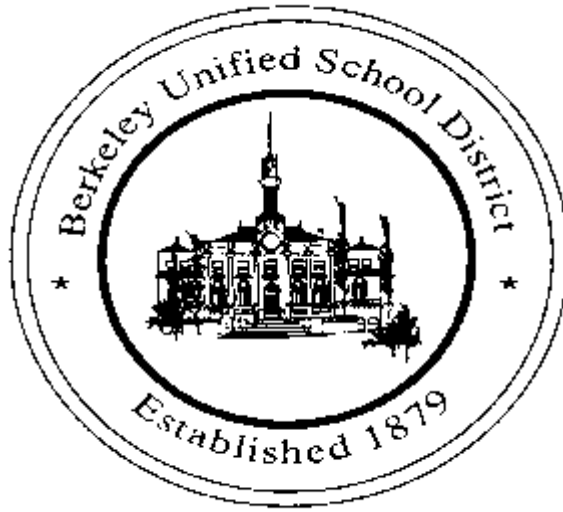


**BERKELEY UNIFIED SCHOOL DISTRICT**  
**Longfellow Middle School**  
**SAFETY PLAN**  
**2016-2017**



[longfellow.berkeley.k12.ca.us](http://longfellow.berkeley.k12.ca.us)

**Marcos Garcia**  
*Principal, Longfellow Middle School*  
1/11/17

# Longfellow Middle School Safety Plan Signature Page 2016-2017

The undersigned members of the Longfellow Middle School Governance Council or Site Safety Committee certify that the requirements for the SB 187 Safety Plan have been met.

---

Principal

---

Vice Principal

---

Safety Officer

---

President, School Site Council

---

Teachers' Association Representative

---

Classified Association Representative

---

Parent Representative

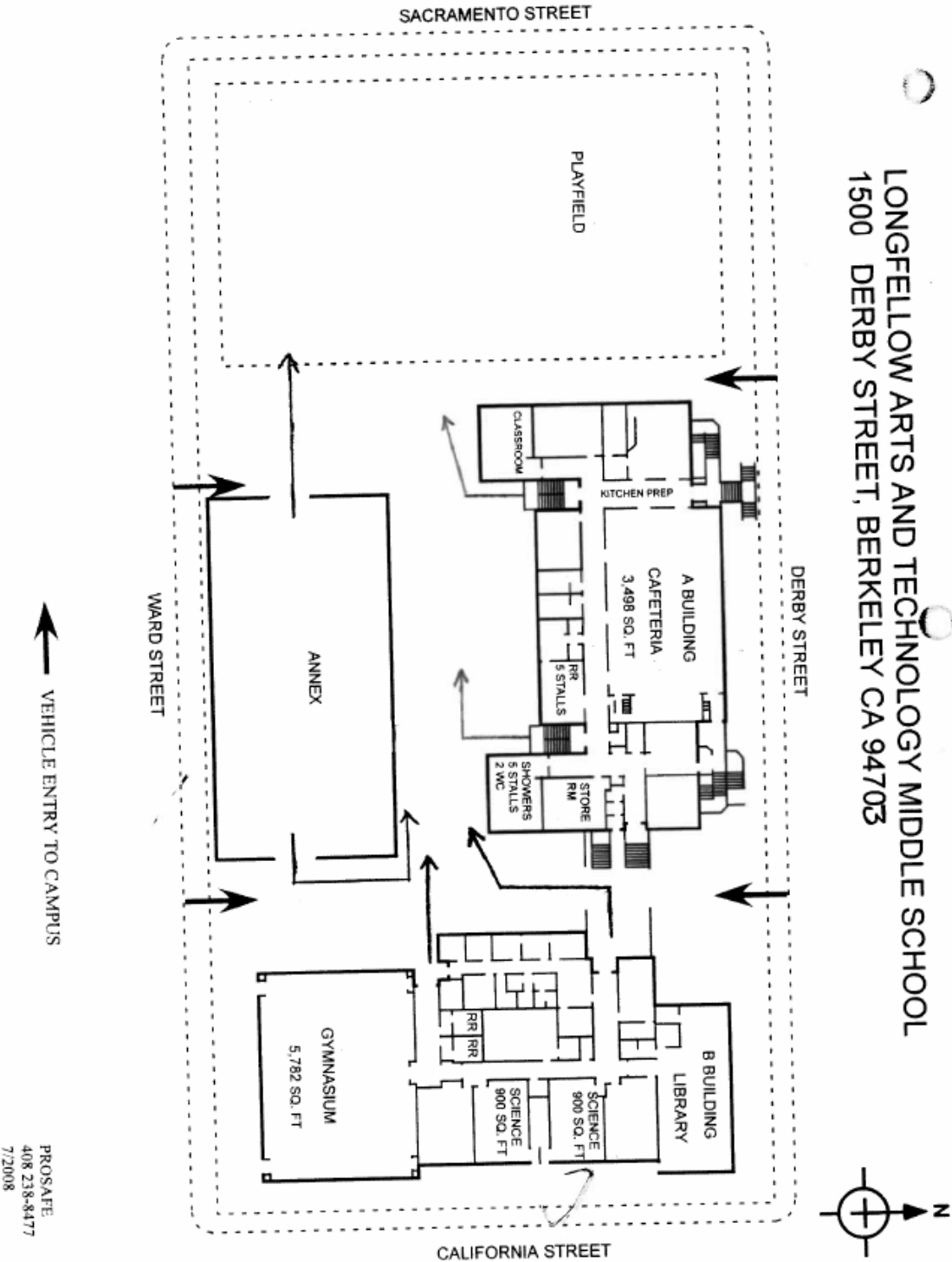
---

Sergeant Amber Phillips, Berkeley Police Youth Services Division

SITE COMPREHENSIVE SAFETY PLAN

Evacuation Map/Plan

LONGFELLOW ARTS AND TECHNOLOGY MIDDLE SCHOOL  
1500 DERBY STREET, BERKELEY CA 94703



# Table of Contents

## Section 1: Overview of Emergency Administrative Procedures

1.1 BUSD Emergency Directory.....	7
1.2 Emergency Action Plan.....	8
1.3 Basic Actions .....	9
1.4 Responsibilities and Duties .....	12
1.5 General Emergency Procedures .....	21
1.5.1. Fire Emergency Procedures .....	21
1.5.2. Earthquake Emergency Procedures.....	24
1.5.3. Electric/Gas Power Outage .....	27
1.5.4. Water Shut-Off.....	29
1.5.5. Gas or Chemical Leak .....	30
1.5.6. Flood.....	30
1.5.7. Fallen Aircraft.....	31
1.5.8. Explosion or Sudden Flash of Light .....	31
1.5.9. Triage During a Crisis or Disaster .....	32
1.5.10. Terrorist Attack.....	32
1.5.11. Emergency Supplies.....	33
1.6 Crisis Response Team (CRT), Multi-Services Team (MST), and Safety-Multi-Disciplinary Team (SMDT) .....	33
1.6.1. School Site Crisis Response Team (CRT) .....	33
1.6.2. Safety Multi-Disciplinary Team (SMDT) .....	35
1.6.3. Levels of Crisis .....	35
1.6.4. Response to Crisis Levels II and III .....	36
1.6.5. Response to Crisis Level I .....	36
1.6.6. Aftercare .....	38
1.6.7. Post Traumatic First Aid .....	38
1.7 Implementation of Plan .....	39
1.8 Structural Assessment Review.....	39

## Section 2: Dealing with Specific Incidents

2.1 Intruder, Shooting, and Hostage Situation .....	42
2.2 Bomb Threat.....	45
2.3 Student Unrest .....	46
2.4 Sexual Assault or Sexual Offense.....	48
2.4.1. Reporting Sexual Assault To/From School .....	48
2.4.2. Reporting Indecent Exposure .....	49
2.4.3. Sexual Harassment Policy.....	49
2.5 Before and After-School Disturbances .....	55
2.6 Arrest of Students .....	56
2.7 Hate-Motivated Behaviors.....	56
2.8 Child Abuse .....	58
2.9 Suicide Attempt on Campus .....	59
2.10 Staff Notification of Dangerous Student .....	60
2.11 Exposure Control for Bloodborne Pathogens .....	60

## Section 3: Student Disciplinary Issues

3.1 Student Involuntary Transfer .....	64
3.2 Alternative Programs .....	64

3.3	Dress Code.....	64
3.4	Campus Supervision .....	66
3.5	Overview of Student Disciplinary Procedures .....	67
3.5.1.	Statement of Rules & Procedures on School Discipline .....	67
3.5.2.	Some Basic Policies Staff, Students & Parents Should Know ..	67
3.5.3.	Responding to a Disturbance (415) .....	69
3.5.4.	Policy on Harassment and Intimidation .....	70
3.5.5.	Notification to Students & Parents of Discipline Policies .....	71
3.5.6.	Crime-Related Support Services in the BUSD Community.....	71

#### **Section 4: Appendices**

4.1.	Appendix A, Site Safety Goals.....	75
4.2.	Appendix B, Education Code Violations.....	76
4.3.	Appendix C, Uniform Complaint Form.....	78
4.4.	Appendix D, Anti Bullying Policy and Complaint Form.....	79
4.5.	Appendix E, Police Questioning Form.....	85
4.6.	Appendix F, Child Protective Services Questioning Form.....	86
4.7.	Appendix G, Procedures for Notification Regarding Students Who have Been Suspended, Expelled and or are on Probation.....	87
4.8	Appendix H, Inventory of Emergency Supplies .....	89
4.9	Appendix I, Evacuation and Reunification Map .....	90
4.10	Appendix J, Longfellow Visual Aids, and support forms .....	91

# **SECTION 1**

## ***OVERVIEW OF EMERGENCY ADMINISTRATIVE PROCEDURES***

## 1.1. BUSD Emergency Directory

### Emergency Telephone Numbers

#### Agencies

Berkeley Police Department.....	911
.....	(510) 981-5900
Berkeley Fire Department .....	911
.....	(510) 981-3473
Berkeley Mental Health Mobile Crisis.....	(510) 981-5254
Alameda County Sheriff's Office Emergency Svcs.....	(925) 803-7800
American Red Cross .....	(510) 595-4400
City of Berkeley Office of Emergency Svcs .....	(510) 981-3473
County of Alameda Emergency Operations Center .....	(925) 803-7888

#### Local Hospitals

Alta Bates Summit, 2450 Ashby .....	(510) 204-4444
Alta Bates Summit, Herrick, 2001 Dwight Wy.....	(510) 204-4444
Children's Hospital, 747 - 52 <sup>nd</sup> St., Oakland .....	(510) 428-3000
Highland Hospital, 1411 E. 31 <sup>st</sup> St., Oakland.....	(510) 437-4800
Kaiser Hospital, Oakland.....	(510) 752-1000

#### BUSD Personnel - Emergency Telephone Numbers

Donald Evans, Ed.D., Superintendent.....	644-8764
Javetta Cleveland, Deputy Superintendent .....	644-8599
Charles BurreSS, Public Information Officer .....	644-6320
Tim Mull, Manager of Transportation .....	644-6182
Dr. Susan Craig, Director, Student Services .....	644-6316

Kimberle Saunders, Interim Risk Manager .....	644-6049
Tim White, Director of Facilities .....	644-6066
Jay Nitschke, Director of Technology.....	644-8934
Evelyn Bradley, Assistant Superintendent, Human Resources .....	644-8636
Pasquale Scuderi, Assistant Superintendent, Educational Services.....	644-8906

NOTE: You must dial 9 first from internal phones.

1.2 Emergency Action Plan

District Responsibility

The Superintendent (or Designee) has the authority to declare a school site emergency during school hours. Under the authority of the Superintendent, all students will be required to remain at school, or an alternate school or safe site during school hours and under the direction and supervision of district personnel or school site administration.

School Site Administration

In an emergency during school hours, students shall be under the supervision of school site certificated and administrative personnel:

- 1. Until regular dismissal time, and then released only if safe.
- 2. Until released to an adult authorized by the parent or guardian whose name appears at school-site or district records prior to dismissal time.



3. In the event that the total school is evacuated, students are released at a temporary staging area supervised by certificated staff.

### **Student Responsibility to and from School**

1. Students *on their way to school* will be brought to school if bussed and only when safe, or they should proceed to school by other means.
2. If students are *on their way home from school*, they are to continue home.

### **General Knowledge**

1. Mass panic can be one of the greatest dangers to oneself and others. Staff must remember that in times of stress, students will look for adult leadership and also to those who are normally in a position of authority. Staff must remain calm, size up the situation, and take action based on known facts and information contained in this manual.
2. Each teacher must keep a roster or other listing of the pupils in his/her charge and available at all times in order to take roll during an emergency and must take the roll book or student roster with them in the event of an evacuation.
3. All school staff members must be thoroughly familiar with the contents of this plan. This emergency plan outlines action which school personnel will be called upon to execute in an emergency situation in order to minimize confusion, injury, and loss of life in a major disaster.
4. If possible, all schools will be notified of any emergency through the main office switchboard, two-way radios, or cellular telephones.
5. In the absence of orders from his/her supervisor, the school Principal is authorized and directed to implement one or more of these plans as described herein, or to take such action as may in his/her judgment be necessary to save lives or mitigate the effects of disaster. As soon as possible thereafter, he/she shall notify the Superintendent of the particular action taken at the school site.
6. Each member of the Board of Trustees in Berkeley Unified School District shall contact the District Control Center as soon as possible.



Note: All reference to *school, schools or campus* apply to Longfellow.

## 1.3 Basic Actions

### Action: STAND BY/EVACUATE

1. WARNING: The warning at the school shall be verbal by public address system, telephone, bull horn announcement, or face-to-face contact. This warning shall be given after immediate accessibility and availability of communication tools are assessed by the Administration/designees.
2. ACTION: "STAND BY" consists of bringing students into the classroom or holding them in the classroom pending further instruction.
3. The Administration/designee directs the next appropriate action. The Teacher/Supervisor guide the students to the next appropriate action.

### Action: LEAVE BUILDING

1. WARNING: The warning at the school shall be by the fire alarm signal.
2. ACTION: "LEAVE BUILDING" consists of the orderly movement of students and staff from inside the school building to outside areas of safety or planned evacuation site.

#### Ball Field Evacuation Points

South side Baseball left (as one stands facing west) = 8<sup>th</sup> Grade  
Left = 6th Grade (South on Basketball courts)

Middle = 7<sup>th</sup> Grade

Sacramento Street				
Ward	Sixth Grade	Seventh Grade	Eighth Grade	Derby
	Basketball Courts	Edge of Baseball field	Baseball Field	

Note: The Ball Field is in use during construction or special events.

3. Action LEAVE BUILDING as appropriate for—but not limited to—the following emergencies:
  - Fire
  - Peacetime bomb threat
  - Chemical accident
  - Explosion or threat of an explosion
  - Following an earthquake
  - Other similar occurrences that might make the building uninhabitable

- At the onset of a Lockdown Alert, when teacher/supervisor has ascertained that leaving is the best option.

### **Action: TAKE COVER**

1. WARNING: In the event of impending hostile attack, the warning at the school shall be verbal warning by public address system, telephone, bullhorn announcement or face-to-face contact. The warning shall be given by an Administrator/Designee.
2. Action TAKE COVER is appropriate for, but not limited to, the following:
  - Severe windstorm (short warning)
  - Biological or chemical threat
  - Sniper attack
  - Rabid animal on school grounds
3. ACTION: TAKE COVER consists of:
  - Hiding behind any solid object (large tree, engine block of car, cement wall), in the event a sniper attack, armed intruder, rabid animal, or
  - Moving immediately to a location which is upwind and uphill in the event of a chemical or biological threat
  - If there is no hill, move upwind.

☛ Note: If gas odor is noticed in an immediate area or school site area, do not ring the bell or turn on light switches. Use verbal means to alert classrooms to evacuate; use extra caution so as not to place oneself in danger of inhaling chemicals. Smoking and start-up of vehicles may cause sparks or explosion to the gas or other chemical leak.

### **Action: DROP**

1. WARNING: The warning for this type of emergency is the beginning of the disaster itself.
  - Earthquake: ground shaking
  - Nuclear attack: intense light and tremendous sound
2. Action DROP is appropriate for, but not limited to the following:
  - Earthquake
  - Explosion
  - Surprise nuclear attack

*When inside school buildings:*

- Immediately TAKE COVER under desks or tables and turn away from all windows.

- Remain in a sheltered position for at least 60 seconds silent and listening to/or for instructions.

*When outside of school buildings:*

- Earthquake: move away from buildings
- Take a protective position, if possible.

*Nuclear Attack:*

- Take protective position, OR,
- Get behind any solid object (ditch, curb, tree, etc.); lie prone with head away from light or blast; cover head, face, and as much of the skin surface as possible; close eyes, and cover ears with forearms.

☛ **NOTE:** Students must be instructed to react in the same manner on their own in case this type of catastrophe occurs while on their way to and from school, away from school, or when the teacher is not present.

#### **Action: DIRECTED MAINTENANCE**

1. The BUSD Incident Manager will direct emergency operations from the District Office.
2. No school personnel/students are allowed to enter a school facility until inspected by and authorized by appropriate school personnel: Maintenance and School Administrators, and if applicable, Police, Fire, or City Inspector.
3. In the event that drinking water is unsafe, school site gardener maintenance personnel will turn off water valves and seal the drinking fountains.
4. Water, gas, and electrical shut-off valves will be shut-off for each applicable building under the joint authorization of the administration and head custodian.

#### **Action: DIRECTED TRANSPORTATION**

1. **WARNING:** Under certain disaster conditions, authorized officials may attempt to move an entire community, or portion thereof, from an area of danger to another area of safety.
2. This is a very difficult civil defense procedure and will not be attempted unless there is no other alternative.

3. Action DIRECTED TRANSPORTATION is considered appropriate only when directed by the Superintendent or designee, Site Administrator, Police, Fire, or OES. It may be appropriate for, but not limited to, movement away from:

- Fire
- Chemical & Biological Gas Alert
- Flood
- Fallout Area
- Blast Area
- Chemical & Biological Gas Alert
- Specific Man-Made Emergency (shooting, fire, etc.)

☛ **NOTE:** Action DIRECTED TRANSPORTATION consists of loading students and staff into school buses, cars and other means of transportation, and taking them from a danger area to a designated safety area.

#### **Action: GO HOME**

1. Action GO HOME consists of:
  - Dismissal of all classes
  - Return students to their homes by the most expeditious means
2. WARNING: The warning at the school shall be disseminated by announcement on the public address system, bull horn, telephone, walkie-talkie, or by face-to-face verbal announcement by the site administrator.

☛ **NOTE:** Action GO HOME is to be considered only if there is time for students to go safely to their homes and if buses or other transportation are available for students who live at a distance from the school. Notification of parents by radio broadcast, local television, ALERT website, phone distribution lists, or other means will be requested.

#### **Action: CONVERT SCHOOL**

1. Action CONVERT SCHOOL to a Red Cross emergency facility will be initiated by the City of Berkeley.
2. The school district will turn over the facility for living and eating upon request by the City of Berkeley.

#### **Action: LOCKDOWN/ ALICE Protocols**

The District uses the ALICE Protocols for violent /armed intruder incidents. These responses are not designed to be sequential, but rather, to be used dynamically depending upon each situation. The ALICE Protocols include:

A - ALERT - Use plain and specific language to alert others to the danger, including 911 calls and communications to individuals on site. Use any means necessary to provide the alert including the public address system, bull horn, phone, two-way radio.

L - LOCKDOWN - Students and staff go into classrooms/buildings or Safe Staging Areas , lockdown and barricade the room, cover windows, turn off lights, prepare to evacuate or counter, if needed.

I - INFORM - communicate the violent intruder's location and direction in real time utilizing all means available, including 911 calls, PA system, and surveillance video.

C - COUNTER - create noise, movement, distance, and distraction to reduce the intruder's ability to shoot accurately. Counter is not fighting

E - EVACUATE - when safe to do so, remove yourself from the danger zone, run in a zig zag pattern or other motion, as appropriate, to avoid becoming a target.

(Information obtained from the ALICE Training Institute website.)

LOCKDOWN and ALICE protocols are appropriate, but not limited to the following:

- A violent intruder on campus
- Sniper
- Shooting
- Hostage situation
- Riot

The Administrator/designee and/or staff member(s) witnessing the event will contact 911 and give specific location, details of situation, weapons, number of intruders involved, victims, and any other pertinent information for Berkeley Police Department (BPD) to take immediate action. ALL CLEAR SIGNAL: Emergency is over. Notification by public address system announcement, bull horn, walkie-talkie, or face-to-face contact by an Administrator/Designee.

## **1.4 Responsibilities and Duties**

### Board of Trustees

The Board of Trustees of Berkeley Unified School District, in the event of an emergency, will convene an emergency session for the purposes of declaring a school closure, emergency funding, and temporary assignment of personnel.

