 365-7300
Henry Hammond 365-7300
Lauri Hanson 767-4130

YELLOW CAB

622-6500

FARWEST CAB

622-1717

DISTRICT

Walt Larsen 587-3455
Cam Standish 587-5558
Jim Washington 587-5577
Dave Anderson 587-5577
Tony Giacalone 587-5577

SECURITY

Chuck O'Toole 587-3410

PUBLIC INFORMATION OFFICE

DESEGREGATION SERVICES

Roscoe Bass 587-3475

PUBLIC INFORMATION OFFICE

587-5130

MEDIA RELEASE

ATTACHMENT 1

ASSOCIATED SCHOOL BUS SERVICE

Assumption: That approximately 433 Associated buses will be utilized in transporting students to and from school with approximately 80% utilized on dual runs. Arrival times at schools for buses: Secondary - 7:35 AM Elementary - 9:00 AM. Departure times at schools: Secondary - 2:25 PM Elementary - 3:15 PM.

I COMMUNICATION

A. See Communication Schematic (Attachment 1)

1. Drivers will utilize telephones to call dispatcher
2. Direct line from dispatcher to district Transportation Office
3. Six area road inspectors will be equipped with radios
4. A portable radio will be located in the district Transportation Office

II SECURITY

A. Bus Terminals

B. Enroute

1. Alternative routes
2. Escorts

C. School loading/unloading zones

1. Drivers will divert from area if disruption is indicated at zone and contact dispatcher
 - a. Radio
 - b. Telephone
 - c. Return to closest bus terminal
2. In the event driver cannot depart area they are to:
 - a. Have students place heads in laps with hands over ears and head
 - b. Turn on red flashing lights and honk horn until assistance arrives

III. DRIVER ORIENTATION

A. Date - September 1, 1978

B. Instructions

1. Incident reporting
2. Desegregation Affiliates role
3. Picketing at bus depots
4. Protestors at pickup points
5. Blockades enroute
 - a. Alternate routes
6. Communication
7. Disruption at school loading/unloading zones
 - a. Student safety
 - (1) Bus doors closed
 - (2) Students heads in lap
 - (3) Hands placed over ears and head
 - (4) Red flashing lights turned on
 - (5) Honk horn
 - (6) Wait until assistance arrives
 - (7) Judgement/discretion regard actions
8. Avoidance procedures in the event of confrontations/disruptions
9. Defensive tactics
10. Accident/Injury procedure
11. Staging/Holding centers
12. Media relations

IV AREA ROAD SUPERVISORS

A. Assignment of schools

B. Communication

1. Radios

C. Check out schools prior to arrival of busses

D. Intercept busses and divert to staging/holding areas

E. Report incidents to dispatch office

METRO TRANSIT

Assumption: That Metro Transit busses will be utilized in transporting students to and from school.

I COMMUNICATION

A. See Communication Schematic

1. Metro will have radio contact with all busses
2. A portable unit will be made available and placed in the District Transportation Office - direct contact with net control
3. Metro radio communication will utilize three channels
4. Monitoring of driver/net control will be available

B. Communications Channels: Bus Driver - Dispatcher - Schedule Section - Transportation Office

II SECURITY

A. Bus Depots

III ORIENTATION

A. School Information Packet will be made available to drivers (see attachment)

1. Incident Reporting
2. Discipline
3. Rules for School Bus Drivers
4. Contingency Plan Instructions
5. Names of students riding bus
6. Desegregation Affiliates

B. Information Packet made available to Metro dispatchers

1. Contingency Plan
2. Communication
3. Security
4. Driver's Information Packet

EXTRACT FROM METRO DRIVER'S INSTRUCTIONS

VII. CONTINGENCY PLAN

In the event that unusual circumstances arise in which the safety of your passengers is threatened, an alternative plan of action will be carried out.

A. Metro dispatcher will notify drivers regarding the existence of disturbance locations and order those coaches affected to a pre-arranged holding area away from any disturbances.