#### District Emergency Preparedness Staff

1. The role and responsibility of the Natural Disaster Preparedness staff (Maintenance & Facilities) for Berkeley Unified School District is the administrator responsible for disasters and disaster preparedness.
2. The Natural Disaster Preparedness staff shall be responsible for informing the Board of Trustees of the disaster preparedness needs and progress.
3. The Natural Disaster Preparedness staff shall insure that an annual review of the District Disaster Preparedness Plan is performed and that the required submission of these plans is made.
4. The Natural Disaster Preparedness staff shall work with the American Red Cross and City of Berkeley to make preparations for emergency shelters.
5. The Natural Disaster Preparedness staff may appoint a member of the school site staff or administrator as District Emergency Preparedness Coordinator to assist with the coordination of Emergency Preparedness Disaster procedures.

#### Certificated and Classified Personnel

1. The School Site Administrative Team Consists of:

<b>POSITION</b>		<b>Duties</b>
Principal -	Marcos Garcia	On Scene Commander – Ball field Playground
VP -	Christopher Harrell	Inspect office building – go to Fire Panel
Safety Officer 1	Terrell Boone	Inspect Academic building 1 <sup>st</sup> & 2 <sup>nd</sup> floor
Safety Officer 2	Jacqueline Cunningham	Inspect Annex building
Secretary	Roquael Baham	Emergency cards, phone, radio
Records or Attendance	Mrs. Pecot	Playground – Assist with attendance
Custodian	Jason Lewis	Inspect Academic building basement
Counselor	Marie Joiner	Playground – attendance – Ball Field/Playground
Night Custodians	Damond Tims	Check all Buildings and assist where needed.

The Administrative Team, under the direction of the Principal and secretaries, shall assume the overall direction of emergency or disaster procedures at their site. This includes direction on all nine "ACTIONS" and includes but is not limited to the following:

- Direct evacuation of buildings, using fire signals or other procedures as required, for fire, threatened explosion, or following cessation of earthquake or tremors.
- Work with police to arrange for evacuation of students when their safety is threatened.
- Issue orders to teachers if students/staff are to assemble in staging areas within the school or community for safety or transportation.
- Conduct fire, earthquake and armed intruder drills at least three times per school year.

2. Teachers, Instructional Assistants, and Other Certificated Staff shall be responsible for:

- Direct evacuation of students in their charge to proceed directly to inside or outside an assembly area, in accordance with signals, warning, written notification, or intercom orders, or self-evaluation of a situation.
- Give the DROP, TAKE COVER, LEAVE BUILDING/AREA command as appropriate to the situation.
- Take roll when class is relocated in an outside/inside assembly area or other location. The roll book must be kept in an accessible area near the teacher's desk so that it can be easily located and moved in the event of an emergency.
- Report missing pupils to the Administrative Team/designee.
- Direct students needing first aid to health office or other designated first aid area. Provide for the health and safety of their students.
- Maintain order, discipline, and morale of students in their charge.
- Follow the District guide as it relates to the emergency.
- Para-educators shall assist their classroom teachers unless otherwise directed by an administrator.
- Teachers will be responsible for the supervision of students in their charge until the administrator releases the teachers.
- All other certificated staff not directly supervising students are to report to their administrator for assignment.

3. Emergency Coordinator and Custodians

The Field Supervisor and Team Members are:



<b>POSITION</b>	<b>Duties</b>
Principal/Director	On Scene Commander – Ball field Playground
VP	Fire Panel in “C” or “A” building
Safety Officer 1	Inspect “C” Building and Gymnasium
Safety Officer 2	Inspect “A” and “B” Buildings
Secretary	Emergency cards, phone, radio, to Stewart Street
Records or Attendance (if present)	Playground – Assist with attendance
Custodian	“D” building
Counselor	Playground – attendance – Ball Field/Playground
Night Custodians	Check all Buildings and assist where needed.

The field supervisor, custodians, and maintenance staff are responsible for the use of emergency equipment, the handling of supplies, sanitation, and the safe use of available utilities including but not limited to:

- Control main shut-off valves of gas, water and electricity, and inspect for broken lines. Report all broken lines to the site administrator and District-level Maintenance and Facilities Director.
- Open gates to assembly or exit areas.
- Survey and report damage to Administrative Team and Maintenance and Facilities Director.
- Direct firefighting efforts until professional fire fighters arrive.
- Identify and conserve usable water supplies.
- Disburse supplies and equipment as needed.
- Perform and assist with other duties as required.

Sanitation: The Resource and Supply Support Team shall establish a Sanitation Kit which contains the following:

- Small garbage cans with lids; small garbage pails
- Plastic bags which fit in indoor trash cans (or toilet bowls; toilet paper)
- As soon as possible after the emergency, check to see if the restrooms are safe to use. If they are, and there is no water, use plastic bags to line the toilets. Bags must be tied shut after use and placed in large covered trashcans with lids.
- If restrooms are unsafe, use predetermined area. Use garbage pails in kit; line them with plastic bags, tie shut, and dispose of in large trashcan with lid.
- Predetermined possible areas where sanitation pits can be dug, as far away from the nearest building, water, and downhill as possible, must be considered.
- Make areas as private as possible and keep in mind gender needs and separation.

#### 4. School Liaison and Support Team

Field Supervisor and Other Team Members:

<b>POSITION</b>	<b>Duties</b>
Principal/Director	On Scene Commander – Ball field Playground
VP	Fire Panel in “C” or “A” building
Safety Officer 1	Inspect “C” Building and Gymnasium
Safety Officer 2	Inspect “A” and “B” Buildings
Secretary	Emergency cards, phone, radio, to Stewart Street
Records or Attendance (if present)	Playground – Assist with attendance
Custodian	“D” building
Counselor	Playground – attendance – Ball Field/Playground
Night Custodians	Check all Buildings and assist where needed.

The School Staff Liaison and Support Team are responsible for, but not limited to, the following duties:

- Report fire or disaster to appropriate authorities; 9-1 -1 when appropriate.
- Operate phone or radio; monitor emergency radio broadcasts as needed, and act as messengers and carriers when directed.
- Assist the Administrative Team as needed.
- Provide for safety of essential school records and documents. Assume physical control of emergency cards for each student.
- Maintain an updated database, or printed information on each student's emergency records, registration information, and classes in a handy portable plastic bin for easy access to carry outside in the event of an emergency evacuation in the attendance and counseling technician offices.
- Perform any duties as may be required/assist the Administrative Team as needed.
- Act as liaison between school and parents.

## 5. First Aid/CPR Team

Field Supervisor and Other Team Members:

<b>POSITION</b>	<b>NAME</b>	<b>TELEPHONE</b>
Field Supervisor	Marcos Garcia	510.644.7788
Team Members	Kim Stanley	*27018
	Greg Ward	*27013
	Marie Joiner	*46412
	Deirdre Sims	*27214
	Michael McEvoy	*27216

	Ananda Esteva	*27110
	Jose Lepe	*27420

- The designated First Aid Area shall be:

SITE	FIRST AID AREA
Longfellow	Between the annex and the blacktop near the Emergency Disaster Shed
In the event of damage to the playground, the conference room will be used.	

The First Aid/CPR Team shall administer first aid/CPR and supervise the administration of first aid/CPR by other trained personnel.

- Employing the concept of triage, the First Aid/CPR Team shall render first aid to victims based medical priority need first.
- The First Aid/CPR Team shall support the efforts of professional emergency personnel who respond to school site.

#### 6. Morgue

The designated morgue area shall be isolated and located in Room 31. The Field Supervisor and Team Members shall supervise the isolated morgue area.

Field Supervisor and Team Members:

POSITION	NAME	TELEPHONE
Field Supervisor	Marcos Garcia	510.644.7788
Science Department	Jose Lepe	*27420
	Matt Hinckley	*27303
	Jamie Robertson	*27306
Physical Education Department	Greg Ward	*27013
	Kim Stanley	*27018
Campus Safety Officers	Terrell Boone	*27314
	Jacqueline Cunningham	*27313

#### 7. Food Services Team

Under the direction of the Director of Food Services, the Cafeteria Personnel will:

- Supervise and coordinate the feeding of students and staff if necessary.
- Maintain water supplies and storage.
- Perform other duties as necessary.

#### Water Supplies and Storage

Bottled water shall be stored throughout the campus in the event of a crisis. Mark and date water cases: "Emergency Water." Once a year, the water should be replaced with fresh bottled water. Bottled water shall be stored in the Emergency Disaster Shed and in classroom Emergency/First Aid backpacks:

SITE	EMERGENCY DISASTER SHED LOCATION
Longfellow	To the rear of the annex on the black top near the west basketball court.

- Each school site should have a two-day supply of food; it should not be necessary to collect and store additional food.
- Provide food and water for all staff/students at the school site while the emergency exists.
- Obtain briefing from Principal or designee, and Resource Support Team Leader.
- Collect all stored food, water, and supply of disposable cups, plates, and utensils, and place in the kitchen if not damaged. If damaged, use alternate kitchen site.
- Determine best method of feeding and plan menus. Establish feeding schedule and amount of meals feasible to serve.
- Determine cooking facilities, cooking assignments, serving, and general maintenance of the feeding area.
- Food and water must be closely rationed and supervised. Determine food and water requirements. Estimate needs based on the projected duration of the incident.
- Maintain a log of meals served.
- Request from the Principal or other site administrator to assign assistance to the Food Services Team in the event that food service managers and other food services personnel are not on site at the time when the emergency occurs.

#### 8. Child Care Center and Alternative Program

POSITION	NAME	TELEPHONE
Field Supervisor	Marcos Garcia, Principal	510.644.7788
Team Member	Yolanda Pecot, Child Care Director	510.644.6260

In the event of a natural or other disaster, staff and students in these programs will be instructed to disperse to the name locations under the direct supervision of the program directors/teachers.

Teachers in these programs will be required to take roll when class is relocated in an outside/inside assembly area or other location. Teachers will be required to keep their roll books in an accessible area near their desks.

Directors/teachers of this program will be responsible for accessing emergency and medical information for the children and students in these programs.

#### 9. Clerical and Other Classified Staff

All other classified staff shall be assigned to assist in any number of areas including—but not limited to:

- Food Services
- Assembly Supervision
- Counseling
- Answering Phones
- Morgue
- First Aid/CPR
- Student Records/Release
- Distributing Supplies

All other classified staff shall be under the direct supervision of their assigned field supervisor.

#### 10. Multi-Service Team (MST)

POSITION	NAME	TELEPHONE
Field Supervisor/Secretary	Marcos Garcia-Principal	510.644.7788
	Roquel Baham-Secretary	510.644.6360
Psychologist	Bay Area Children First Interns & City of Berkeley All sites	510.883.9312
Head Counselor	Marie Joiner	510.644.6412
Health Practitioner	RiKi Moreno, BUSD Nurse	510.644.6210
All School Counselors for Crisis Intervention/Social Worker	Francine Ortega	510.981.5280
Community Service Providers	N/A	

For the purpose of providing support services and counseling for students and staff undergoing high anxiety and stress, the Multi-Service Team shall be located at King CDC. In the event that the location is not appropriate at the time of crisis, then an alternate site will be designated.

The Multi-Service Team, at the time of a crisis or disaster, shall be assembled to provide counseling and emotional support for students whose level of anxiety warrants additional support or this type of service.

The school guidance counselors shall also support the efforts of the Multi-Service Team in the event that additional counseling and emotional support are needed.

Triage: The Multi-Service Team, under the direction of the School Psychologist, shall screen the degree emotional conditions of victims or those affected in order to provide immediate and appropriate intervention.

## 11. Evacuation Areas

Field Supervisors (includes administrators and counselors) and Team Members:

POSITION	NAME	TELEPHONE
Principal	Marcos Garcia	510.644.7788
Vice Principal	Christopher Harrell	510.644.7707
Academic Counselor	Marie Joiner	510.644.7770
Mental Health Counselor	Rosina Keren/Aaron Lechuga	510.644.6077
Safety Officers	Terrell Boone Jacqueline Cunningham	*27314 *27313
Records Clerk	Yolanda Pecot	510.644.6260
Secretary	Roquael Baham	510.644.6360

The on-site evacuation areas include:

Ball Field

Basketball Courts

Amphitheater  
Longfellow Park

Garden Area  
Regent Street

Any other location will be announced if needed.

- The Field Supervisors will oversee the order and conduct of the assembly.
- The Field Supervisors will oversee the release of any student to an authorized adult.

In the event of an evacuation off campus, the staging areas will include:

SITE	OFF SITE STAGING AREA
Longfellow	San Pablo Park 2800 Park Street, Berkeley, CA 94702 510.981.5150 Berkeley Technology Academy (B-Tech) 2701 Martin Luther King, Jr. Way, Berkeley, CA 94704 <b>Soccer Field-Milvia Street &amp; Derby Street</b>

Field supervisors assigned to particular staging areas:

SITE	NAMES	STAGING AREA
Longfellow	Greg Ward Patrick Collins Tyra Herr	Field Gym Theater

Student Registration and Emergency Release Information: All field supervisors shall take the student registration and emergency release kits with them to the staging areas if at all possible.

Evacuation for Persons with Disabilities: All students, staff, and visitors must evacuate in an emergency. No one shall be left in any building. An emergency is any life threatening or life endangering situation. Report emergencies in the usual manner, and evacuate disabled persons according to their Individualized Emergency Evacuation Plan. Should the police conduct the evacuation, they should be notified of any persons requiring additional assistance.

The Secretary shall be responsible for disseminating appropriate information to staff which identifies the evacuation plan for students with disabilities, if appropriate.

*Persons who may need assistance:*

- Any person with mobility, vision or recovery problems
- Anyone with a temporary disability such as a student with an athletic injury
- Guests or visitors with disabilities
- Any confused person

*For visually impaired persons:*

- Tell the person where they are
- Tell the person the nature of the emergency
- Assigned guide should accompany them and:
  - Tell them where they are
  - Advise them of obstacles
  - Advise them of conditions
- When you reach safety:
  - Ask if you can be of further assistance
  - Orient the person of their surroundings
- The guide should stay with the person

*For hearing impaired persons:*

- Hearing impaired persons may not perceive emergency alarms. Switch lights on and off (if safe to do so) to gain attention or gesture what is happening or what to do.
- With simple, direct gestures or sign language, point them to safety.
- If you know sign language, communicate with the person. You may also write directions on paper.

*For wheelchair confined persons:*

Persons in wheelchairs with respirators must have priority assistance if there is smoke, as their ability to breath is jeopardized. Determine if a person may have limited ability to be moved or if lifting may be dangerous to their health. This should be determined when the student enrolls. Things to consider:

- Ways to remove a person from a chair
- Number of people needed for assistance



- Whether to extend or bend extremities; prosthetic equipment used by the student may be needed
- Whether a stretcher, chair, or another seat will be needed for evacuation

*Evacuation with a wheelchair:*

- Control the chair and use a guide if the student cannot manage the chair
- Secure the person in chair with seat belt, if appropriate
- Lock foot rests
- Many chairs have moving parts, which are not constructed, to withstand lifting; lift and move chairs by the rigid frame only, with electric power off, if necessary

## 12. Resource and Supply Support Team

List of participants:

POSITION	NAMES	TELEPHONE
Field Supervisor	Marcos Garcia	510.644.7788
Team Members	Christopher Harrell	510.644.7707
	Mary Patterson	*27416
	Jamie Robertson	*27306
	Patrick Collins	*27307

Duties and responsibilities:

- Keep a master list and map of disaster related supplies stored in the Emergency Disaster Shed (such as search and rescue equipment, major first aid kit supplies, water, blankets, flashlights, batteries, etc.)
- All team members shall keep a map indicating where the Emergency Disaster Shed is located.
- The administrative team shall also have a copy of the location of the supplies.
- Regularly inspect/replace shelf-life items such as batteries for flashlights and radios.

## 1.5 General Emergency Procedures

### 1.5.1 Fire Emergency Procedures

All classrooms and offices shall have an Emergency Exit chart posted in a prominent location.

Fire within a school building

In the event that a fire is detected within a school building, use the following procedures:

- The Vice Principal will determine the location of the fire (through the electrical panel/indicator) and notify the Site Supervisor.
- The Head Custodian and/or VP will determine the extent of the smoke or fire and if appropriate telephone or radio the Secretary to call the Fire Department.
- If the fire alarm makes an accurate determination, the VP or designee will telephone or radio the Secretary to contact the fire department to provide information on the exact location of the fire. The VP and designees will automatically implement ACTION LEAVE BUILDING.

#### Staff Responsibilities

- The Principal or designee will contact the Superintendent's office at 644-6206.
- The Teachers will supervise the evacuation of the classrooms to the designated areas according to the Emergency Exit Plan posted in every classroom and office.
- The Principal and other members of the Leadership Team will disperse supervisory personnel to their locations and instruct them to aide in the evacuation process.
- All staff shall maintain control of students at a safe distance from the fire and fire fighting equipment.
- The Head Custodian or designees shall assist by shutting off gas valves, electricity, etc., or other if necessary for evacuating, putting out the fire, etc.
- The Head Custodian or designee shall open necessary gates for fire truck and other emergency vehicle access when appropriate. The Head Custodian or designee will also keep access entrances open for emergency vehicles.
- The Teachers will take their roll books to the evacuation site and take roll. Teachers will report any missing student(s) to their Field Supervisor/Administrator.  
(Hold up red colored placard)
- The First Aid/CPR Field Supervisor shall maintain a first aid station in the area closest to the Emergency Disaster Shed at each site. If the areas closest to the Emergency Disaster Sheds have suffered structural damage, the designated First Aid station shall be located in the conference room at each site. The Evacuation Field Supervisor shall be contacted in the event that a student or staff requires first aid attention.  
(Hold up yellow placard)
- The Principal shall receive direction from the Superintendent or designee from the District Office if Action GO HOME is to be implemented.

- Students and staff shall not return to the school unless the site administrator, under the direction of the fire department and in consultation with the Superintendent or designee, declares the school site to be safe.
- The Principal shall instruct all staff to remain and help clear the campus in the event that the school will be closed. The Principal will release the staff when feasible.
- If the school is to remain open, the end of the evacuation will be signaled by voice communications (telephone, bullhorn, radios, or face-to-face contact at which time students and staff will re-enter the classrooms and resume their instruction and studies.

### Fire Near School

The Principal (or designee) shall:

- determine the need to execute ACTION LEAVE BUILDING if nearby fire poses an immediate threat to the students or the building.
- notify the Fire Department by calling 911.
- determine whether the student and staff should leave the school grounds and if the situation warrants leaving the area. Follow the same process as *Fire Within School Building* above.
- direct and maintain control of the students at a safe distance from the fire.
- notify the Superintendent's office at 510.644.6206.
- notify students and staff when it is safe to return to the school site under the direction of the Fire Department and in consultation with the Superintendent or designee.

### In Case of Fire

EMERGENCY ACTION	PROCEDURES
WARNING	Fire alarm sounds
DIRECTIONS	<ul style="list-style-type: none"> <li>• Leave room quietly in a single line.</li> <li>• Walk to assigned evacuation area. (Refer to <i>Emergency Exit</i> chart)</li> <li>• Teacher must leave room last and take roll book.</li> <li>• Teacher must take roll at assembly area.</li> <li>• Staff/students must wait quietly &amp; orderly for further instructions.</li> </ul>
ALL CLEAR	<ul style="list-style-type: none"> <li>• Notification by verbal communication (telephone, bullhorn,</li> </ul>

radios or face-to-face contact).

- Students follow teacher's instructions.

### Emergency Personnel

When Fire Department emergency personnel arrive at the school site, administration and field supervisors shall take direction from the Fire Department personnel.

### Fire Drill

Field Supervisor and Team Members:

POSITION	NAME	TELEPHONE
Field Supervisor	Marcos Garcia	510.644.7788
Administrative/Leadership Team	Christopher Harrell	510.644.7707
	Marie Joiner	510.644.6412
	Rosina Keren/Aaron Lechuga	510.644.6077

### Responsibilities of Team Members

- Supervise the evacuation of assigned areas.
- Check for orderly departure from the classrooms and other buildings.
- Check for staff control of students, teacher possession of roll book, evacuation of classes, assembly of students and staff find a safe area away from "burning buildings", "emergency vehicles" or equipment.
- Take note of the evacuation time frame of assigned area.
- Report via walkie-talkie to Site Supervisor immediately after assigned areas is evacuated.

### Individual Responsibilities

Clerical Staff:

- Instructions will be given via walkie-talkie by Site Supervisor approximately two to three (2-3) minutes after the fire alarm.
- Instructions will be given via walkie-talkie by Site Supervisor approximately three to five (3-5) minutes after all buildings are evacuated and it is safe to return to class.

Secretary:

- Send a brief notice to all classrooms and offices to determine the need of an emergency exit chart.
- Issue "Emergency Exits By Zone" charts to classrooms, which have responded that they are in need of a map.

**Security:**

- Route individual "roaming" students to the nearest evacuation site.
- Assist with supervision and cooperation of orderliness of individuals during drill.

**Team Member Assignments: Names & Locations**

<b>POSITION</b>	<b>Duties</b>
Principal/Director	On Scene Commander – Ball field Playground
VP	Fire Panel in “main” building
Safety Officer 1	Inspect “C” Building and Gymnasium
Safety Officer 2	Inspect “A” and “B” Buildings
Secretary	Emergency cards, phone, radio, to Stewart Street
Records or Attendance (if present)	Playground – Assist with attendance
Custodian	“D” building
Counselor	Playground – attendance – Ball Field/Playground
Night Custodians	Check all Buildings and assist where needed.

## 1.5.2 Earthquake Emergency Procedures

In case of earthquake

<b>EMERGENCY ACTION</b>	<b>PROCEDURES</b>
WARNING	Actual Earthquake
DIRECTIONS	<ul style="list-style-type: none"> <li>• Implement ACTION DROP: EARTHQUAKE!</li> <li>• Move under a table, desk, or other type of protection</li> <li>• Face away from windows</li> <li>• Bend head close to knees</li> <li>• Cover back of head with one hand</li> <li>• Use other hand to hold onto table leg</li> <li>• Protect eyes</li> <li>• Stay under cover</li> </ul>
ALL CLEAR	<ul style="list-style-type: none"> <li>• Verbal notification/instructions by bullhorn, radio or runner</li> <li>• Buildings may be evacuated (teacher must take roll book)</li> <li>• Follow teacher's instructions</li> </ul>

- |  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>• Check yourself (to make sure you are O.K.)</li> <li>• Check your neighbors</li> </ul> |
|--|--|

### Earthquake Emergency Procedures for Administrative Team

Principal or Designee will direct the Head Custodian to turn off power, water, or gas if necessary, or if directed to do so by the District Office.

The Principal or Designee will prepare teachers to make visual inspections of outdoor area 60 seconds after shaking stops. Teachers will then lead students to designated outdoor locations if safe to do so. If conditions dictate, teachers may choose to keep students in their classrooms. Students should not be sent anywhere without staff. Teachers may have to stay with students for extended periods of time.

Principal or Designee will assess damage/injuries as soon as possible and report the following information to the BUSD Incident Command by radio:

- Name of the School
- Time of disaster and time of call
- Nature of injury or structural damage (fires and serious injury take priority)
- District Maintenance/inspection teams will be dispatched
- Principal or designee will direct teachers to move students from emergency location only after receiving such direction from the District Office. The school retains custody of students until they are dismissed in the manner and at the time specified by the District Office.
- Students may be released only to parents or guardians except under the following conditions: -- Parent or guardian has given written permission to release the student to another adult.
- If necessary, in consultation with the Superintendent or designee, the Principal or designee may determine to move the students to an alternate safe location.
- Students will be released to authorized adults only. Address, destination, phone number, and signature of the authorized adult to whom the student is being released must be obtained. All efforts and contacts must be documented.

### Procedures for Evacuating Building-Drills & Actual Evacuation

Building evacuation following an earthquake is imperative due to the possibility of secondary hazards such as explosions and fires. Students should exit in a quick and orderly manner. This evacuation procedure can be reinforced through periodic fire drills.

### Earthquake Drill

The school site shall conduct earthquake drills once a year. Because unexpected structural and property damage may lead to confusion and anxiety, it is important for students and staff to be prepared for what to expect and how to navigate safely. To emphasize that evacuation takes place only after ground shaking ceases, building evacuation should be practiced as an extension of the classroom DROP AND COVER drill (*see Section 1.3, Action: DROP.*)

During an earthquake drill, the Principal or designee shall:

- Give the command to evacuate buildings
- Use a bullhorn or other verbal means to give the evacuation command
- Use the post-earthquake building evacuation route
- Be aware of potential hazards along building evacuation

### Plan for the Unexpected

Procedures in the event that any of the following unexpected emergencies:

UNEXPECTED EMERGENCY	PROCEDURES
Power Failure	The Principal or designee will contact the District's Director of Planning for direction.
Door Jam	Head Custodian will take all necessary steps to: open, force, or break door open, in the given.
Alternate Exit Route	The Principal or designee shall direct an exit route in the event that the planned route is no longer feasible.
Aftershocks	Aftershocks shall be handled the same as TAKE COVER, or "Duck and Cover" and for aftershocks drill.
Injured Students Who Cannot Be Moved	The team trained in First Aid procedures will be called to assist such injured persons until paramedics or other professional help arrives.
Release of Staff	The Principal or designee may release staff to return to their homes as students are dismissed and are off school grounds. Staff release may be gradual, depending on student release.
Looting/Vandalism	The Principal/Administrative Team/Custodians will

	secure all facilities to the extent possible to protect against looting and vandalism. Principal or designee will maintain communication via the District Emergency Center radio.
Paid Leave	Contracted staff (certificated and classified) be placed on leave with pay until notified to return to their work site. Classified staff should report to their supervisors for information or assignments as early as possible, upon approval Principal or designee.

- ☛ Note: While the safety of our students is of paramount concern, the Principal and Administrative Staff shall be sensitive to the individual needs of staff and their families during and emergency. The Principal and Administrative Staff will assign staff to areas of greater need. They will release staff according to greater need. Staff will be released according to the age of their children and according to the extent of serious damage in the area where they live.

### Classroom Earthquake Procedures

During an earthquake drill or at the first sign of ground shaking, students, teachers, and all other staff need to react immediately and appropriately.

#### *During an earthquake*

- Drop and cover.
- Turn away from windows.
- Stay under shelter until the shaking stops- for at least 60 seconds.
- Listen for instructions.

#### *Inside School Building*

Students must follow the teachers command and:

- Immediately TAKE COVER under desks, tables, and TURN AWAY from windows.
- Remain in sheltered position for at least 60 seconds.
- Remain silent and listen for instructions.
- During the earthquake, teachers will:
  - Take cover
  - Talk calmly to students
  - Wait 60 seconds before evacuating the classroom



### Outdoor Evacuation Assembly Area

- Locate a safe assembly area on the school site map.
- Stay away from buildings and overhead power lines.
- Evacuate away from underground gas and sewer lines.
- Take roll and assess the condition of students.
- First Aid Team will assist with injured students and take them to the designated First Aid Station.
- The Principal/designee and Head Custodian will assess structural damage of buildings.
- The Principal will direct teachers, students, and other staff to return to their buildings if appropriate.
- The Superintendent/designee and District Maintenance Dept. will advise the Principal/ designee, on continuing procedures during this emergency.

### On School Grounds

- The administrator, teacher, or others in authority will implement ACTION DROP
- The safest place is in the open. Staff and students are to remain in the open until the earthquake is over.
- Staff and students are to move away from buildings, trees and exposed wires. DO NOT RUN!

### On School Bus

If possible, the bus driver will pull to the side of the road away from any buildings, and issue command "DROP" when students are on the bus. On a mountain road, the side of the road may not be the safest place; the bus driver then should quickly consider the terrain before stopping the bus.

- Set brakes
- Turn off ignition
- Wait until the earthquake is over
- Contact the BUSD Incident Command for further instructions.

### Walking to and from School

- The safest place is in the open.
- Move away from buildings, trees, and exposed wires.

- DO NOT RUN!
- After the earthquake, if on the way to school, continue to school.
- After the earthquake, if on the way from school, continue to go home.

### 1.5.3 Electrical/Gas Power Outage (Accidental, Rolling Blackout, or Other)

In the event of an electrical power outage, determine if it is a rolling blackout caused by PG&E. or by other reasons. Rolling blackouts may occur whenever there is insufficient electrical power available to service all of the user needs. Electrical suppliers may selectively shutdown various locations on their power grid.

#### Rolling Blackout Not Caused by Pacific Gas & Electric (PG&E)

The Principal, Site Supervisor, or other Designee will call the PG&E 24-hour Customer Call Center first at 1.800.743.5002 or 1.800.743.5000. This will allow the caller to speak to a representative in order to have the emergency recorded.

#### PG&E-Caused Blackout

The Principal, Site Supervisor or other designee will call the PG&E 24 Hour Customer Call Center at 1.800.743.5002 or 1.800.743.5000; after hours at 1.800.743.5000.

One of the following numbers will be available to assist in identifying the school's location:

SITE	PG&E CAUSED BLACKOUT	ACCOUNT	ELECTRIC METER #1	GAS METER #1
Longfellow	2425 Stuart Street, Berkeley, CA 94705	510.644.6330	1009541916	07722533

#### What to Do at Your Site

##### *Part of the School Site is affected*

The Principal or Designee shall relocate students and staff to another area of the campus, if necessary; and feasible, where the electricity is working.

The Principal or Designee shall contact the District's Office of Planning and Public Information Officer, Charles Burrell at 510.644.6320 and advise him of the power outage.

### *The Entire School Site is affected*

The Principal or designee shall contact Facilities Planning, Tim White, 510.644.4594, and advise him of the power outage. Students shall be relocated to another part of the campus only if necessary and/or feasible.

The Principal/designee shall have the responsibility to give the command *Action GO HOME* only under the direction and authority of the Superintendent or designee.

### *Notification to Parents and Guardians*

In the event that the Principal or designee gives the command *Action GO HOME*, the District Office will alert or direct the school site to notify the following media:

- City Emergency Radio Station 1610 AM: 510.981.3473
- City Television Station Channel 28 & 33: 510.848.2288

### *"Phase Three" Alert Declared by PG&E*

SITE	ELECTRICAL BLOCK LOCATION
Longfellow	On Derby Street to the right of the front entrance

When a "Phase Three" alert is declared by PG&E, it is requesting that the consumer (your school in this case) go into a "conservative mode" in order to try and avert a "rolling blackout."

In order to conserve, the following should be considered:

- Turn off all unnecessary electrical appliances and devices. These may include (but are limited to): radios, televisions, clocks, desk lamps, coffee makers, etc.
- Turn off all space heaters.
- Turn off all unnecessary or superfluous lights. Turn off lights in empty offices or classrooms.
- Turn off computer monitors when not in use for any length of time. Turn *energy saver* mode on computers (usually found in the System Folder). This mode puts the computer to sleep when not in use for a period of time.
- Use Gmail instead of memos and faxes.
- Avoid unessential electrical usage during peak hours (7:00 a.m. and 4:00 p.m.).

### *Staff Responsibility*

The warning sign for the electrical blackout is the blackout itself. Safety team members will go from room to room to determine the extent of the blackout.

When students are present:

- The staff must remain in their classroom in the event of an electrical blackout.
- Keep all students in class unless directed otherwise.
- Non-classroom Safety Team Members or others with open preps will be assigned to various locations on site and keep staff posted for further instructions.
- All Safety Team members will communicate via **District two-way radios** using the **District Emergency Channel 5**, which is linked directly with the District Office's base station.
- Students will look to staff for guidance and direction. It is important that all staff model strong leadership and calmness during an energy crisis.
- Classrooms with the poorest lighting shall be offered the option of using a lantern or relocating to another part of the site. All classrooms/administrative offices shall be assigned a flashlight for faculty restroom use, and to be stored in the classroom Emergency First Aid backpack.
- Alternate teaching locations for classrooms with poorest natural light conditions:

ROOM	ALTERNATE ROOM LOCATION	STAFF
	218 – Music Room	Chavez
	123- Theater	Herr
	121 Dance Studio	Cade
	GYM	Ward
	325 – Computer Lab	Coe

- Staff Supervision During Rolling Blackouts

To support students and staff during a rolling blackout, campus supervisors shall be visible and roam the campus during the blackout in the event immediate assistance is needed by staff. Classroom telephones should not be affected and staff may continue to call the office for assistance in an emergency or crisis situation aside from the rolling blackout itself. Supervision areas are as follows:

CAMPUS SUPERVISION AREA	PERSON RESPONSIBLE
Garden	Counselor
Basketball Courts	Campus Safety Officer
Cafeteria	Campus Safety Officer
Ball Field	VP
Upper Courtyard	Principal

#### **1.5.4. Water Shut-Off**

If a water shut-off affects the entire school site, the Principal or Designee shall contact the District Office and advise them of the water shutoff.

The Principal or Designee shall have the responsibility to give the command *Action GO HOME* only under the direction and authority of the Superintendent or Designee. Invoking this command will depend on the time of day and the extent of time that water is expected to remain off.

#### **1.5.5 Gas or Chemical Leak**

Warning of a chemical accident is usually received from the fire, police department, or from the Office of Disaster Preparedness when there is a threat to the safety of a school. Such accidents may include overturned tankers, broken fuel lines and those related to the industrial use of chemicals. When the reported accident occurs, the following procedures will be used:

##### Principal or Designee

- Determine if the students and staff should evacuate to a location preferably uphill and upwind from the accident in consultation with the Superintendent or designee.
- Communicate by verbal means to determine whether immediate evacuation to a location uphill and downwind from the accident is necessary to avoid any possible ignition by spark. Be aware that while communicating verbally, staff could easily be placed in danger by coming into contact with the chemical fumes.
- Contact the First Aid Field Supervisor to oversee and take over all First Aid activities and activate first aid station.
- Notify the Superintendent's Office or designee.
- Notify the Superintendent's office of the need to evacuate school grounds and proceed in consultation with the District to initiate Action "MAY GO

##### Staff Responsibilities

- When students are evacuated from class to another part of the campus, take firm control for an orderly evacuation. Take roll at assembly area.
- Keep students away from any emergency vehicles that are responding to the spill.
- Do not return to the school site, or particular buildings, until the fire department or other city officials have declared the school site safe to return.

Administration and other school personnel and school Principal should remain in Incident Command and the VP should remain in Operations, with Fire and/or Police, until the situation is resolved and the campus is transitioned back to school officials.

#### 1.5.6. Flood

The Principal/ Designee, Head Custodian and maintenance staff shall observe and keep abreast of potential flooding danger to the school. The Head Custodian shall contact the District Maintenance Office for sand bags in anticipation of a potential flood.

The Principal or Designee will initiate any of the emergency actions considered necessary. If an evacuation of the school is necessary, the Principal will consult with the Superintendent or designee prior to initiating any actions.

EMERGENCY ACTION	PROCEDURES
WARNING	<ul style="list-style-type: none"><li>Flood warnings as communicated by City Officials. The Principal or designee is in constant contact with the District Office.</li></ul>
DIRECTIONS	<ul style="list-style-type: none"><li>The Principal or designee will give the "GO HOME" command. This action will depend on the severity of the flood, and in constant contact with the District.</li></ul>
ALL CLEAR	<ul style="list-style-type: none"><li>Emergency situations are expected to be communicated by City Emergency Radio Station 1610 AM and City Television Station Channel 28 and 33, and to the school site and District by City, fire, and police staff. The school District and school site will keep in communication through the media and notify the school community of the date when the school session may resume.</li></ul>

#### 1.5.7. Fallen Aircraft

In the event of a fallen aircraft on the school site, the Principal or Designee will determine the emergency action to be taken. Whenever necessary, teachers and all other staff will take immediate action to ensure the safety of students. ALL PERSONS must be kept at a safe distance from the aircraft because of the danger of a possible explosion.

EMERGENCY ACTION	PROCEDURES
WARNING	The sound of crash or explosion
DIRECTIONS	Give two Actions: <i>DROP</i> and <i>TAKE COVER</i> commands to protect students against blast, falling

	obstacles, materials, or other debris.
ALL CLEAR	Students should remain in the <i>DROP</i> and <i>TAKE COVER</i> position until instructions are given by Principal or designee to staff in charge.

The school personnel and school community will be under the direction of the fire department once it arrives on school site. The Principal should remain in Incident Command and the VP should remain in Operations, with Fire and/or Police, until the situation is resolved and the campus is transitioned back to school officials.

### 1.5.8 Explosion or Sudden Flash of Light

In case of a real explosion, the first sign will be an extremely intense light. A blast wave occurs almost immediately. The following are procedures for IMMEDIATE implementation in the event of a real explosion, sudden flash of light, or surprise attack.

EMERGENCY ACTION	PROCEDURES
WARNING	Sound of an explosion; bright flash
DIRECTIONS	<ul style="list-style-type: none"> <li>• <b>INSIDE:</b> Activate actions: "DROP" &amp; "TAKE COVER". Drop to the floor beneath a desk, chair, table, or bench with back to windows and hold onto object (desk or table legs); bury your face in your arms. If there is nothing to get under, get close to an inside wall, away from windows and cover your head with a coat, sweater, note book, or even a back pack.</li> <li>• <b>OUTSIDE:</b> Crouch or lie down behind the nearest building, yard bench, curb, or in the gutter if such protection is within a step or two. If no protection, drop to the ground on the abdomen lie as flat as possible.</li> </ul>
ALL CLEAR	<ul style="list-style-type: none"> <li>• <b>INSIDE:</b> Stay in the "DROP" &amp; "TAKE COVER" position until the Principal/designee gives further instructions to the teacher or staff in charge of the students.</li> <li>• <b>OUTSIDE:</b> Stay in the selected position until the Principal or further instructs the teacher/staff in charge.</li> </ul>

If the explosion is within the school buildings, the fire alarm shall be sounded and all persons are to exit the building and evacuate according to the Emergency Exits chart in the classroom or building.

The school personnel and school community will be under the direction of the fire department once it arrives on school site. The Principal should remain in Incident Command and the VP should remain in Operations, with Fire and/or Police, until the situation is resolved and the campus is transitioned back to school officials.

### **1.5.9 Triage During a Crisis or Disaster**

*Triage* means the "sorting of and allocation of treatment to patients and especially battle and disaster victims according to a system of priorities designed to maximize the number of survivors" (Webster's Ninth New Collegiate Dictionary).

In addition to medical needs, this process also includes screening the emotional risk to victims in order to provide immediate intervention to those most affected by the crisis. This process includes students, staff, and the total school community within the school.

Individual consultation should be available to all individuals who are directly exposed to and affected by the crisis. This includes students, staff, and others within the school community such as volunteers, parents.

Individuals whose needs fall beyond the scope of the school-site level of the MST will be referred to outside community agencies for additional services.

Examples of individuals who appear to be affected more severely than others include (not in order or priority):

- Students directly involved in the incident
- Students with close friends/family directly involved in the incident
- Close friends of a suicide victim
- Recent victim of a previous trauma who becomes highly affected by the current trauma, even if not directly involved

Medical triage will be covered by the first aid team if the Fire Department is not involved.

### **1.5.10. Terrorist Attack**

In the event of a terrorist attack, the Berkeley Unified School District will take appropriate measures in line with the local Standardized Emergency Management System (SEMS)



response. The District will be in contact with local police department. Specific actions are listed below in the event of national and/or regional/local attack.

Per Government Code Section 3100 et seq. during a disaster, public employees become “Disaster Service Workers.” As Disaster Service Workers, we will be called upon to serve at our work sites unless otherwise directed by local authorities. The following guidelines should be followed by all staff.

- If a crisis occurs during an employee’s regular work schedule, the employee is to remain at his/her respective work site until officially released by the supervisor. Principals/designees will take into consideration the familial needs of employees and release staff accordingly.
- If a crisis occurs when an employee is on his/her way home from work and children have been dismissed, he/she should continue on and tune in to television and/or radio stations and be available to be reached by telephone for further direction.
- If a crisis occurs when an employee is on his/her way home from work and children have NOT been dismissed, the employee should return to his/her work site immediately, conditions permitting.
- If a crisis occurs when an employee is on his/her way to work, he/she should continue on if roads are passable. If he/she is unable to make it to work due to impassable roads and/or hazardous conditions, he/she should contact his/her work site and inform them of his/her location.
- If a crisis occurs at a time that is NOT during an employee’s regular work schedule, the employee is to report to work at his/her regular place and time (business as usual) unless notified by telephone tree, television, or radio announcement to do otherwise.

#### **1.5.11 Emergency Supplies**

Please refer to Appendix F for a list of recommended contents for Emergency Supplies Kit.

## **1.6 Crisis Response Team (CRT) and Safety Multi-Disciplinary Team (SMDT)**

### **1.6.1. School Site Crisis Response Team (CRT)**

The school site crisis response team may consist of the Vice Principal (VP), Campus Security (off duty BPD Police Officers), Attendance Secretary, Advisors, Liaisons, Head Custodian, Multi-Services Team coordinator/representative, School Psychologist and teachers.

#### Crisis Response Team and Discipline Team

<b>POSITION</b>	<b>Contact</b>
Principal/Director	644-7788/Radio
VP	644-7707/Radio
Safety Officer 1	Radio
Safety Officer 2	Radio
Secretary	644-6330/Radio
Records or Attendance (if present)	644-6260/Radio
Custodian	Radio
Counselor	644-6412/Radio
Night Custodians	Radio

The Secretary shall be responsible for supervising and directing the school site Crisis Response Team (CRT) and overall safety and climate of the school site.

#### Incident Command Contacts

Principal	644-7788
Vice Principal	644-7707
Counselor	644-6412

#### Incident Command Post

The administrative office shall house the Incident Command Post unless otherwise directed by police or fire.

#### Duties of the CRT

All Crisis Response Team (CRT) members may be trained in CPR and First Aid.