B. In the event drivers themselves witness any unusual circumstances in route to school:

1. Stop and immediately contact dispatcher and await further instructions.
2. If radio fails and adult monitor is on board coach, he/she may exit and call for assistance.
3. Do not allow anyone to board your coach without proper police, Metro or Seattle School District identification.
4. Do not allow students already on your coach to depart.

C. In the event a driver finds himself/herself and his/her coach in the center of a disturbance:

1. Immediately instruct all students to hold their heads in their lap, hands covering eyes and ears.
2. Contact dispatcher.
3. If radio fails, sound steady blast of horn so as to attract attention.
4. If possible, depart danger areas and again notify dispatcher when you have located a safe stopping area away from the disturbance.
5. If moving the coach is impossible, wait for further instructions.

All actions taken by the driver must be carried out with the concept of safety first for his/her student passengers.

VI. BUS SUPERVISORS AND DESEGREGATION AFFILIATES

The driver is in full charge of the bus and passengers, and must be obeyed. If a supervisor is assigned to the bus by the District, he/she will be responsible for the behavior of the students while the driver is responsible for the safe operation of the bus. Students must obey both driver and supervisor.

A. Prevention Orientation (Session to be held August 31, 1978)

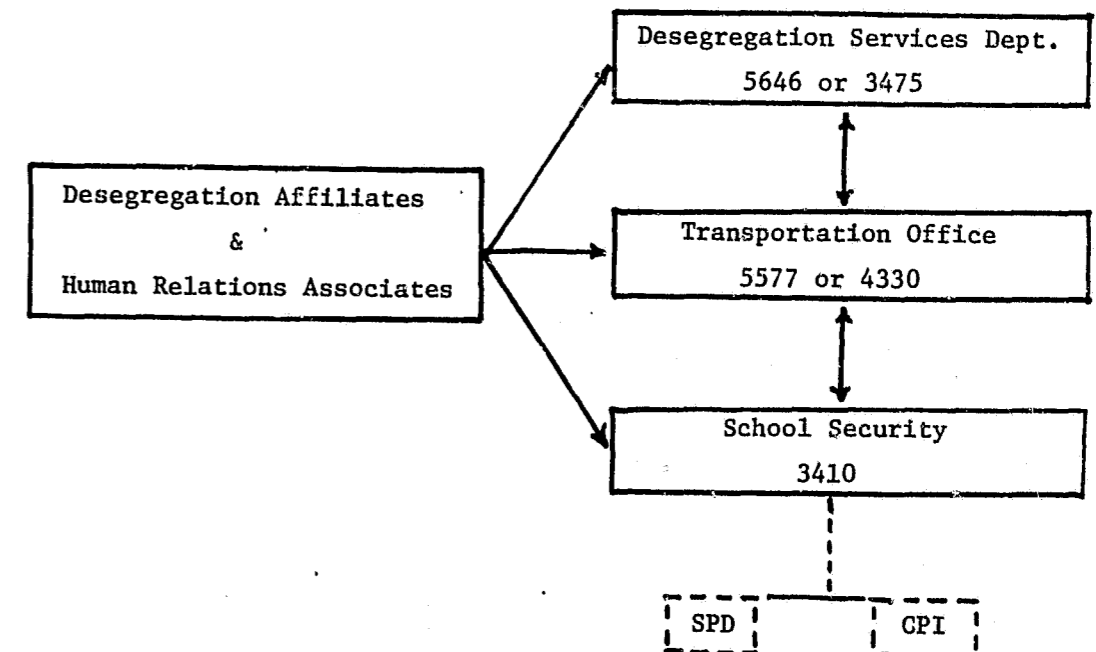
1. Bus rules and regulations: Activities on bus
2. Human Relations Training
3. Conflict Prevention/Intervention
4. First Aid/Cardio-Pulmonary Resuscitation
5. Parent contacts
6. Incident reporting
7. Knowledge of contingency planning
8. Community knowledge
 - Fire Department
 - Hospitals
 - Police Precincts
 - Other schools
 - Phone booths
 - Reliable parents
9. Attend up-dating meetings (called at various time throughout the year)