##### 1. Principal/VP (duties to be divided):

- Overall responsible for the school site day-to-day activities.
- VP or designee keeps principal abreast of crisis situation.
- Alerts staff on the P.A. system, if necessary.
- Overall responsible for the campus safety and security;
- Alerts staff on the P.A. system

- Activates the safety plan; determines the level of Crisis Response in terms of Levels 1, 11, or III (*see Section 1.6.3.*).
  - Activates the CRT and contacts the SMDT.
  - Directs 911 call.
  - Contacts the District Office, and Superintendent of crisis situation at 644-6206.
2. Campus Safety Officers, in terms of school safety:
- Will assist in maintaining a safe campus.
  - Will assist in identifying safety incidents or issues and report this to the VP.
  - Will assist with supervision of campus.
  - Is an active and viable member of the CRT;
  - Will work closely with the SMDT to restore safety to the campus.
  - Reports directly to the VP.
  - Advisors/liaisons are usually first to respond to a campus situation/disturbance.
3. Attendance Secretary:
- Handles Base.
  - Usually first to receive any information regarding a campus safety issue.
  - Notifies VP (or Advisors if VP is not available) of situation and location.
  - Remains on standby for call to 911, if appropriate.
  - Provides printouts on student registration information for emergency response officials.
4. Head Custodian:
- Opens all appropriate gates and entrances for emergency vehicles.
  - Once cleared by city emergency response personnel, directs custodians to clean areas, if appropriate or necessary (for example, broken bottles; shattered glass, etc.).
5. Counselor or VP or Campus Safety Officer:
- Will provide emergency first aid until paramedics arrive.
  - Will make available emergency health care/needs information for emergency health care personnel.
  - Will assist with contact to parents/legal guardians in terms of medical information and medical provider preference.
  - Coordinates after care services as needed.

- Implements the “triage” process for emotional first aid.

### 1.6.2. Safety Multi-Disciplinary Team (SMDT)

The Safety Multi-Disciplinary Team consists of members from Berkeley Unified School District, Berkeley Police Department, and representatives from the City of Berkeley Parks and Recreation Department.

STAFF	NAME	TELEPHONE
Coordinator of Safety Programs (BUSD)	Dr. Susan Craig	510.644.6316
Lead Person, School Multi-Disciplinary Team (SMDT)	Dr. Susan Craig	510.644.8953
Berkeley High School	Erin Schweng	510.644.4803
Berkeley Police Youth Services	Sergeant Amber Phillips	510.981.9817
BHS School Resource Officer (BPD)	Detective Matt McGee	
Longfellow Middle School	Marcos Garcia	510.644.6360
King Middle School	Janet Levenson	510.644.6280
Willard Middle School	Debbie Dean	510.644.6330
Berkeley Technology Academy	Ardarius McDonald	510.644.6159
Pre-School	Maria Carriedo	510.644.4533
Probation Officers: Alameda County Probation		510.268.7050
Gang Unit: BPD Youth Services		510.981.5715

### 1.6.3 Levels of Crisis

*Level I* means **imminent**: *during the current encounter*. Police are the primary respondents to handle situation (911).

- Incident happening or will happen within a short time.
- Violence has erupted.
- Weapons have been seen.
- Tension is high, ready to explode.
- Groups are moving toward one another (ready to fight).
- Examples of declared emergencies to be utilized in Level III activation:

- Gang fight or multiple fights
- Shooting or brandishing of a dangerous weapon
- Violent or armed intruder/hostage situation
- Reported bomb threat
- Student riot
- Any other situation as determined by the Principal, VP that poses a direct threat to the safety of students or staff.

*Level II means immediate: involves the foreseeable near future.*

- Tension is high.
- Previous events have involved known gangs/gang members.
- Previous fights, incidents have occurred in the past few days.
- Reliable source says, “Fight will happen on Friday.”
- Incident will occur in a day or two.
- Identified groups have been cruising school.

*Level III means potential: incident may occur.*

- Feelings of tension are surfacing among individuals/schools.
- Smaller fights have been happening on campus, at other schools, and in the community.
- School cannot pinpoint when event is to actually happen.
- New trends are arising or old trends have resurfaced.

#### **1.6.4. Response to Crisis Levels II and III**

1. The Principal/Supervisor/Designee assumes Incident Command.
2. The Supervisor/Designee calls the SMDT; meets with the Police Coordinator & Dept. of Parks, Recreation & Neighboring Services Community Coordinators.
3. The Supervisor/Designee may originate Tactical Assessment; may call for assistance from Probation, Health, Medical Coordinator, & District Emergency Services.
4. To intervene, assess incident using all resources of the SMDT.
5. Supervisor/CRT Team begins incident tracking.
6. CRT Team identifies critical issues, groups, and individuals.
7. Interviews individuals.
8. Supervisor does further assessment or tactical if incident is not resolved.
9. If appropriate, notify the MST Coordinator.

### 1.6.5. Response to Crisis Level I

When reporting a 911 emergency, please specify whether the situation is immediately pending or in progress. Be advised that BPD considers immediately pending as a "Code 3" non-emergency response, and in progress as a "Code 1" emergency response.

#### Reporting a Level I Emergency

1. Reporting party calls the Principal/Supervisor/Designee at 510.644.7788 or school 510.644.6360 (Franklin CDC at 510.644.6339, Hopkins CDC at 510.644.8939, King CDC at 510.644.6358) to report the situation.
2. Principal/Supervisor/Designee notifies staff to take action if appropriate
3. The Principal/Supervisor/Designee and/or involved staff member witnessing the event calls 911.
4. The Principal/Supervisor/Designee contacts the Superintendent's office at 644-6206.
5. Principal/Supervisor/Designee notifies the Crisis Response Team (CRT).
6. The Principal/Supervisor/Designee contacts the Juvenile Justice SMDT (Safety Multi-Disciplinary Team) N/A
7. One call activates the SMDT and arranges to meet at a particular location at the school.
8. The Principal/Supervisor/Designee contacts local ESTA and CSEA representatives.
9. BPD assumes incident command/PIO when arriving on campus.
10. The Principal/Supervisor/Designee meets with police for assessment after police response.
11. The Principal/Supervisor/Designee assesses the emergency situation and whom within the staff to notify.
12. Police determine if emergency is resolved and Principal/Supervisor/Designee determines if other intervention is necessary.

#### Alert And Inform

1. Use plain and specific language for Level I Emergencies, for example: "Lock Down" or "Armed Intruder in the Gym." Do not use a "code."

*Example: "There is a 602, 5150 in the main quad."*

2. Supervisor/Designee and/or involved staff member contacts 911. Once the dispatcher answers, tell him/her what happened. If you did not witness the incident, let the

dispatcher know that your information was received from a witness by phone, for example. The dispatcher may need to verify your address and phone number.

You will need to ask the eyewitness for the following information:

- type of emergency
- specific location/classroom
- are there any injuries: yes/no
- do you need an ambulance: yes/no
- is the suspect still there? Yes/no
  - If yes, exact location:
  - If no, how did the suspect leave and which way did he/she go:
- If suspect left in a vehicle:
  - make \_\_\_\_\_
  - model \_\_\_\_\_
  - color \_\_\_\_\_
  - year \_\_\_\_\_
  - license Plate \_\_\_\_\_
  - any distinguishing features \_\_\_\_\_

3. Critical Information to Provide 911 Dispatcher

- Identify school, specific location:
- Description of suspect(s):
  - Ethnicity:
  - Name of suspect, if known:
  - Gender: Male – Female
  - Age: Years
  - Height: Feet; Inches
  - Weight: Lbs.
  - Hair color: Brown/Black. /Blond/Red
  - Description of clothing color:
    - jacket/shirt
    - pants
    - shoes
    - hat
  - Other features:

- What street should the emergency vehicles enter from?
- What is the best entrance gate for them to use:

*The custodian or other designee must be alerted to open the entrance gate in the event of an emergency.*

The Supervisor/Designee activates the Site Safety Plan Utilizing Crisis Response Team (CRT) to Support Police Suppression Activities. Plan and specific language shall be used, not “codes.”

#### **1.6.6. Aftercare**

***Aftercare*** is the period of time following an emergency, crisis, or disastrous event. There is a shift from the SMDT to Multi-Services Team (MST) services for children. The Supervisor or Designee, or staff with community coordinators, health and medical coordinators, and other members of the MST, will provide appropriate referrals for individual students and/or families. Aftercare planning is the transition from intervention activities.

Personal case management/counseling support:

- 48-hour referral to MST
- District psychological services
- Guidance counseling referral
- Support groups
- Other City/County/community referrals (e.g., Berkeley Mental Health)
- The Supervisor/Discipline Team will hold post-event assessment
- Write a common evaluation

Refer to Principal/Leadership Team

In the event of a school-wide crisis, once it is determined that the school grounds are safe, the staff will be directed to one or more locations in the school where Aftercare services will be available for students in need of emotional support. Instructions will also include safe procedures for the release and referral of students.

Identifying High Risk Cases

Students who have been directly involved in the crisis or event are to be considered *High Risk Cases*. The teacher or adult in charge should make a list of students in his/her charge and inform the Supervisor or MST Coordinator.

Students who are considered a high risk due to other factors may include:



- Relatives or close friends of the victim
- Students who have suffered recent/previous trauma or loss
- Students with preexisting psychological condition
- Students who lack personal resources

### **1.6.7. Post Traumatic First Aid**

As an outgrowth of almost any disaster, individuals who experienced a crisis are likely to present a variety of psychological reactions. Once the major crisis has subsided and the immediate physical safety needs have been met, the psychological needs of these persons must be addressed.

The following descriptions of students' basic needs, as well as suggestions for meeting them, will help school personnel deal with their reactions to a natural disaster.

1. Students and staff need facts. The Principal, Supervisor, or Designee will provide as much information as is feasible and appropriate, and explain the disaster, what it is, and how and when it occurred. The students will be prepared for aftershocks or other after effects. Students will be reminded that only certain areas may have been affected.
2. Students and staff need the opportunity to share feelings and experiences. This helps diminish anxieties. Adults need to admit to their own feelings (as much as is appropriate) so that students will have "permission" to share theirs.
3. Students need to be together with adults and family members. They are fearful of their own safety as they are of being separated from their family and not knowing if they are safe or if they will see them again. Let students know that parents will get to them as soon as possible. In the meantime, assure students they will be cared for. Under no circumstances is any student to be left alone.
4. Students need to be engaged in activities. Activities are important to gain control over the situation. If the crisis or disaster requires the students to be at the school site for a long period of time, use classroom and recreational materials to help structure time.

## 1.7. Implementation of Plan

The written plan will be distributed to all departments and will be made available to all staff, students, parents, and the community to review in the school library and the main offices.

The School Safety Plan will be reviewed annually with input from staff, students, parents, the School Safety Team, the Discipline Team, the Administrative and Leadership Team, the community, local law enforcement, and the School Site Council. Setting annual goals and reviewing the previous year's process will be critical components of the safety plan.

The School Site Council shall approve the annual review and revisions of the School Safety Plan.

## 1.8. Structural Assessment Review

### Assessment

After a natural disaster where buildings or classrooms may have suffered damage, or potential damage, a structural assessment will be conducted at the site on the basis of most severe need, room by room. This assessment will be conducted to assure the safety of facilities on the campus.

The structural assessment will be conducted by a review team which may consist of any of the following:

- Board Member
- Superintendent
- Coordinators of Maintenance and Transportation
- Director of Planning
- Architect
- Structural Engineer
- Electrical Engineer
- State Inspector
- School Site Administrator
- Head Custodian
- Fire Department, if applicable

The Review Team will convene at the school or district site, which ever is appropriate, and will make recommendations to the Superintendent or his or her designee on priority issues and on how to proceed.



# **SECTION 2**

## ***DEALING WITH SPECIFIC INCIDENTS***

## 2.1. Intruder, Shooting and Hostage Situations

In case of a school-wide emergency, all staff members are required to remain with their students. Under no circumstances is staff to leave students unattended. If it is determined that students and staff are to depart to a staging area, staff must accompany their students to the prearranged staging area.

EVENT	ACTION
Warning	Actual contact with intruder, gunshots, or other imminent threat of violence: Principal/designee will announce by verbal communication (public address system, bullhorn, telephone, or face-to-face contact): "LOCKDOWN. THIS IS NOT A DRILL. LOCKDOWN." As much specific information as possible regarding the nature of the incident should be provided.
Campus Lockdown	All staff and students are to immediately implement "LOCKDOWN." If inside, barricade doors, build interior barricades, turn off lights, cover windows, lock the doors if at all possible, and silence cell phones. Staff is to remain with students until "ALL CLEAR" signal is given, released by the Principal/designee or evacuated by police.
Off Campus Staging Area	If it appears to be unsafe to report to any room for a lockdown, staff will immediately ascertain whether it is safer to stay, seek cover or run to staging areas for themselves and their students and other students in the immediate vicinity. Staging areas are predetermined safe areas where students can report in the event of an emergency evacuation due to an intruder, shooting or other hostage situation on campus.  ALL CLEAR: Verbal communication (bullhorn, telephone, radios, or face-to-face contact) announcement by Principal or Designee

### Responsibilities of Staff in Buildings Under Siege

1. If outside, ensure safety of staff and students by directing students as appropriate to:
  - seek cover or run (in a zigzag pattern if safer), and/or
  - run to the safest pre-determined "Staging Area"
  - staff will take roll and note missing students, as much as feasible.
2. If inside, doors should be closed and locked if possible. A survivor mentality and confident attitude should be assumed. Door barricades and internal barricades should be immediately erected. Windows should be covered if possible or applicable. Lights should be turned off if feasible. Silence should be maintained, including turning all cell phones to silent (not vibrate).
3. Any critical information should be immediately shared by contacting the Supervisor, Principal, or if neither is available, then through dialing "911" or if using a cell phone (510) 981-5911.
4. Staff will take roll and note missing students. Staff will also take note of students not in their rolls, but who report to them for safety supervision. If there are serious injuries in the room, red cards are to be immediately placed in the window and/or under the door.
5. If in a campus lockdown, evacuate only when BPD directs and guides the evacuation process.
6. As soon as feasible, your Gmail account should be opened as well as the emergency website at [www.berkeley.net/emergency](http://www.berkeley.net/emergency).

#### When in Direct Contact with Intruder

1. Utilize the ALICE protocols as described in 1.3. When in the presence of an armed intruder, staff should do anything possible for staff and students to survive. Staff and students should lockdown and barricade, evacuate, or counter the intruder, depending upon the safest option available.
2. Do not engage in a conversation or try to persuade the intruder to leave your classroom or school. Do not provoke him. Remember, you are in an illogical situation so any logical argument may go unheard. The intruder is probably aware of the potential danger that he/she would be facing if he/she left the classroom. The intruder may perceive himself/herself as being sane.

3. Students should be taught to respond on their own when threatened. Incidents can occur which leave no time for signals. If students are outside and unable to find access to a room, they should, depending on the situation, initiate *Action: TAKE COVER* position or run in a zigzag fashion to the staging areas or other safe space, including leaving campus, and STAY CALM.
4. If and when possible, call the Supervisor's office or BPD 911 and follow the 911 Police Protocol (*see Section 1.6.5, Response to Crisis Level I*). Give as many details as possible. If using a cell phone, call **(510) 981-5911**.

### Administrative Responsibilities

Upon notification of an intruder or hostage situation, and after calling 911 for emergency assistance, the Principal/Supervisor or Designee will:

1. Notify the Superintendent, if safe to do so, and keep him/her posted.
2. The Principal and Supervisor will provide the police with information as required. If the need to evacuate the school is determined by police emergency services, the Principal will be in contact with the District Office and in consultation with the Superintendent or Designee, and under the direction of emergency City Officials may initiate the evacuation of the school.
  - If the school is to be evacuated, the site administration will notify staff and students. Staff must remain with students until released by the site administrator. Staff will be notified if the release is for home or a staging area.
  - Ascertain as much information as possible regarding the status of injured victims. Direct the First Aid Team to the designated First Aid Area until emergency personnel and paramedics arrive.
  - Keep unauthorized personnel or media off campus. Refer media to the Public Information Officer, Charles Burrell. The Superintendent or Designee shall be the only authorized official for media contact.
  - The media: City Television Station Channel 28 & 33: 510.981.3473 and City Emergency Radio Station: 1610 AM: 510.848.2288 will inform the public when classes are to resume.
3. The Principal/Supervisor or Designee will:
  - Direct trained personnel to keep a list of students transported to hospitals.
  - If possible, select staff to ride on buses to ensure that students have support.

- Designate an area on campus where parents may pick up students after school personnel have properly released them.
- Post personnel at school entrances to prevent unauthorized entry if necessary (any classified or certificated staff, Discipline Team member, custodian, administrator, etc.).
- Immediately implement the "After Care" plan, on the same day, and when school resumes, to provide opportunities for counseling support services for students/staff.
- If the situation warrants, the administrative team (or BPD) will conduct a room-by-room contact with each class before giving the signal to resume classes or begin school closure procedures.

### Drive-by Shooting

If a drive-by shooting occurs, the locations at greatest risk are the perimeter of the school, the entrance areas due to accessibility by vehicle, and Physical Education, athletic, or other field areas.

If you suspect that shots may be fired from a passing vehicle:

1. In open areas, if shots are sounding, have students and staff initiate *ACTION: LOCKDOWN and ALICE protocols* and keep as low as possible. Move only when directed by super-vising staff.
2. Only if safely possible, look at the vehicle; try to identify:
  - License plate number
  - Type of car; color
  - Occupants
  - Damage to vehicle
  - Direction of travel
  - Weapons
3. Immediately after the vehicle is gone, the Level I Incident process will be followed. In addition:
  - The Principal, Supervisor, or Designee will contact 911.
  - The Principal, Supervisor, or Designee will notify the Superintendent.
  - Determine injuries, if any. Stay with the seriously injured until services arrive.
  - Have students move safely and quickly to the nearest shelter/building.
  - Alert the school site Crisis Response Team (CRT).



- If media arrives, direct them to the District's Public Information Officer. Do not let media roam.
  - When police arrive, they will direct the scene and take control of the situation.
  - Alert nearby schools of the incident if the potential exists for them to be affected.
- ☛ Drive-by shootings usually happen very quickly or quite suddenly. Unlike a hostage situation, the perpetrators of drive-by shootings usually leave the scene instantly. Staff members who witness such incidents should, without putting themselves in danger, and get as precise a description of the vehicle as possible.

#### All Clear Signal: Staff Responsibilities

When the "ALL CLEAR" signal is given by the site administrator or Designee, the staff has the following responsibilities:

1. Render first aid if necessary. Notify the Supervisor or Health Office regarding injured student if possible. Supervisor will assess situation and determine if the "First Aid Team" needs to be activated. Place YELLOW CARD in window and inform administration.
2. Report any person whose whereabouts are unknown. Place a RED CARD in window and inform administration.
3. Ensure that teachers account for the status of students by taking roll. DO NOT PERMIT ANY STUDENT TO LEAVE THE CLASSROOM. If all students present, no injured or missing, place a GREEN CARD in window.
4. Ensure that safety precautions remain in effect until further emergency instructions are provided by the administration or emergency personnel such as police or fire department.
5. Instruct emergency personnel to notify staff and students of evacuation through personal contact or phone. This could be a room by room evacuation, using a predetermined code, or a quick evacuation in which a CODE NINE has been called over the loud speaker for a targeted building. That signal alerts staff and students to prepare for a quick evacuation once emergency personnel reach the room.

***Stay calm. Remember...***  
***Students will model their emotional reactions after yours!***

## 2.2 Bomb Threat

When a call is received regarding a possible bomb threat, the person taking the call shall immediately do the following:

1. Refer to the *Report of a Bomb Threat* form in the Appendix.
2. If the bomb threat is called in, use caller I.D. on the black phone for possible identification of the caller.
3. Notify the VP or the first Administrator available and campus security.
4. Call 911 only under the direction of the Administrator.
5. Do not use radios, phones or cordless phones, cell phones, or other electronic devices until given the authorization by the Fire Department or Bomb Squad, if appropriate.

### Initial Notification

1. The VP, Principal, or Designee shall contact all campus supervisors at all levels (Discipline Team, the school psychologist, and pertinent available members of the CRT).
2. State "There is a Code 10 situation." Indicate the area where the bomb is reportedly located.
3. Instruct supervisors to canvass the areas on campus where they are presently located.
4. Announce to appropriate staff that radios/phones may not be used until the VP or designee is cleared by Berkeley Police Department of safe School conditions: any electronic transmission may set off a bomb.
5. Administrators and Advisors will notify all buildings of a bomb threat.

### Administrative Procedures

1. Searchers are not to touch any mysterious object, but to isolate the area and notify an administrator of the possibility that the object may explode. The administrator will notify the police of the presence of the object. The police will call the bomb unit.
2. Turn off the bells if they are due to ring while the bomb threat is being assessed and until further notice. Turn off base station so that walkies are not inadvertently used. (The ringing of bells or use of the radios may set off the bomb.)
3. Notify staff that no P.A. announcements will be made until further notice. This may also set off the bomb.
4. Consult with the Principal and contact the District Office to notify them of the bomb threat.

5. In a private area, campus security will speak with the person who received bomb threat. If BPD is involved, they will also want to speak to the person who received the threat in private.
6. Should a mysterious object be found, call for an emergency evacuation, following the evacuation routes already established.
7. Assign all available personnel supervision of buildings. No bells will be rung to signal the evacuation. Teachers will be privately and individually notified of the need to evacuate as quickly, calmly, and quietly as possible. The staff should be told the reason for the evacuation. If the object is in the path of an evacuation route, devise an alternate route. The Principal or Designee will remain in contact with the District Office, and in consultation with the Superintendent's Office or Designee, dismiss school as necessary.
8. Evacuation locations should be the same as fire evacuation. Use alternate routes if the bomb is located along the route of the assembly area.
9. If "Dirty Bomb" is suspected, evacuate to locations that are uphill and upwind from bomb location.

## **2.3. Student Unrest**

In the event of student unrest where a great number of students are involved in disruptive or aggressive behavior, emergency procedures will be enacted under the direction of the Principal, or VP in the absence of the Principal.

1. If the disturbance involves large groups of students and occurs during break or lunch, the bell will be rung early in order to get students into the safety of the classroom.
2. If the disturbance occurs during class time, the period will be lengthened.
3. Staff will be notified via the public address system to return to class, if at break or lunch, to lock the door when reasonably sure that most students are present, and to keep students away from doors and windows.
4. Teachers in classrooms where there is no public address system will be notified by other communication means that the school is on emergency status.
5. In order to avoid inciting participation in the unrest, there will not be any announcement over the P.A. system that this is an emergency. Staff will know that the school is having problems if the break and lunch periods are ended early and/or if staff is instructed to lock their doors and cover their windows.

6. Staff will be alert to any problems that may be off-shoots of the main unrest and notify the administration via telephone upon arrival to the classroom.
7. If an individual staff has no class at the time of the emergency, he/she is to call the VP or Principal for an assignment. DO NOT CALL THE OPERATOR or PRINCIPAL'S SECRETARY. These lines must be kept open for internal or administrative calls at all times.
8. Teachers are to take roll and maintain attendance, monitor entry to and exit from the classroom, and to maintain control as best as possible.
9. P.E. teachers are to hold students inside the locker room or gym if that is where the students are located at the time of the unrest, or contain the students as best as possible if too far from the locker room or gym.
10. Staff is to talk with their students about the unrest to alleviate their fears about safety and disruption. Staff is to keep the atmosphere calm and objective while assuring the students that the problem will be contained.
11. Instructions will be given via the P.A. system upon culmination of the emergency. Based on the circumstances, students will be retained in the immediate class, sent to the next class, or dismissed to go home. Staff is to supervise the campus in their immediate areas until their students enter their classes.

#### Administration

1. The Principal, VP, or Designee will assess the situation and determine if additional support is needed (e.g. from the District Office, other schools, community agencies).
2. The VP will determine if the SMDT needs to be activated.
3. The Principal will contact the District Office and advise of campus climate.
4. The Principal or Designee will supervise the calling of parents of injured or disruptive students, to pick up students, and of any disciplinary action.
5. An administrator or Designee will activate the First Aid Team, if necessary.

#### Staff Responsibility

1. Teachers/Paraeducators will perform their duties as classroom teachers and paraeducators and conduct class.
2. Teachers, other certificated and classified staff, and paraeducators with no current class period will contact the Principal or VP for instructions.
3. The Discipline Team will supervise the campus and quell any disturbance.
4. The Attendance Secretary and Attendance Clerks will:

- Cover the phones and inform staff of assignments per Principal and VP's instructions.
  - Assist in making phone calls to parents.
  - Cover base for walkie-talkies.
  - Lock office doors.
5. The Designated Staff person or Medical Staff person, if available, will:
- Pull emergency health information as necessary.
  - Assist with contacting parents of injured students.
  - Keep a log of injured students and those seen by paramedics.
6. Counselors and Other Certificated Staff will:
- Assist with campus supervision as needed.
  - Counsel students.
  - Assist with classroom supervision as needed.
  - Assist with release of students to parents or guardians.
  - Assist with contacting parents by telephone.
  - Assist with any other assignment during the period of student and its aftermath.
7. The Phone Attendant will:
- Answer internal phones and maintain the link between the school site and District Office.
8. Liaisons will:
- Assist with campus supervision.
  - Assist with contacting parents by telephone.
  - Assist with release of students to parents.
  - Counsel students.
  - Assist with any other assignment during the period of unrest and its aftermath.

## **2.4. Sexual Assault or Sexual Offense**

### **2.4.1. Report of Sexual Assault to or from School**

When self-reported by student, staff, or other:

1. Immediately refer to VP/Designee and campus security. The VP will call 911 if security is not available. Provide as much pertinent information to the 911 dispatcher as possible. If the victim is under age 18, a suspected child abuse report must be filed.
2. VP or Designee will contact parents/guardians of the assault victim to inform them of the assault and necessary police intervention.
3. A referral will be made by the VP or Designee to the site-based clinical counseling MST.
4. This process will be used whether the assault is reported as recent or a previously unreported assault.
5. The VP will notify the Principal, District Office, District School Safety Director and Police Coordinator, of the assault.

#### Notification of Staff and Students

An alert will go out to the staff and students regarding the alleged assault. The alert may be handled in several ways:

- An alert to take precautions and safety tips may be announced over the P.A. system.
- An advisory alert will be distributed to all staff, requesting that they alert their students about a possible sexual predator near the school community.
- A school-wide lesson plan discussing preventative and safety tips may be done through common classes such as English or Social Studies or over the P.A. system.
- Police bulletins and sketches of the alleged assailant will be disseminated to staff to post in strategic locations on the campus if available.
- Flyers may be sent home with students.
- The VP or Designee will contact neighboring schools to alert them of a possible sexual predator. The Police Coordinator will alert neighboring schools to alert them of a possible sexual predator.
- The school will rely on the news media to assist with alerting the community based on information given by BPD.

#### **2.4.2. Report of Indecent Exposure**

##### Reported By Students, Staff, or Other

1. Immediately alert VP or Designee and campus security. The VP calls 911 if security is not available. Provide as much pertinent information to the 911 dispatcher as possible.

2. VP or Designee will contact parents/guardians to inform them of the indecent exposure and of necessary police intervention.
3. A referral will be made by the VP or Designee to the site-based clinical counseling or MST for support for the student.

#### Notification of Staff and Students

An alert will go out to the staff and students regarding the alleged assault. The alert may be handled in several ways:

1. An alert to take precautions and safety tips will be announced over the P.A. system.
2. An advisory alert will be distributed to all staff, requesting that they alert their students about individuals indecently exposing themselves near the school community.
3. A school-wide lesson plan discussing preventative and safety tips may be done through common classes such as English or Social Studies.
4. Police bulletins and sketches of the alleged perpetrator will be disseminated to staff, if appropriate.
5. Flyers may be sent home with students.
6. The VP or Designee will contact neighboring BUSD schools to alert them of a possible sexual predator. The Police School Coordinator will contact nearby BUSD schools to alert them of a possible sexual predator.
7. The school will rely on the news media to assist with alerting the community based on information given by BPD.

#### **2.4.3. Sexual Harassment Policy**

It is the policy of the Berkeley Unified School District to provide an educational, employment, and business environment free of unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct or communications constituting sexual harassment, as defined and otherwise prohibited by state and federal law.

It is both unlawful and a violation of this policy for anyone who is authorized to recommend or take personnel or educational action affecting an employee or student, or who is otherwise authorized to transact business or perform other acts or services on behalf of the Berkeley Unified School District, to engage in sexual harassment as defined under this policy.

The complete sexual harassment policy is available at school sites and at the BUSD Administration Building, 2020 Bonar Street, in both the Human Resources and Educational Services Offices. If questions arise concerning the interpretation of the prohibition against sexual harassment, the methods and procedures to be followed in the investigation of the complaints, and the appropriateness of specific solutions in disposition of complaints, contact:

- If the question involves a student, the site principal or designee, then if necessary, the Associate Superintendent, Educational Services.
- In all other cases, the Assistant Superintendent, Human Resources. If a question relates to a site employee or an individual other than a student connected with the school site, the site principal should be contacted, then if necessary, the Assistant Superintendent, Human Resources.

### Work Environment

Within the work environment, sexual harassment is unlawful and is prohibited between supervisors and employees, between employees, and between non-employees and employees.

### Educational Environment

Within the educational environment, sexual harassment is unlawful and is prohibited between supervisors and employees, between employees, and between non-employees and employees.

## • **PURPOSE OF THE POLICY**

- This policy is intended to supplement, and not replace, any applicable state and federal laws and regulations. Formal complaints under those laws and regulations shall be processed through the procedures established by applicable state and federal agencies.
- The governing board of the Berkeley Unified School District has developed this policy to:
  - Affirm the Board of Education's opposition to sexual harassment in the Berkeley Unified School District;
  - Create a learning and work environment in which all persons who participate in school programs and activities can do so in an atmosphere free from all forms of sexual harassment;
  - Establish explicitly the responsibilities of all Berkeley Unified School District employees and students by defining conduct which constitutes prohibited and inappropriate behaviors;
  - Create a mandate to develop educational programs designed to help Berkeley Unified School District employees and students recognize, understand, prevent, and take corrective action to end sexual harassment;
  - Establish the framework for effective procedures for addressing harassment complaints.

## • **DEFINITION OF SEXUAL HARASSMENT**

### **A. General Definitions**

Sexual harassment occurs when unwelcome sexual advances, requests for sexual favors, and other verbal, visual or physical conduct of a sexual nature:

1. Are made either explicitly or implicitly a term or condition of an individual's educational status or employment;
2. Are used as a basis for educational or employment decisions affecting such individual; or
3. Have the purpose or effect of unreasonably interfering with an individual's education or work performance or creating an intimidating, hostile, or offensive educational or working environment.

### **B. Specific Examples**

For the purpose of further clarification, sexual harassment includes, but is not limited to:



- Making unwelcome written, verbal, physical, and/or visual contact with sexual overtones. Written examples include but are not limited to suggestive or obscene letters, notes, or invitations. Verbal examples include but are not limited to derogatory comments, slurs, innuendoes, jokes, or epithets. Physical examples include but are not limited to assault, touching, impeding, or blocking movement. Visual examples include but are not limited to leering, gestures, display of sexually suggestive objects or pictures, cartoons, or posters.
- Continuing to express sexual interest after being informed that the interest is unwelcome. Reciprocal attraction is not considered sexual harassment in the case of employees but is inappropriate between employees and students
- Making reprisals, threats of reprisal, or implied threats of reprisal following a negative response. For example, within the work environment either implying or actually withholding grades earned or deserved; suggesting a poor performance evaluation will be prepared; or suggesting a scholarship or college recommendation will be denied.
- Within the work environment, engaging in implicit or explicit coercive sexual behavior, which is used to control, influence, or affect the career, salary, and/or work environment of another employee. Within the educational environment, engaging in implicit or explicit coercive sexual behavior, which is used to control, influence, or affect the educational opportunities, grades, and/or learning environment of a student.
- Offering favors for employment benefits, such as promotions, favorable performance evaluations, favorable assignments, favorable duties or shifts, recommendations, reclassifications or the like in exchange for sexual favors.

#### • **RETALIATION PROHIBITED**

The initiation of a complaint of sexual harassment will not reflect on the complainant or witnesses in any way. It will not affect such person's future relationship with the District, his or her employment, compensation, or work assignments, or, in the case of students, grades, class section or other matters pertaining to his or her status as a student in any District program. It is unlawful and a violation of this policy to engage in such retaliation.

#### • **CONFIDENTIALITY**

The request of a complainant or witness to not have his/her identity revealed will be honored in accordance with applicable policies, laws, and/or collective bargaining agreements. However, it is understood and shall be made clear to the complainants and witnesses that not revealing the identity of the complainants or witnesses may limit the investigation and the action that may be taken against the harassers or retaliators.

Even when the identities of the persons who make complaints or are witnesses are known, reasonable efforts will be made to maintain their confidentiality. Only those who have need to know, including those taking or investigating the complaint, the alleged target of harassment or retaliation, the alleged harassers or retaliators, and any witnesses will be advised of their identities.

Additionally, reasonable efforts will be made to keep a complaint and the results of the investigation confidential. Persons who may be contacted in the course of investigations of sexual harassment complaints shall be informed that it will be a violation of this policy to disclose the complaint, the identities of the complainant and witnesses, or the nature of the investigation to others. They shall be advised that any retaliation or reprisal against any individual who is an alleged target of harassment or retaliation, who has made a complaint, or who has provided evidence in connection with a complaint is a separate actionable offense.

- **DISCIPLINARY ACTION**

- Employees who act in violation of this policy and/or the law may be subject to discipline up to and including dismissal. Such disciplinary action shall be in accordance with applicable policies, laws, and/or collective bargaining agreements.
- Students who act in violation of this policy and/or the law may be subject to discipline up to suspension or expulsion. Such disciplinary action shall be in accordance with District policy and state law.

- **COMPLAINT PROCEDURES**

- **Filing**

Employees, students, or other individuals who feel aggrieved because of conduct that may constitute sexual harassment are encouraged, but not required, to directly inform the person engaging in such conduct that such conduct is offensive and must stop. It is recognized that power and status disparities between an alleged harasser and a target of harassment may make such a confrontation impossible.

If an aggrieved employee, student, or other individual is unable to communicate directly with the person whose conduct is offensive, or if direct communication has been unavailing or would be inappropriate, the aggrieved employee, student, or other individual may file a complaint in writing with:

- His or her supervisor (in the case of harassment of an employee by an employee);
- His or her site principal or designee (in the case of harassment of a student by a student, a student by an employee, or an employee by a student);
- The site principal or designee associated with the incident (in the case of a site-related incident and harassment by a non-student or non-employee);
- The Manager, Personnel Services (for a non-site related incident and harassment by a non-student or non-employee).

The attached complaint form may be used. If the form is not used, the information requested on the form should be provided.

Before a written complaint is filed, an aggrieved individual may discuss with the person responsible for taking the complaint whether the alleged conduct is sexual harassment and what options, besides filing a written complaint, are available to the aggrieved individual. The person responsible for taking the complaint will assist the aggrieved individual in determining what action should be taken.

While complaints should be in writing, any complaint received, whether anonymous or not or whether in writing or not, shall be accepted and investigated to the extent possible and appropriate.

An aggrieved individual need not be someone who has been the specific target of harassment. It may be anyone who has been a target of retaliation as a result of a harassment complaint or anyone who has observed sexual harassment or retaliation.

If the person responsible for taking the complaint is not of the same gender as the aggrieved individual, the aggrieved individual may request of the person responsible for taking the complaint that a person of the same gender assist in taking the complaint. If the individual responsible for taking the complaint is the one harassing, the aggrieved person may file the complaint with the individual who is next in line in the appeal process.

- **Responsibilities of Employees**

Employees serving in supervisory or managerial positions who receive complaints or observe harassing or retaliating conduct by or of employees, students or others shall inform the individual responsible for taking the complaint as appropriate.

- **Investigation**

**Review and Disclosure of Complaint**

The individual responsible for taking the complaint shall review the complaint. As soon as reasonably possible after receipt of the complaint, the student, employee, or other person who is accused of sexual harassment shall be informed of the contents of the complaint.

**Complaints Against Students**

Upon completion of the investigation of a complaint filed against a student, the site principal or designee shall determine whether the harassment has occurred and, if so, the appropriate corrective action. Corrective action may include counseling, warning, or the initiation of disciplinary procedures against the student.

**Complaints Against Employees**

Upon completion of the investigation of a complaint filed against an employee, the individual responsible for taking the complaint shall determine whether harassment has occurred and, if so, the appropriate corrective action. Corrective action may include counseling, warning, or the initiation of disciplinary procedures against the employee.

**Complaints Against Other Individuals**

Upon completion of the investigation of a complaint filed against an individual who is neither a student nor an employee, the Manager, Personnel Services, or the site principal or designee shall determine whether harassment has occurred and, if so, the appropriate corrective action. Corrective action may include counseling, warning, or such penalties or sanctions against other individuals or parties as may be available to the District given the nature of the contractual or business relationship that may exist with such parties or individuals. Such individuals include visitors to the District and those who have business relations with the District.

- **Appeal and Disciplinary Procedures**

All decisions made under this procedure may be appealed by the aggrieved person to the Superintendent and, thereafter, to the Governing Board.

- If the complaint is against a student, the complainant, before appealing to the Superintendent, should appeal to the District Compliance Officer. In the case where a site designee is responsible for the complaint, the complainant should appeal to the site principal before appealing to the District Compliance Officer.
- If the complaint is against an employee, the complainant, before appealing to the Superintendent, should appeal to the District Compliance Officer. If the employee is a site employee and the principal of the site has not heard the complaint, the complainant should appeal to the site principal before appealing to the District Compliance Officer.

- If the complaint is against an individual who is not a student or employee and the incident occurred on a school site, the complainant should appeal to the District Compliance Officer before appealing to the Superintendent.

Established statutory and District procedures, under which the District has the burden of proof, shall be used in the event the administrative review results in a decision that disciplinary action is necessary.

Since established personnel and disciplinary procedures provide for Board-level review or decision making, the Board of Education will take no action on any complaint until it has been acted upon in accordance with this policy. In this way, employees shall be assured of their due process rights.

- **Time Limits**

A complaint shall be filed as soon as reasonably possible after the conduct in question has arisen. All complaints shall be promptly and thoroughly investigated in a confidential manner. The investigation shall be completed within thirty (30) calendar days. If the complainant has submitted a signed written complaint, a written report summarizing the findings and disposition of the complaint will be provided the complainant within the thirty calendar days.

- **Special Assistance**

It is expected that questions may arise concerning the interpretation of the prohibition against sexual harassment, the methods, and procedures to be followed in the investigation of complaints, and the appropriateness of specific solutions in disposition of complaints. For assistance in these matters, an aggrieved person may contact the Associate Superintendent, Instructional Services, or the Manager, Personnel Services.

## **VIII. IMPLEMENTATION AND DISSEMINATION OF POLICY**

This policy will be disseminated to all personnel and students at the beginning of the school year. All newly hired district employees and new students will receive a copy of this policy in connection with the orientation of newly hired employees or new students. District employees shall understand and agree to abide by this policy.

The policy shall be prominently displayed at each instructional or work location and shall be incorporated into any institutional publication that sets forth the rules, regulations, procedures, and standards of conduct. It shall be included as part of the District's annual notification to parents pursuant to Education Code Section 49080.

The Superintendent or designee shall ensure that every two years supervisory employees receive at least two hours of classroom or other effective interactive training and education regarding sexual harassment. All newly hired or promoted supervisory employees shall receive training within six months of their assumption of the supervisory position.

The District's training and education program for supervisory employees shall include information and practical guidance regarding the federal and state statutory law on the prohibition against and the prevention and correction of sexual harassment and the remedies available to the victims of sexual harassment in employment. The training shall also include practical examples aimed at instructing supervisors in the prevention of harassment, discrimination and retaliation.

In addition the Superintendent or designee shall ensure that all employees receive periodic training regarding the District's sexual harassment policy, particularly the procedures for filing complaints and employees' duty to use the District's complaint procedures.

Education of employees and students about this policy and associated federal and state laws prohibiting sexual harassment shall take place periodically. The objective of this education shall be to foster a better understanding of sexual harassment and of this policy and to develop behaviors and attitudes that mitigate against inappropriate sexual overtures and pressures in school, work, and social settings.

Those responsible for taking complaints of sexual harassment or implementing this policy shall receive training designed to inform them of their duties and responsibilities for handling appropriate all incidents of sexual harassment in the Berkeley Unified School District.

Legal References:

- Title XIV Educational Amendments of 1972 (20 USC Section 1681), Title VII, United States Civil Rights Act (42 USC Section 2000 -e-2(a)(1))
- United States Equal Employment Opportunity commission Regulations, 29 FR 1604.11
- California Government Code Sections 12940 and 12950, Section 7287.6, Title 2, California Administrative Code, California Education Code Sections 200, 212.6 48900.2

## **2.5. Before and After-School Disturbances (N/A)**

### **Fights, Assaults, and Other Disturbances**

1. Contact the VP or Designee.
2. Document the occurrence and forward to the VP.
3. Under the supervision of the VP, the Discipline Team will call the students' homes to notify parents of situation and to request that the parents schedule a conference with the VP and/or Advisor and student. Notify the parent of the safety issue involving their student, and the disciplinary action, if any.
4. The VP or Discipline Team member will request assistance from the campus police if students become difficult or refuse to disperse. A police report will be taken on the disturbance, and if appropriate, charges will be filed. If the disturbance is a mutual fight with serious injury, a police report must be requested.
5. In the event that there is no fight and students are milling around, AND, if the VP or Discipline Team senses tension between two individuals or groups, then these individuals will be separated and the parents will be contacted to pick up their students for their own safety. This will also prevent any potential fights or unnecessary violence.

6. Whenever possible when individual students have been identified, the Discipline Team will engage them in Conflict Resolution activities, referrals to MST, or both.

### Other Types of Disturbances

Follow the same process as in A. above. Notify the Administrator on the following morning if not available after school or call an administrator at home if the situation is serious. Document your observations and involvement.