B. Contingency Situations ("Dry" run to be held September 1, 1978)

1. Pick-up Point Conflicts
 - a. Late bus
 - b. Accidents/illnesses-also drugs
 - c. Unauthorized persons in the pick-up point/at stop

- d. Late student
 - e. Fights
 - f. Protesters
2. In-route Incidents
 - a. Bus accidents (vehicular)
 - b. Accidents/illnesses-also drugs
 - c. Fights
 - d. Malfunctioning vehicle
 - e. Traffic problems (when possible/when warranted)
 - f. Protesters
 3. Role Definitions
 - a. Building responsibilities
 - b. Job description

LINES OF COMMUNICATION FOR CONTINGENCY SITUATIONS



VII. CRISIS PREVENTION AND INTERVENTION (CPI)

A. Prevention

1. Climate Assessments

Multi-ethnic teams go into buildings to assess racial climate in the building. This is accomplished by talking and observing classrooms, halls, students, staff (all staff classifications). Process begins by coming for an orientation with the staff on what we will do while in their building. This is followed by two days in the building. A report prepared by CPI staff is then presented to the building staff. Additional follow-up is available as requested.

2. CPI Workshops - The CPI team will provide workshops in:

- a. Cross-cultural relations
- b. Cross-cultural communications between groups and individuals from various groups
- c. Team-building of staff
- d. Climate internal and external to the building.

B. Intervention -- Procedures in the event of crisis:

1. Call Area Administrator

2. Call security

3. Call CPI Team

4. On the phone provide this information:

- a. What is the nature of the incident?
- b. What groups are involved? Specifically identify them.
- c. Gender and age makeup
- d. Number(s) involved
- e. Special language considerations

5. If applicable, consider intervention by local team cluster. (Those who went to Awareness House, Oakland, California)

6. CPI team members will:

- a. Notify administration of their arrival.
- b. Wear name tags.

7. CPI team leader will conduct initial briefing with CPI team and building administrator. Have school locate students for a meeting, if needed.

- a. Depending on number involved, separate into opposing groups (if 10 or more)

- b. When possible, work in CPI team pairs (pair with each group)

8. Bring opposing groups together to:

- a. Go over perceived problems, then alternatives (prioritize)
- b. Appoint student notetakers (optional)
- c. Get students to select a small committee from both groups to agree on alternatives to problems.

9. Hold total meeting with building administration and provide brief overview of students concerns and possible alternatives.

10. Review what changes can be agreed upon.

VIII. HUMAN RELATIONS

- A. The Human Relations In-Service Training Unit will provide six 32-hour training sessions. Follow-up communication sessions are desirable in the various buildings.
- B. There will also be building-based human relations training, with the content to include cross-cultural communications, or team-building and/or values clarification.
- C. Staff will also be available for in-building staff meetings on conscious and unconscious behaviors which may cause interpersonal/intergroup frictions. Primarily these staff members will work under the CPI unit with release for the above mentioned training sessions which will be handled by the Staff Development Office.
- D. Staff will be provided with additional training in group process, role playing, etc.

IX. MAINTENANCE AND OPERATIONS

- A. Maintenance employees are assigned to various locations in the performance of their duties. In the event of student disruptions or civil disorders of any type these employees will be instructed to avoid involvement in the problem and to contact their immediate supervisor as soon as possible for direction regarding a change of assignment for the duration of the emergency.
- B. Custodian engineers will be instructed to follow the directions of the principal in the area of building security in the event of student disruption or civil disorders (exterior building doors must not be chained in the closed position unless the building has been evacuated).
- C. The regular directions relating to emergency procedures which are identified on pages 30-34 of the custodians manual are applicable for all plant operations type emergencies.
- D. The supervisor of maintenance will provide procedural directions to the maintenance staff and the supervisor of operations will provide direction to the operations staff.

END