Report of a possible disturbance:

1. Identify parties involved.
2. Contact parents.
3. Contact campus security.
4. Activate SMDT, depending on Level I, II, or III crisis (644.4561 ).
5. Assign extra security to areas of concern if on campus.
6. Request assistance from BPD or SMDT if disturbance is off campus.
7. Activate MST to assist with counseling services for disturbed students.

## **2.6. Arrest of Students (N/A)**

### Release of Minors to Custody of Law Enforcement Officers

BUSD staff shall cooperate with official law enforcement officers in the capacity of their duties. Specifically, school staff shall cooperate if it becomes necessary to release minor students into the custody of law enforcement officers for a student's arrest. Official law enforcement officers (including probation officers) have an absolute right to enter a school site to affect a lawful arrest. The Principal or Designee shall complete the *Police Questioning Form* (see Appendix E) for each student questioned by law enforcement.

### Procedures for Removing a Student

If, during the course of the interview, the officer finds it necessary to remove the student from school, the principal or designee shall:

1. Ascertain the reason for such action.
2. Obtain the officer's name, badge number, and the department which he or she represents via the Police Questioning Form.
3. Obtain destination of the arrested student.
4. After the student is taken into custody, notify the parent or guardian, or make every reasonable attempt, of the student's arrest.

☛ NOTE: Except in cases of child abuse or neglect, the principal or Designee shall attempt to notify the student's parent/guardian after the officer has interviewed the student. The parent shall be informed of/that:

1. The student was interviewed by a peace officer.
2. The officer's name and agency represented.
3. The student's destination and the phone number of the arresting agency if the student has been taken into custody.

### Actual Arrest of Student

The arrest of any student on campus shall be handled as discreetly as possible in order to maintain as much confidentiality as possible.

## **2.7. Hate-Motivated Behavior (N/A)**

### Definition of Hate-Motivated Behavior

*Hate-motivated behavior* is any act or attempted act which is intended to cause injury, emotional suffering, or property damage through intimidation, force or vandalism or vandalism motivated by hostility, bigoted slurs or harassment, hostility toward the victim's real or perceived ethnicity, national origin, religious belief, gender, age, sexual orientation, disability, or political affiliation.

### Hate-Motivated Crimes

When criminal acts are determined to be motivated by hate, they become hate crimes. The crimes may include but are not limited to:

1. Destruction or defacing of property.
2. Unusual violent assaults by groups or individuals which appear to be random or directly intended exhibitions such as cross burnings.
3. Vandalism as referenced in the previous section.
4. Unlawful use of telephones; mail clearly associated with deliberate intent to cause injury or emotional suffering.
5. Bomb threats or explosions linked to hate-motivated behavior.

### Preventing Hate-Motivated Behavior

The entire school community (teachers, administrators, etc.), and parents as well as other family members are the principle role models for positive and appropriate behavior of high school students and younger children. The school culture will exemplify behavior which values and promotes dignity, respect, and appreciation of diversity for individuals from all backgrounds and cultures.

It is the responsibility of the school site to reinforce high standards of behavior which promote respect for oneself and for individuals of various cultures.

#### Responding to Hate-Motivated Behavior

1. Immediately address the problem
  - Discuss the incident with the student(s).
  - Interview possible witnesses.
  - Provide immediate and reasonable consequences.
  - Consult and refer to campus security, if appropriate.
  - Notify other school site administration, discipline team members, and campus security.
2. Provide immediate response to staff.
  - Provide reasonable report, without compromising the legal aspect of the incident, or breaking confidentiality.
  - Disseminate accurate information for the purpose of rumor control.
3. Follow-up on the victim's and perpetrator's needs.
  - Refer the victim to counseling, school-based or community.
  - Refer the perpetrator to counseling, school-based or community.
  - Contact both the victim(s) and perpetrator(s) parents and advise them that the school is taking the incident very serious.
4. Offer cultural diversity awareness and sensitivity training for staff and students.
5. Contact the Office of Integrated Resources and forward documentation of incident.
6. Document incident in writing and forward a copy to the Office of Integrated Resources.
7. Have the victim(s) and perpetrator(s) each write a statement in their own handwriting on the District's Witness Declaration Form and forward to the Office of Community Relations with a copy of the school's documented incident report.
8. The discipline must be appropriate. Review policy on expellable offenses; may fall under Ed. Code Section 48900.3, *Hate Violence*.



## 2.8. Child Abuse

### Definition of Child Abuse

***Child abuse*** means a physical injury that is inflicted by other than accidental on a child by another person. Child Abuse also means the sexual abuse of a child or any act or omission pertaining to child abuse reporting laws (willful cruelty, unjustifiable punishment of a child, unlawful corporal punishment or injury). Child abuse also means the physical or emotional neglect of a child or abuse in out-of-home care.

1. Child abuse includes:
  - injury inflicted by another person.
  - sexual abuse.
  - neglect of child's physical, health, and emotional needs.
  - unusual and willful cruelty; unjustifiable punishment.
  - unlawful corporal punishment.
2. The following are not considered child abuse:
  - mutual affray between minors
  - injury caused by reasonable and necessary force used by a peace officer:
  - quelling a disturbance threatening physical injury to a person or damage property
  - preventing physical injury to another person or damage to property
  - self-defense
  - requiring a child to relinquish possession of weapons or other dangerous objects
  - apprehending an escapee

### Mandated Child Abuse Reporting

1. Mandated child abuse reporting is governed by the Child Abuse and Neglect Reporting Act, P.C. 11164.
2. Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse shall report the known or suspected instance of child abuse to a child protective agency by telephone and written report:

- the telephone call must be made immediately or as soon as practicably possible by telephone.
  - a written report must be sent within 36 hours of the telephone call to the child protective agency. (Suspected child abuse reporting forms available online at: [ag.ca.gov/childabuse](http://ag.ca.gov/childabuse).)
3. Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or who reasonably suspects mental suffering has been inflicted on a child or his or her emotional well-being is endangered in any other way, may report such known or suspected instance of child abuse to a child protective agency.
  4. When two or more persons who are required to report are present and jointly knowledge of a known or suspected instance of child abuse, and when there is agreement among them, the telephone report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to make the report failed to do so, shall thereafter make such a report.
  5. The intent and purpose of the law is to protect children from abuse. The definition of a child is any person under 18 years of age.

#### Reporting Sexual Activity

Suspected child abuse related to sexual activity involving a minor (under age 18) must be reported to Alameda County Social Services and the Berkeley Police Department and a Suspected Child Abuse Report must be filed.

1. Involuntary/non-consensual sexual activity must be reported.
2. Suspected incest must be reported. Incest is a marriage or act of intercourse between parents and children; ancestors and descendants of every degree; brothers and sisters of half and whole blood and uncles and nieces or aunts and nephews. (Family Code § 2200).
3. Voluntary sexual activity involving minors (under age 18) may or may not be reportable. Even if the behavior is voluntary, there are circumstances where the behavior is abusive, either by Penal Code definition or because of an exploitative relationship, then this behavior must be reported. If there is reasonable suspicion of abuse, the sexual activity must be reported.

4. Sexual activity involving any child under 14 years of age must be reported, even if the child reports that the activity was “consensual”.
5. Sexual activity between an individual age 18 or older and an individual under age 18 must be reported, even if the minor reports that the activity was “consensual”.

Mandated reports of sexual activity must be reported to the Alameda County Social Services Department, and to the Berkeley Police Department.

#### Failure to Report Known or Suspected Child Abuse

Failure to report known or reasonable suspicion of child abuse, including sexual abuse, is a misdemeanor. Those who make a mandated report of child abuse are provided with immunity from civil or criminal liability.

#### Mandated Reporter Training

Mandated reporter training for all BUSD staff shall be done annually.

## **2.9 Suicide Attempt on Campus**

If a student or other person demonstrates any suicidal tendencies (verbal or other signs), call in the school site psychologist, social worker, or head counselor. Notify the VP. If the VP is not on site, notify the Principal or other administrator. In the event that the psychologist, head counselor, or social worker is not on campus, the administrator will notify campus security.

Should a student brandish a weapon during the course of discussing or displaying suicidal tendencies, the following action should be taken:

1. Notify the VP, Principal, or other administrative staff.
2. The Principal, VP, or Designee will immediately alert the campus officer and call 911 to request the Mobile Crisis Unit.
3. The Principal or Designee will alert the Superintendent's office.
4. Contact the parent/guardian immediately.
5. Isolate the student, if possible, to eliminate risk to others.
6. Always take suicide threats seriously and seek help for the student.

#### Do's and Don'ts Related to Suicidal Threats

Refer to the school psychologist, counselor, or medical staff for direction.

## 2.10 Staff Notification of a Dangerous Student

### Notifying the Teacher of a Violent or Dangerous Student

Education Code 49079 and our Collective Bargaining Agreement with the Berkeley Federation of Teachers require that we notify classroom teachers/bargaining unit members of students who have engaged in, or are reasonably suspected of engaging in certain suspendable or expellable acts. Those acts are listed in section 48900 of the Education Code and are included in the end of this section

The goal of the plan is to define a system whereby every classroom teacher and substitute will have immediate access to the names of those students currently enrolled in his/her classroom who meet the criteria of Education Code section 48900.

(See Appendix G for BUSD Procedures related to notification of dangerous students.)

## 2.11. Exposure Control for Bloodborne Pathogens

### Definition of Bloodborne Pathogens

***Bloodborne pathogens*** are small organisms that, when introduced to the body via blood and/or bodily fluids, can cause serious disease. Three of the most prevalent are:

1. Hepatitis B Virus (HBV)
2. Human Immunodeficiency Virus (HIV) and Acquired Immunodeficiency Syndrome (AIDS)
3. Hepatitis C Virus

### Methods of Exposure

Occurs when an uninfected person comes into contact with the blood or bodily fluids of an infected person. Blood or bodily fluids enter the uninfected person through a break in their skin or mucous membrane, through sexual activity, use of unsterile needles, and sharing of drug paraphernalia (such as straws).

### Schoolwide and Occupational Exposure Liabilities

Primary contact with blood or other potentially infectious material which may be directly associated in the performance of an employee's duties becomes an occupational exposure.

Some areas on a school site include:

1. Industrial arts classes which may have some occupational exposure.

2. School nurse or health consultant.
3. Campus supervisors including advisors, liaisons, administrators, and others who assist with the supervision of the campus are more likely to deal with physical altercations and therefore be exposed to a student's nose bleed, cuts, or scrapes.
4. Physical education classes.
5. Athletic contests.
6. Other classroom activities such as art, science, labs, etc.

#### In Case of Actual Exposure

1. Report exposure to site administrator immediately.
2. The attendance secretary will provide a required form, *Occupational Bloodborne Pathogens Exposure Report*. Complete this form, then submit to the Risk Management office in Human Resources, with a copy sent to the office of Student Services and the City of Berkeley Health Department.
3. If applicable, the exposed person will be offered an HBV vaccination 24 hours after an exposure has occurred.

#### Precautions

1. Use latex gloves if contact is expected for
  - nosebleeds; all types of cuts and scrapes
  - when handling clothing or other material soiled with blood or other body fluids
2. Glove Guidelines
  - Gloves MUST NOT be reused.
  - Gloves MUST NOT be used on different persons.
  - Gloves must be carefully removed without contact outside of the glove.
  - Gloves must be properly disposed of in a lined receptacle.
3. Guidelines for Washing Hands
  - Wash hands and any other part of skin contacted.
  - Wash thoroughly for 30 seconds with dispensable soap (not a bar of soap) and warm running water.
  - Dry thoroughly with a disposable towel.
  - Antiseptic hand cleansers or towelettes may be used in an emergency until the individual is able to properly wash his or her hands.
4. Cleaning Surfaces

- Promptly clean all contaminated surfaces and equipment with soap and water.
  - Then disinfect the surfaces and equipment.
  - Properly dispose of contaminated materials as directed in a lined receptacle.
  - Promptly notify the head custodian to properly hose or wash down area that came into contact with blood.
  - Provisions shall be made for Bio-hazard containers and refuse bags.
5. The person attending to the individual who is bleeding MUST NOT have bleeding, oozing wounds, scrapes, scratches, or skin conditions on him or herself.
  6. First Aid Team members should use a mouthpiece or other ventilation device for mouth-to-mouth. Follow all proper procedures outlined in the *Precautions* section above.
  7. Glove Locations: Provisions shall be made to ensure an adequate supply of latex gloves is located throughout the school sites, as well as the office of Special Education, Transportation, and the custodial office.

### Some Myths About Exposure

Day-to-day activities which do not result in becoming exposed to or infected by bloodborne pathogens include:

- talking on a shared phone
- sharing computer equipment
- working in the same room, building, or department with an infected person
- talking to an infected person; or
- just being around an infected person.

### Other General Precautions

1. Wash hands with liquid soap and running water.
  - Before preparing food
  - Before and after eating
  - Before and after using the restroom
  - before and after administering First Aid
  - After contact with body fluids:

Blood	Saliva	Urine
Vomit	Feces	Semen
Menstrual flow	Wound drainage	Nasal discharge

# **SECTION 3**

# ***STUDENT DISCIPLINARY ISSUES***



### **3.1. Involuntary Transfers (applies to students age 16 and older)**

Every conscientious effort will be made to support the student in improving his/her academic and social behavior at the school site. The student will be referred to support services to the school's MST, clinical counselor, or other school community resources for behavior improvement.

In the unfortunate event that a student's behavior does not improve after various interventions, consideration will be given using a team approach with the Discipline Team and, when appropriate, with the Multi-Services Team, to refer the student to another school site, or recommend an alternative program.

#### **Reasons For Involuntary Transfers**

Consideration for the involuntary transfer of students (placing students in another comprehensive, continuation, or alternative school site) may be given (but not limited) for the following reasons:

1. Assault on another student (assault on a staff member may result in a recommendation for expulsion, depending on the situation and investigation by school officials).
2. Fighting
3. Major (excessive) vandalism or theft at the school site
4. Theft of a staff's personal belongings
5. Threats or intimidation to staff
6. Threat or intimidation to another student
7. Student causes an unsafe or hostile environment to other students or staff.
8. Sexual harassment towards another student or staff.

Every situation will be individually assessed using the team approach (with the Discipline Team and when appropriate the Multi-Services Team) in order to maintain a safe and healthy school environment.

### **3.2. Alternative Programs (applies to students age 16 and older)**

Students with severe disciplinary issues whose behavior compromises the safety of the campus shall be referred to Berkeley Technology Academy.

In the event that the District's continuation site is at capacity, the Director of Student Services shall be contacted for assistance to place the student in another alternative school site, possibly a community-based program.

### **3.3. Dress Code**

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.

In order to promote student safety, discourage theft, peer rivalry, and gang activity, the principal, staff, and parents/guardians at a school may establish a reasonable dress code. These school dress codes shall be regularly reviewed.

#### **A Education Code, Title V, Section 302**

Students at any of the Berkeley Unified Schools are required to dress appropriately, as governed by California Administrative Code, Title 5, Section 302.

#### **B. Dress Requirements**

Uniform dress is not required at name school. Additionally, Longfellow prohibits students from bringing or wearing the following articles or clothing on campus during class session, after school, and during after school extra-curricular activities.

1. Hats, Caps, Bandanas, Beanies, Knit Caps, Head Stockings, Do-Rags, etc.  
Baseball caps, hats, bandanas, head bands, do rags or any type of head rags or head coverings will not be permitted on campus during normal school hours. Students who are engaged in a school-sponsored contest, performance, or athletic event are exempt from this policy only during their actual participation in such activity.
2. Gang-Related Clothing or Articles  
To promote school spirit and avoid gang-related problems, private club clothing shall not be worn. This includes "colors", "rags", "colored" shoestrings, Old English lettering personalization on clothing or backpacks, gang-related belt buckles, sports clothing identified by gangs and cliques, and clothing depicting gang or prison life.
3. Tagging on Backpacks, Clothing, or School Material  
Clothing with students' personal writing or tagging on jackets, backpacks, pants, sweatshirts, etc., or school materials will not be allowed. The student's name in simple lettering is encouraged.
4. Pants/Shorts/Skirts/Dresses  
Torn pants as a style are not allowed. All pants and sweat pants must be hemmed. To encourage a wholesome environment, sagging pants are not permitted. Tight or very short shorts, for example "Daisy Dukes" or cut off-jeans, unraveled jeans, or short skirts are not allowed nor appropriate for a school campus. With hands straight at the sides, skirts must extend at least two inches below the student's hand or three inches above the knees. Skirt slits above the knee are not allowed on campus.

5. All clothing pertaining to blouses, tops, shirts, sweaters, sports jerseys (as pertaining to the upper torso) must not expose any part of the upper torso including midriff, shoulders, cleavage (low cut), or see-through in any form. All tops must extend to the end of the shoulder. Knit tops and net-type jerseys require a shirt or blouse underneath which does not expose midriff, cleavage, or shoulder.
6. Accessories and Other  
Chains, and jewelry with spikes (chokers, wrist bands, rings, etc.) shall be taken from the student and will be held for the parent or guardian to pick up.  
Shoes must be worn at all times. Steel-toe shoes shall not be allowed to be worn on campus. Under clothing worn as outer wear shall not be allowed. Clothing depicting illegal activity or contraband such as drugs, alcohol (example: "Blunt", "420", "Cypress Hill", "8 Ball", "Joe Camel", etc.) or sexual activity will not be permitted on campus. Students wearing such articles will not be allowed in class; parents shall be notified of the need to send the student home to change into appropriate school attire.  
Belts which are deemed inappropriate or dangerous will not be permitted to be worn on campus and will be taken from the student.

## **C. DISCIPLINE**

No student will be allowed to disrupt the normal school day activity or to compromise the health and safety of the campus. Any student who violates the dress code or accessory policy on the Longfellow Middle School site shall be requested to change his or her clothing for the first offense. Students shall be requested to change their clothing and shall be disciplined for each subsequent offense for willful defiance per school and district policy.

### **3.4. Campus Supervision**

#### Supervision Before School

To ensure as safe and orderly entrance as possible to the Longfellow Middle School campus for staff, students and parents (and school community when on official business), campus security or a staff campus supervisor will be available to supervise the campus prior to the start of the school day, but not later than 7:30 a.m. Administrative staff and or designees will be available for supervision. The Discipline Team will assist the VP in dealing with any student behavior that is in direct conflict with the District's and school site's educational program. Campus security and BPD will be available to deal with students and non-students alike on any issues or disturbances that directly disrupt the educational goals and objectives of the District and school site.

#### Supervision During Lunch

Campus security and all members of the Discipline Team will be available to supervise and maintain a safe and healthy school environment during lunch and brunch. All team members will be assigned to strategic locations throughout the campus and all will carry walkie-talkies. Campus security or individual Discipline Team members who are assigned to the furthest points of the campus will be issued the use a golf cart. Faculty is expected to supervise their assigned posts during the brunch period. Assigned posts shall be made available through the faculty handbook and shall be updated annually. Violation of any of the school safety and discipline policies will not be tolerated and will result in disciplinary consequences.

#### Supervision During Class Time

Campus security is expected to continuously supervise the campus during class time, when not writing reports, interviewing students, or conducting an investigation. It is expected as much as possible that all staff, as is appropriate and feasible, to support the campus supervision endeavors by accepting tardy students and by preventing unauthorized leaves of the classroom by students.

#### Supervision After School

Campus security and all members of the Discipline Team will be available to supervise a safe transition from class to exiting the school grounds when the final bell rings. All members will be assigned to strategic locations throughout the campus including the center of campus, front of school, and blacktop areas and will all be requested to carry a walkie-talkie. Additionally, as financial provisions permit, campus security will be requested to perform special duty after school or during special school site events taking place after hours.

## **3.5. Overview of Student Disciplinary Procedures**

### **3.5.1. Statement of Rules and Procedures On School Discipline**

**Education Code 44807:** *Every teacher in the public schools shall hold pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. A teacher, vice principal, principal, or any other certificated employee of a school district, shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance*

*of his duties, of the same degree of physical control over a pupil that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning.*

### **3.5.2. Some Basic Policies Staff, Students and Parents Should Know**

Students who are made aware of certain policies and laws make better decisions for themselves. Sometimes, even a simple statement made by the student such as "I hate my teachers, I wish he would drop dead", after the student sees his grades may seem fairly innocuous to the student, but may be perceived as threatening to the teacher. Such statements will not be tolerated and may easily result in a suspension, arrest, involuntary transfer, or expulsion from school.

The purpose of this section is to provide information on policies which will be issued to all staff and introduced to all classes at the beginning of each school year. These policies address some of the most commonly committed offenses at the school sites. Additionally, parents will be apprised of these policies via school bulletins and mailers.

Below are a few such policies and laws which will hopefully serve as a reference for helping students to make better decisions.

1. Threats to any staff: Verbal and nonverbal threats may:

- result in severe disciplinary action be taken as a real threat result in a police citation, arrest, or both
- may be taken seriously (comments like "I feel like slashing my teacher's tires", "I don't deserve this grade, I wish I could shoot my teacher", etc.), and may be grounds for disciplinary action
- All attacks, assaults, or physical threats towards school employees by any pupil must be reported to law enforcement (Education Code 44014).

2. Guns: real or replicas: *PROHIBITED*. Real or replicas include but are not limited to

- Toys, plastic or metal
- Stun guns pellet guns,
- BB guns
- Imitation

Any student(s) found with any toy or real firearm will be subject to one or more of the following disciplinary actions:

- Citation or arrest
  - Suspension
  - Recommendation for Expulsion from the School District
3. Brandishing, intimidation, threats, or exposing a weapon will result in additional legal charges against the responsible individual.
- Includes brandishing, intimidation, threatening, or exposing of a real, toy, or simulated weapon.
  - Infraction may result in severe disciplinary action as previously described.
4. Weapons of any type are not permitted on campus. The sample list below includes but is not limited to real, simulated, or fake items:

SAMPLE LIST OF WEAPONS-NOT LIMITED TO REAL, SIMULATED OR FAKE ITEMS	
Knives	skateboards
Blades	baseball bats
laser pointers: possession and/or use of a laser pointer will result in disciplinary action and possible police citation. Any student who directs a laser pointer towards another individual will receive disciplinary action and a possible police citation	brass knuckles
Sticks	chains
Mace	pipes
Weights	Any other instrument that can be, or is used as a weapon is prohibited on campus.

5. Sexual harassment is a violation of education code and District policy. Verbal, non-verbal, and physical actions such as: inappropriate looks at others or inappropriate

comments, touching of sexual body parts of another person, and electronic communications of a sexual nature. This behavior will result in severe disciplinary action.

6. Fighting and assaults are against school policy and education code. These offenses will be taken seriously by the District, possibly resulting in severe disciplinary action as referenced above.
7. Campus disturbances are against Education Code and school policy.  
Any individual who incites, provokes, or instigates others to fight or causes or contributes to a campus disturbance may be suspended, involuntarily transferred, or all of the above. This also applies to students who go to other campuses and cause a disturbance
8. Drug sales on school campus are grounds for mandatory recommendation for expulsion and arrest. The student is subject to the same disciplinary action as (2) of Section 3.5.2. above. This includes possession of any quantity of drugs, and attempted sales.
9. Intimidating a witness is a violation of the Education Code. It is illegal to harass or intimidate a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that student or staff from being a witness or retaliating against that student for being a witness, or both.

Disciplinary action will be severe and may result in any or all of the following actions:

- Suspension
- Police Citation
- Involuntary transfer
- Recommendation for Expulsion

### **3.5.3. Responding to a Disturbance (415)**

The following process shall be used when responding to a disturbance involving several students (fight or other):

1. Respond as requested by base, VP, or other staff knowledgeable about the disturbance.  
Two or more team members will be asked to respond, or all available team members will be asked to respond, depending on the severity.
2. Team members will diffuse situation.
  - Assess situation.
  - Identify key individuals involved.
  - Bring key individuals to office and separate (in different offices).

- Work as a team in central location (the discipline office).
  - Do not release key individuals/participants unescorted.
3. Decide as the Discipline Team who will take the lead. All others provide investigative support, written documentation, parent contacts, referral, and/or suspension write-ups under the direction of the team member taking the lead.
  4. Interview participants and/or witnesses. Take notes during the interview. Have individuals (suspects, victims, and witnesses) write a statement of what took place.
    - Interview participants individually.
    - Always keep participants separated.
  5. After interviewing participants, meet as a team and decide course of action.
    - Keep the VP abreast of the issue, investigation, and disciplinary action.
    - Contact parents or guardians and document such contact.
    - Work as a team; support each other.
  6. Resolve the issue on the same day of occurrence as much as possible. Address issue if disturbance occurs at the end of the school day.
  7. Keep all information confidential outside the Discipline Team and administration. This includes investigative outcomes, team discussion strategies, and disciplinary measures. Disciplinary outcomes may be discussed only with teachers or parents of individual students.
  8. Students shall not be released during the school day without parent notification.
    - A student may be released at the end of the school day if parent contact was unsuccessful.
    - A parent or guardian shall be requested to pick up their student in order to prevent further disturbances or for the student's own safety.
  9. Students shall not be released during the school day without parent notification.
    - In the event that there may be tension on the campus between two or more students, these students will be brought into the office for conflict resolution and mediation.
    - Rather than dismissing any observed or perceived tension between two or more persons, members of the discipline team shall bring the individuals into the office (in a private location) for conflict resolution and mediation.



10. In the event that only one participant of a disturbance or fight was detained, the campus security or discipline team will be notified and alerted regarding the other individual.
11. Never release a student who may potentially be involved in a fight or disturbance without interviewing him or her, making parent contact, mediation, conflict resolution, or warning. Under no circumstances release a hostile student(s) or victim at the same time without a parent, staff, or security escort.
12. Always consult with the VP, Discipline Team Colleagues, campus security, or other site administrators when in doubt.

#### **3.5.4. Policy on Harassment and Intimidation**

*Harassment* means to deliberately continually or chronically annoy or badger another person.

*Intimidation* means to make timid or fearful, to frighten; to compel or deter as if by threats.

Harassment and intimidation occur when

- a person is constantly picked on, bullied, harassed, pushed around, threatened, constantly laughed at or mocked,
- an individual is teased over any issue, big or small. The teasing could be for example because of the way someone dresses, looks, combs his or her hair, because they get good grades or get along well with the teacher.

#### Consequences for Harassment and Intimidation

Possible consequences for any student who engages in harassment and/or intimidation practices:

- Conflict mediation; call to the parent
- After school detention
- Community service hours
- Suspension
- Removal from the classroom
- Removal from the school
- Possible police citation if threats are involved

BUSD will not condone this type of behavior towards another person on this campus. Students will be held accountable for their behavior at all times.

### **3.5.5. Notification to Students and Parents of Discipline Policies**

#### **Education Code 35291**

1. Parents and students shall be notified of the District and school site rules pertaining to student discipline at the beginning of the first semester, and at the time of enrollment for students who enroll thereafter.
2. The discipline policy shall be reviewed annually with input from the Discipline Team, site administrators, campus security, staff, students, and parents.

(See Appendix B, *Education Code Violations*.)

### **3.5.6. Crime-Related Support Services in the BUSD Community**

#### **Prevention/Intervention Programs**

The Board believes that parental involvement plays an important role in the resolution of classroom behavior problems. The Board expects that teachers will communicate with parents/guardians when behavior problems arise.

Students receiving Special Education services, or those students who are protected under the "504 Plan", will first be referred to their case managers, and if no improvement is seen, then students can be referred to the IEP or RtIs Team, and must involve the case manager or representative from the Special Education Department (for students with IEPs).

#### **Coordination of Services Team**

The COS Team is comprised of school personnel and support service providers (i.e. mental health providers, mentors, etc.) These support service providers offer confidential support services through the school's COS Team under the coordination of Ananda Esteva. The COS Team meets weekly at the school site.

#### **Services on Campus**

1. Restorative Justice, Conflict Management and Resolution shall be offered to students
2. Counseling by our Counseling team shall be offered to students

3. Behavioral Health Support by Berkeley Mental Health shall be recommended to students as needed.
4. Other (insert):

### Community Service

Community Service involves assigning a student who has committed an infraction of the school policies, hours of service to the school and community in lieu of suspension. The community service hours are performed after school during non-class hours. The goal is to keep the student in school so that he/she does not miss out on class instruction.

### School-Wide Review Of School Policies

Students and parents shall be made aware of school policies through an annual mailer or parent/student handbook. New students shall be given a copy of the school policies at the time of enrollment. All classrooms shall have posted a copy of the Student Discipline Policies and Emergency Disaster Plan. Additionally, selected policies shall be written weekly on the student section of the school bulletin.

### Prevention and Intervention Activities Based on Crime Statistics

A review of the crime statistics for Longfellow Middle School indicates four basic areas of concern:

1. *Drug and alcohol offense*: This includes students suspected of use or under the influence; also, students suspected of possession.
2. *Property crimes*: This includes theft, graffiti, and general vandalism.
3. *Crimes against a person*: This category includes persons who were victims or suspects of assault or battery, victims or suspects of assault with a deadly weapon, and victims or suspects of a sexual offense.
4. *Other crimes*: This area includes students who are suspected of possession of a weapon or of using destructive or explosive devices.

5. The Conflict Management Program and other school-wide educational programs which educate students on issues of diversity, intimidation and harassment, policies on weapons and vandalism, anger management, and personal counseling through COS Team serve to address the most frequent issues surrounding the crime reporting and student behavioral incidents.

### Cell Phones and Electronic Devices

Students in grades K-8 will be allowed to carry electronic signaling devices at school with the following stipulations:

- The school will not be responsible for lost, stolen or damaged electronic signaling devices;
- Electronic signaling devices are to be shut off at the start of school and may be turned on again only at the end of the school day;
- AT all other times, including but not limited to class time, passing periods and break, electronic signaling devices shall not be left on in vibrating mode;
- Use of electronic signaling devices at any time during instructional time will result in confiscation and possible disciplinary action.

#### Longfellow's Electronic Policy

##### **Rules:**

Students will always keep their cell phones on them or in a locked locker.

Students will have their phone off during the school day while on campus.

Students whose cell phones ring in a classroom or use their phones on school grounds will:

**First Offense** - Surrender phone and keep in a backpack until the end of the school day. Referral to a school official or one after school detention issued by a school official. Documented in PowerSchool. Phone the parent. Return phone to student at the end of the school day.

**Second Offense** - Surrender phone and turn in to the Vice Principal for safe keeping. Referral to a school official. Two after school detentions. Document in PowerSchool records. Phone the parent. Return phone to student and parent in parent meeting.

**Any subsequent offense** - Surrender phone and turn into a school official. Referral to a school official. Loss of cell phone privileges for one calendar year. Document in PowerSchool records. Phone the parent. Return phone to the parent in parent meeting.

Students who refuse to surrender a cell phone to a school official or use a phone when privileges are revoked are subject to:

**First Offense** - Referral to a school official - two after school detentions issued by a school official. Document in PowerSchool records. Phone the parent. Return phone to student at the end of the school day.

**Second Offense** - Referral to a school official. Suspension from school for one day. Document in PowerSchool records. Phone the parent. Return phone to student and parent in parent meeting.

**Any subsequent offense** - Referral to a school official. Suspension from school for at least two school days but no more than five. Loss of cell phone privileges for one calendar year. Document in SASI records. Phone the parent. Return phone to the parent in parent meeting.

Note - These rules are guidelines that will be followed but, with any incident, there may be circumstances that warrant more or less serious consequences.

##### **Stolen Phones:**

**Longfellow will attempt to locate a stolen cell phone but will not get involved with criminal matters or cell phone companies if a cell phone is stolen.**

## **SECTION 4**

# ***APPENDICES***

## **APPENDIX A Site Goals and Objectives**

**2016-2017**

### **Goal 1 : Preparedness for Armed Intruders, Disasters, and Fire**

Strategy: Initiate drills for armed intruders, earthquakes, and fire as follows, record the drills in the Drill Schedule Google doc, including method of family notification:

1. Fire drills: pre-schools and elementary schools – monthly; middle schools, high schools, and adult school – 4X/year

2. Earthquake drills: pre-schools and elementary schools – 2X year simple drills/ 1-2X year more complicated drills; middle schools, high schools, and adult schools – 1X year simple drill/ 1-2X year more complicated drills
3. Armed intruder drills: 2X year all sites, must use the ALICE protocols, 1 drill must be during the after-school program for applicable sites. Review the ALICE armed intruder preparedness protocols with all staff.

## **Goal 2: School Climate**

Strategy: 1. A team of staff from every elementary and middle school will participate in two full-day Positive Behavior Intervention and Support Professional Development trainings which includes a site assessment of PBIS practices and a plan for increased implementation of PBIS and restorative practices.

2. Middle and high schools will increase the use of restorative practices through the addition of full-time counselors at the middle schools and at Berkeley High School, and through support from SEEDS at Berkeley Technology Academy.

## **Goal 3 : Site Goal**

Strategy: Revisit the site's earthquake preparedness to include reviewing and updating staff roles, and responsibilities, alternate evacuation routes, and updating the inventory of emergency supplies.

## **APPENDIX B**

### **EDUCATION CODE VIOLATIONS**

*The Principal may suspend and/or recommend for expulsion a student whom he or she determines has committed any of the following offenses:*

- 48900 (a)(1) Caused, attempted to cause, threatened to cause physical injury to another person.  
 48900 (a)(2) Willfully used force or violence upon the person of another, except in self-defense.

- 48900 (b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or designee of the principal.
- 48900 (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- 48900 (d) Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- 48900 (e) Committed or attempted to commit robbery or extortion.
- 48900 (f) Caused or attempted to cause damage to school property or private property.
- 48900 (g) Stole or attempted to steal school property or private property.
- 48900 (h) Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil or his or her own prescription products.
- 48900 (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- 48900 (j) Unlawfully possessed or unlawfully offered, arranged or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- 48900 (k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- 48900 (l) Knowingly received stolen school property or private property.
- 48900 (m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- 48900 (n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 or the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- 48900 (o) Harassed, threatened or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness, or retaliating against the pupil for being a witness, or both.
- 48900 (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- 48900 (q) Engaged in, or attempted to engage in, hazing as defined in Section 32050.
- 48900 (r) Engaged in bullying, including by means of an electronic act
- 48900 (t) A student who aids or abets the infliction or attempted infliction of physical injury on another person as defined in Penal Code 31 may be suspended, but not expelled. However a student may be suspended or expelled pursuant to Education Code 48900 (a) once he/she has been adjudged by a juvenile court to have committed, as an aider or abettor, a crime of physical violence in which the victim suffered great or serious bodily injury.
- 48900.2 Committed sexual harassment as defined in Education Code Section 212.5. (grades 4-12)
- For the purposes of this chapter, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.
- 48900.3 Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Education Code Section 233. (grades 4-12)
- 48900.4 Intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment. (grades 4-12)



48900.7 Terroristic threats against school officials, school property, or both.

*In addition, the Principal shall recommend a student for expulsion who has committed any of the following offenses, unless the Principal determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct.*

48915(a)(1)A Causing serious physical injury to another person, except in self-defense.

48915(a)(1)B Possession of any knife or other dangerous object of no reasonable use to the pupil.

48915(a)(1)C Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis, or over the counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician.

48915(a)(1)D Robbery or extortion.

48915(a)(1)E Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

*In addition, the Principal shall recommend a student for expulsion whom the principal determines has committed any of the following offenses:*

48915(c)(1) Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of the school district.

48915(c)(2) Brandishing a knife at another person.

48915(c)(3) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.

48915(c)(4) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.

48915(c)(5) Possession of an explosive as defined in 118 USC 921.

**APPENDIX C**  
**Berkeley Unified School District**  
**Uniform Complaint Form**

# UNIFORM COMPLAINT PROCEDURE

## for Complaints Alleging Discrimination, Including Sexual Harassment and Discriminatory Bullying, and Complaints Concerning Categorical Aid Programs

The Board recognizes that it is the District's responsibility to ensure compliance with applicable federal and state laws and regulations governing the educational programs listed below and to investigate allegations of non-compliance. Any person, including any parent of a pupil enrolled in a federally or state funded consolidated aid program, may file a complaint alleging a violation of law, policy, or regulation governing such program. Programs making up the consolidated categorical aid programs are:

- |                                      |   |
|--------------------------------------|---|
| * Adult Basic Education              | * Consolidated Categorical Aid Programs |
| * Child Nutrition                    | * Migrant Education                     |
| * Childcare and Development Programs | * Special Education                     |
| * Vocational Education               |   |

In addition, discrimination complaints may be filed with the District alleging unlawful discrimination on the basis of ethnic group identification, religion, age, sex, color, or physical or mental disability, in any of the above programs conducted by the District which are funded directly by, or that received or benefited from any state financial assistance. Complaints alleging unlawful discrimination include complaints regarding sexual harassment and/or discriminatory bullying. Any person may also file a complaint with the District through the Uniform Complaint Process regarding the imposition of pupil fees.

Write the nature of the complaint. (This should be a description in your own words of the grounds of your complaint, including all names, dates, and places necessary for a complete understanding of your complaint.) Please use additional space on the reverse side if necessary.

- Copies of the District's complaint procedures are available free of charge and can be obtained at any school site, on the District's website, or at the Office of the District Title IX Coordinator/ Compliance Officer, 2020 Bonar Street, Room 116, Berkeley, CA, 510-486-9338.
- Discrimination complaints shall be filed with the District or the California Department of Education not later than six months from the date the alleged discrimination occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination.
- If the complainant is dissatisfied with the resolution of his /her complaint by the Compliance Officer, he/she may appeal to Board within 5 days of the receipt of the report. If the complainant appeals either the Board or Compliance Officer's resolution to the California Department of Education, the appeal must be filed with 15 days of the receipt of the Compliance Officer or Board Report.
- The Board prohibits retaliation for the filing of a complaint, the reporting of discrimination, or for the participation in the complaint procedures. The District shall maintain the identity of a complainant alleging discrimination confidential, except to the extent necessary to carry out the investigation or complaint proceedings.

**Please print your name, address, and telephone number:**

Complainant's Name

Complainant's Phone Number

Complainant's Address

Complainant's Signature

Date

## APPENDIX D

**Berkeley USD**  
**Board Policy 5131.2**  
**Anti-Bullying**

The Governing Board of the Berkeley Unified School District affirms that every student and staff member has the right to a safe and secure school environment, free of humiliation, intimidation, fear, harassment, or any form of bullying behavior. Furthermore, the Board believes that a healthy, positive psychosocial school environment enhances and increases academic achievement and pro-social development (BP 5030.2), and therefore the prevention, [reduction/elimination], and effective disposition of bullying are fundamental to Berkeley's educational goals. The District, students, families, and staff have an obligation to create an environment that celebrates and respects diversity and human dignity and admonishes bullying behavior. To this end, the District has in place policies, procedures, and practices that are designed to reduce and eliminate bullying and harassment as well as address incidents of bullying and harassment when they occur.

The District will not tolerate bullying – as defined in this policy -- or any behavior that infringes on the safety or well-being of students, staff, or any other persons within the District's jurisdiction whether directed at an individual or group.

To address incidents of bullying and the potential culture that supports such behavior, this policy has the following objectives:

- 1) Cultivation of a culture of empathy, kindness, respect, and mutual trust among students and between students and staff
- 2) Creation of a school climate which encourages students to disclose and discuss incidents of bullying, both in their roles as victims, perpetrators and bystanders
- 3) Demonstration of a commitment to address incidents of bullying by outlining the school response to any such behaviors

The District will communicate its objectives, programs, and procedures to eliminate bullying in its annual parent/student handbook.

**Definition:**

Bullying means systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees. It is further defined as: unwanted purposeful written, verbal, nonverbal, or physical behavior, including but not limited to any threatening, insulting, or dehumanizing gesture, by an adult or student, that has the potential to create an intimidating, hostile, or offensive educational environment or cause long term damage; cause discomfort or humiliation; or unreasonably interfere with the victim's school performance or participation. Bullying is carried out repeatedly; and is often characterized by an imbalance of power.

**Indicators of Bullying Behavior**

- Bullying behaviors may include, but are not limited to, the following:
  - Verbal: Hurtful name-calling, teasing, gossiping, making threats, making slurs or epithets, making rude noises, or spreading hurtful rumors. This policy excludes constitutionally protected speech (Education Code 48950). Speech that poses a threat or danger to the safety of students, employees or District property, or that materially and substantially disrupts the school environment, is not constitutionally protected.
  - Nonverbal: Posturing, making gang signs, leering, staring, stalking, destroying property, insulting or threatening notes, using graffiti or graphic images, or exhibiting inappropriate and/or threatening gestures or actions.
  - Physical: Hitting, punching, pushing, shoving, poking, kicking, tripping, strangling, hair pulling, fighting, beating, "pantsing", pinching, slapping, biting, spitting, or destroying property.
  - Emotional (Psychological): Rejecting, terrorizing, extorting, defaming, intimidating, humiliating, blackmailing, manipulating friendships, isolating, shunning, ostracizing, using peer pressure, or rating or ranking personal characteristics.
  - Cyberbullying: Bullying committed by means of an electronic act, the transmission of a communication, including but not limited to, a message, text, sound, or image by means of an electronic device, including but limited to, a computer phone, wireless telephone, or other wireless communication device, computer, or pager.
  - Cyberbullying is characterized by deliberately threatening, harassing, intimidating, or in any way, ridiculing an individual or group of individuals; placing an individual in reasonable fear of harm;; posting sensitive, private information about another person without his/her permission; breaking into another person's account and/or assuming another individual's identity in order to damage that person's reputation or friendships.
  - Hazing: ritualistic behavior that subjects persons to intentionally mean-spirited, physically or psychologically abusive, or humiliating tasks as a rite of passage or initiation.

### **Jurisdiction:**

This policy applies to students and staff on school grounds, while traveling to and from school or a school sponsored activity, during the lunch period, whether on or off campus, and during a school-sponsored activity. It also includes acts of bullying that take place at any time when the acts have a nexus to school attendance/activities by posing a threat or danger to the safety of students, District property, or materially and substantially disrupting the school environment.

This policy pertains to cyberbullying that is related to school activity or attendance that occurs at any time, including, but not limited to, while on school grounds, while going to

or coming from school, during the lunch period whether on or off campus, during, or while going to or coming from, a school sponsored activity, that is directed specifically toward a pupil or school personnel. If the cyberbullying occurs outside of the scope of the District but the school has knowledge of its occurrence, the school will inform the parents/guardians of the students involved.

### **Bullying and Harassment:**

Bullying, cyberbullying, and intimidation, may, from time to time, be part of a continuum of student misconduct such as sexual harassment, hate-motivated behavior, assault or child abuse, and, as such, the action of the student or the nature of the incident could be considered a violation of other aspects of student conduct policies and state and federal law.

Bullying based on a person's or group's actual or perceived sex, gender, transgender or gender-identity non-conforming, socio-economic status, their race, color, religion, ancestry, national origin, ethnic group identification, physical or mental disability, age, sexual orientation, marital or parental status, which constitutes discriminatory harassment, shall be dealt with in accordance with the Nondiscrimination/Harassment Policy (BP 5145.3) as well as with this policy.

### **Reporting:**

Students who are the targets of bullying, staff, or any community member who has witnessed bullying, should report the abuse to the principal, the principal's designee, or a trusted school staff member. Staff members, upon receiving a complaint or witnessing bullying, are required to make a report to the principal or principal's designee. While submission of a Bullying Incident Form is not required, the reporting party is encouraged to use the Form which will be made available from the principal of each school and the District office. Oral reports shall also be considered official reports. Reports may be made anonymously, but formal disciplinary action may not be based solely on an anonymous report. Both oral and anonymous reports should be documented and reported by the receiving administrator.

If a student/or staff member feels that he/she is the target of cyberbullying, the student or staff member is encouraged to save and print any messages or other posts sent to them that they feel constitutes cyberbullying and to notify a teacher, principal or other employee so that the matter may be investigated.

### **Investigation:**

Investigation: Upon receiving a report either directly from the target of bullying, a witness of bullying, or from a teacher or staff member, the principal or principal's designee (or Superintendent/designee) must initiate the Investigation Procedures.

The investigation must be prompt and diligent. All interviews of witnesses, the victim, and the accused shall be conducted separately. During an investigation, all individuals involved must to the extent reasonably possible maintain the confidentiality of the

proceedings and the names of the complainant and students involved.

### **Victim's Rights:**

The victim of bullying has the right to immediate support, including physical and psychological support. During and after the investigation, a school counselor or other appropriate school personnel should follow-up with the victim and provide the appropriate and necessary support.

### **Intervention/Discipline:**

The Principal or designee shall decide the appropriate way to deal with bullying behavior if the investigation has proven that the student who engaged in the bullying behavior has violated this policy. Interventions and consequences must be age-appropriate and equal to the severity of the violation. In dealing with bullying behavior, the designee should regard the bullying behavior and the situation as unique and create an intervention/discipline plan based on the particular characteristics of the situation to ensure that the plan remedies the bullying, decreases chances of retaliation, and helps rehabilitate the student who has engaged in bullying behavior (if appropriate).

Some acts of bullying may be part of a larger pattern of bullying that requires a response either at the classroom, school site, or District levels or by law enforcement officials. Consequences and appropriate remedial actions for a student who commits an act of bullying may range from behavioral interventions and education up to and including suspension/expulsion, or referral to law enforcement (Suspension and Expulsion/Due Process Policy BP 5144.1)

In addition to the grounds specified in Education Code sections 48900, sections 48900.2, 48900.3, and 48900.4 provide additional authority to discipline a pupil in any of grades 4 to 12, inclusive for conduct that amounts to bullying. (Education Code 48900, 48900.2, 48900.3 and 48900.4)

*Education:* To prevent bullying, each school site has the obligation to educate students about what bullying is and why it is unacceptable. When possible, teachers should use existing curriculum and materials to emphasize the negative, hurtful effects of bullying. Each school site should prioritize its existing anti-bullying curriculum and seek to enhance anti-bullying education. Furthermore, each school site should educate students in an age-appropriate manner about appropriate use of electronic devices and social media. The District has the obligation to provide materials and curriculum to each school site that requests support.

### **False Reports and Statements:**

Intentionally false reports, use of the complaint process, or statement to defame a fellow student or staff member or any illegitimate reason, will result in disciplinary consequences.

### **Retaliation:**

Retaliation against a complainant or any individual involved in the investigation of a bullying situation, either by the student who has allegedly engaged in bullying behavior, the friends of the student who allegedly engaged in bullying behavior, or any other individual, is strictly prohibited or is grounds for discipline.

**Annual Report to the Board:**

Each school site will make an annual report to the Director of Student Services in June detailing bullying incidents at the school. At a fall Board meeting, the Director of Student Services will report to the Board on bullying within the District and make recommendations as to how this policy can be more effectively implemented.

Approved: January 25, 2012

**Berkeley Unified School District  
Bullying Complaint Form (Policy 5131.2)**

**School:** \_\_\_\_\_

**Definition of bullying:** Bullying means systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees. It is further defined as: unwanted purposeful written, verbal, nonverbal, or physical behavior, including but not limited to any threatening, insulting, or dehumanizing gesture, by an adult or student, that has the potential to create an intimidating, hostile, or offensive educational environment or cause long term damage; cause discomfort or humiliation; or unreasonably interfere with the victim's school performance or participation. Bullying is carried out repeatedly; and is often characterized by an imbalance of power.

**Name of Student/ Date of Report:**

**Parent/Guardian/School Staff/Community member (if filing on behalf of a student):**

**Person(s) your complaint involves:**

**Date(s) of incident:**

**Where did the incident take place?**

**Did you report this incident of bullying previously?**

**If yes, to whom?**

**When?**

**Please describe your complaint in as much detail as possible. (Use back of form or extra sheets of paper if necessary.) Attach any documents related to this complaint.**

---

---

---

---

---

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Please submit this form to the school Principal. If you need assistance completing this form, please contact the Principal.**



## APPENDIX E

### Police Questioning Form

BERKELEY UNIFIED SCHOOL DISTRICT

School: \_\_\_\_\_

#### LAW ENFORCEMENT STUDENT QUESTIONING FORM

Date:	
Student Name:	
Law Enforcement Officer Name:	
▪ Agency	
▪ Badge/Identification No.	
▪ Basis of Authority	

Reason for Questioning:

Arrival Time		Time of Questioning		Time of Departure	
--------------	--	---------------------	--	-------------------	--

Did student ask for parent/guardian or other adult to be present?	Yes		No	
Did the principal/designee ask officer for permission to contact the parent/guardian prior to the student being questioned?	Yes		No	
▪ Did officer grant permission?	Yes		No	
▪ If No, did principal/designee inform office that he/she would contact parent/guardian?	Yes		No	

Name of parent/guardian contacted:	
▪ By whom:	
▪ Time:	
▪ If no answer, what follow up was done?	
▪ What did the parent tell the principal/designee?	

Did the principal/designee ask to remain in room during questioning?	Yes		No	
▪ Did officer grant permission?	Yes		No	
▪ If not, what was the reason given?				

\_\_\_\_\_  
Principal/Designee Signature

\_\_\_\_\_  
Date

**APPENDIX F**  
**CHILD PROTECTIVE SERVICES QUESTIONING FORM**

BERKELEY UNIFIED SCHOOL DISTRICT  
 CPS QUESTIONING AND PROTECTIVE CUSTODY FORM

Date:	
Student Name:	
CPS Worker:	
▪ Agency	
▪ Identification No.	

Reason for Questioning:

Arrival Time		Time of Questioning		Time of Departure	
--------------	--	---------------------	--	-------------------	--

Was the Child taken into protective Custody?	Yes		No	

BUSD Administrator Signature: \_\_\_\_\_  
 \_\_\_\_\_

Date:

**APPENDIX G**  
**PROCEDURES FOR NOTIFICATION REGARDING STUDENTS**  
**WHO HAVE BEEN SUSPENDED, EXPELLED AND/OR ARE ON PROBATION**

**Student Services Responsibilities**

- ✓ Notify Principal that a student who has been expelled or is on probation is enrolling at their site – notification shall be by e-mail
- ✓ Copy of notification received from the probation department that a student is on probation to be forwarded to Principal when received by Student Services



**Principal or Designee's Responsibilities**

- ✓ Establish/maintain confidential suspended, expelled and/or on probation student file – binder format – to be kept in a secure location
  - ✓ Designate person in charge of confidential file
- ✓ Principal/designee needs to notify teacher in writing when above mentioned student has been scheduled in their class
- ✓ Principal/designee to obtain signature from teacher confirming receipt of notification. Signature to be kept in confidential binder
- ✓ Contents of the confidential binder are not to be copied or removed from the secured area
  - ✓ Information to be kept for three years (probation notices to be kept for 1 year)



**Teacher's Responsibilities**

- ✓ May review suspended/expelled/probation student file by request
- ✓ Must sign confidential sign in sheet that is placed permanently in the confidential binder
- ✓ Information received by the teacher regarding the student shall not be disseminated by the teacher to anyone

***\*\*\*Per Education Code 49079, school district employees can be fined up to \$1,000 and jailed for up to six months for knowingly failing to provide information regarding pupils who have been suspended, expelled, or are on probation.\*\*\****

**Confidential Site Binder for Suspended, Expelled, Readmitted, and Probation Students**

**Elementary Schools: Principal is responsible for the binder, in the event that one is needed.**

**Middle Schools: Principal is responsible for the confidential binder. Principal may also designate Vice-Principal to be responsible for the confidential binder.**

**Comprehensive High Schools: Principal is responsible for the confidential binder. Principal may also designate an Assistant Principal/Dean to be responsible for the confidential binder.**

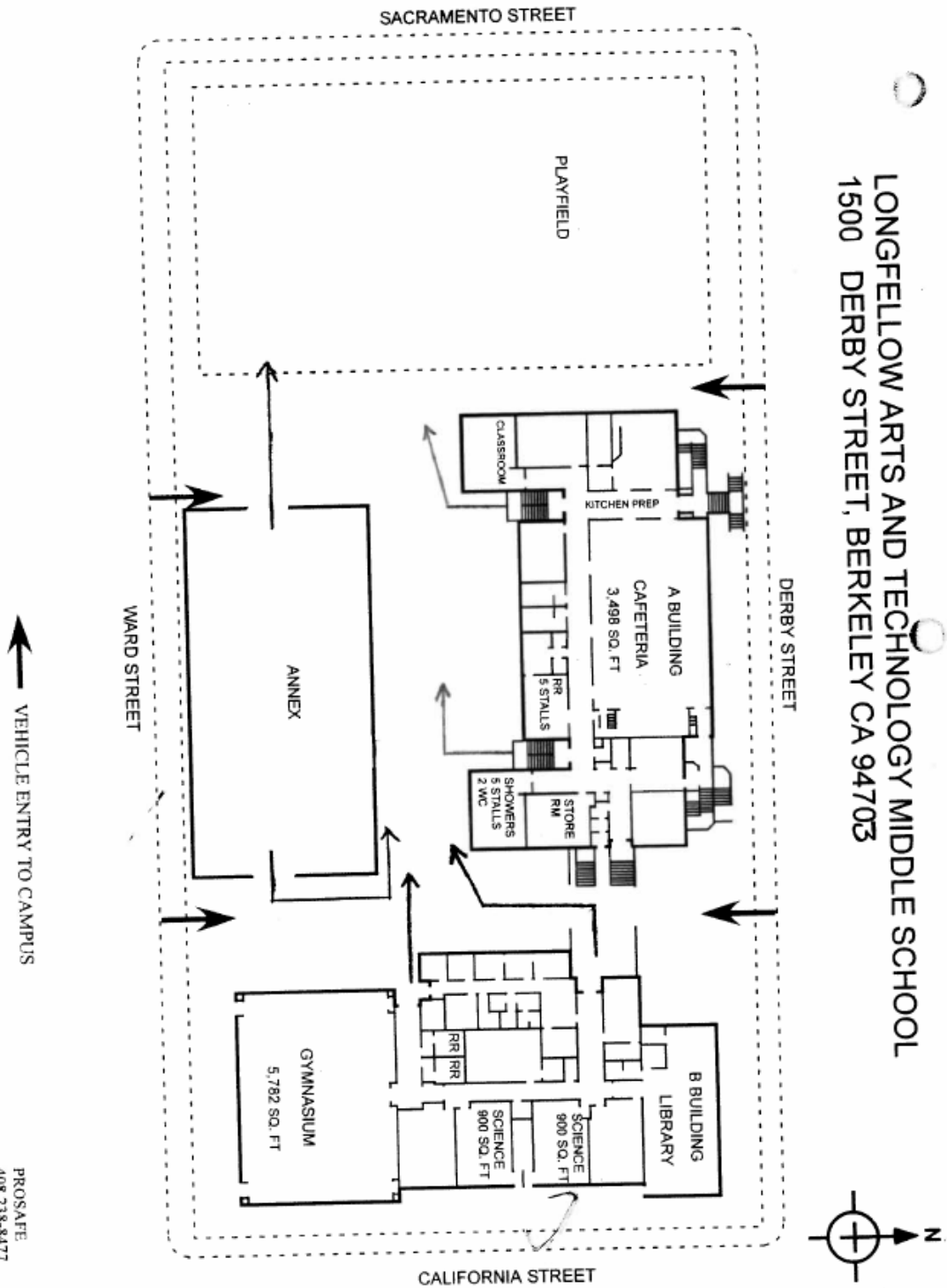
**Alternative Schools: Principal is responsible for the confidential binder.**

## **Appendix H**

### **Inventory of Emergency Supplies**

# APPENDIX I Evacuation and Reunification Map

LONGFELLOW ARTS AND TECHNOLOGY MIDDLE SCHOOL  
1500 DERBY STREET, BERKELEY CA 94703



PROSAFE  
408 238-8477  
7/2008



Longfellow Middle School



# **Fire**

## **Listen for the Continuous Honking Sound and Look for the Flashing Lights**



**Remain Calm**



**Listen for Instructions**



**Close all Windows and Doors**



**Evacuate Building with Your Class**



**Go to the Basketball Courts**

# **Earthquake/Disaster/Explosion Listen for the Short Series of Bells and Look for Flashing Lights**



**Duck and Cover**



**Listen for Instructions**



**Remain Calm**



**After The First Shock, Wait For  
Instructions, Go To the Basketball Courts  
and be Prepared for More after Shocks**



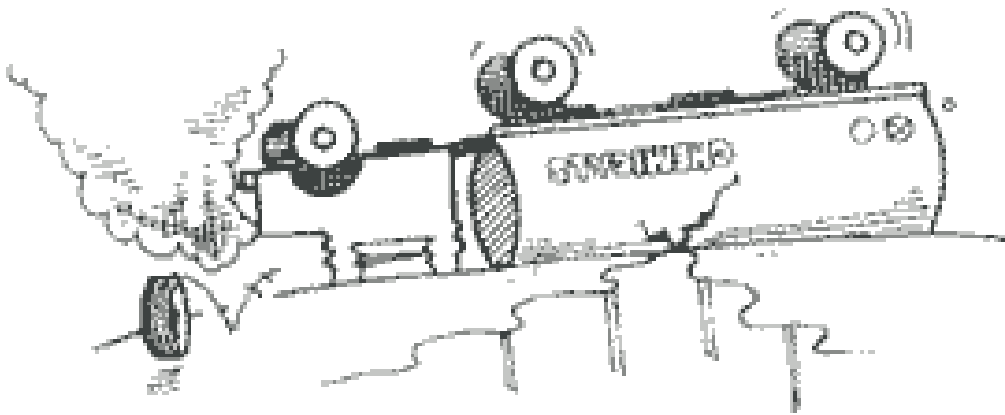


Longfellow Middle School

## **Outside Dangers**

### **Dangerous Person-Mad Dog -Hazardous Chemicals**

**Listen for constant ringing of bells or a voice saying  
you should go inside for protection.**



- △ **Remain Calm**
- △ **Listen for warnings and look for dangers**
- △ **Go to the nearest safe room**
- △ **Sit on the floor away from doors or windows where  
you can't be seen**
- △ **Do not unlock the door unless directed by a school  
official**
- △ **Evacuate the building only when told to leave**

## **Longfellow's Anti Slur Policy and Procedure**

**All students at Longfellow are expected to respect others in word, deed and action. We do not tolerate language that insults any person based on race, religion, gender, sexual orientation, disability or appearance.**

**The following are a series of questions that you are expected to answer with honesty and sincerity. Turn this form in to the Vice Principal immediately after you have completed them.**

**Name of student Referred:** \_\_\_\_\_

**Date:**

\_\_\_\_\_

**Date this form must be completed:** \_\_\_\_\_

What did you say that brought you to the office today?

---

---

---

Why did you say it?

---

---

---

What does this statement mean?

---

---

---

Why is what you said hurtful?

---

---

---

How would you feel if someone made a comment that insulted you based on your race, religion, gender, sexual orientation, disability, or appearance?

---

---

---

How do you think others felt when you made this comment?

---

---

---

---

How does it hurt our school when students put each other down?

---

---

---

---

What will you do differently in the future to make sure you don't hurt people?

---

---

---

---

I understand that Longfellow Middle School does not tolerate language or actions that insult any person on the basis of race, religion, gender, sexual orientation, disability or appearance and that, if this behavior continues, you may be subject to serious disciplinary actions.

Print Student Name \_\_\_\_\_

Sign Student Name: \_\_\_\_\_

Teacher's Name: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

**Note:** *All alarms are considered a real emergency unless verified as a prank.*

- ❖ *Do not secure any audible alarm without being certain that the alarm is false and never silence an alarm when the fire department is dispatched.*

Determining the Alarm Status:

- 1. Go to the main panel in the “Main” building and record the fault.**
- 2. Notify Sweep Personnel and the principal of the fault and trouble location,**
- 3. Have Staff verify the problem by reporting to the area of trouble and by checking all spaces for trouble,**
- 4. Report status to the Principal of the zone trouble and recommend to the principal to call off the fire department dispatch – we will have only a few minutes to make this determination.**

**Principal – call Maintenance at 644-6250 to tell them to dispatch emergency fire department personnel or inform them not to dispatch emergency personnel.**

**All alarms:**

1. Call Century Alarm at 1-800-692-1887, give them account number 71-0194 and inform them that you are having a drill or having a false alarm. For false alarms - Ask them to notify the fire station to call off the response if a prank alarm was activated.
2. Call the BUSD Maintenance Office at 644-6250 and inform them of the status or drill or prank – NEVER GUESS ON THE STATUS AND ALWAYS ASSUME AN ALARM IS REAL UNLESS YOU ARE SURE IT IS NOT!

Note – If in doubt or if a prank alarm is sounded - Call the Non Emergency dispatch at 981-5900 and inform them of our status. Note: They will respond once the alarm company notifies them of the alarm.

**Always Follow These Procedures for Pranks or Real Emergencies!**

- ❖ Contact the above numbers.
- ❖ Never “Silence” an audible alarm until all people are counted and present. It is illegal to secure an audible alarm. The fire department can issue fines to school officials who secure an alarm.
- ❖ Never reset the alarm panel. The fire department should reset the panel. The panel gives them the location of the incident and they feel very strongly about people resetting alarm

Emergency Alarm Assignments:

Person	Station During Emergency	Final Action
<b>Principal</b>	<b>Playground</b>	<b>Attendance – Stop Alarm</b>
<b>Vice Principal</b>	<b>Hall Panel</b>	<b>Determine Alarm Fault</b>
	<b>Admin Hall Panel</b>	<b>6 and 7 Team</b>
<b>Counselor</b>	<b>Basketball Courts</b>	<b>7/8 and 8 Team</b>
<b>Safety Officer 1</b>	<b>Sweep Academic Building</b>	<b>Report Status Playground</b>
<b>Safety Officer 2</b>	<b>Physical Education</b>	<b>Report Status Playground</b>
<b>Custodian - Day</b>	<b>I Building and Caforium</b>	<b>Report Status Playground</b>
<b>Custodian Night</b>	<b>Sweep All Buildings</b>	<b>Report Status Playground</b>
<b>Secretary</b>	<b>Emergency Data Cards</b>	<b>Direct Emergency Resources - Stuart Street</b>
<b>Attendance</b>	<b>Help Secretary</b>	<b>Direct Emergency Resources - Stuart Street</b>
<b>Resource Officer</b>	<b>Roving</b>	<b>Direct Emergency Resources - Stuart Street</b>
<b>Librarian</b>	<b>Secure Library</b>	<b>Assist with Attendance Playground</b>
<b>Other – Teachers and Instructional Aids on Preparation</b>		

**Return Bells: (Do Not Silence Alarms or Allow Students Into The Building Unless You Are Sure There Is No Danger).**

Check List:

**Emergency Data Cards – Main Office Secretary  
Principal - Master Schedule, Cell Phone**

<b>Misbehavior</b>	<b>Minimum Consequence</b>	<b>Maximum</b>
<b>Consequence</b>	<b>Repeated Instances</b>	
<b>Alcohol possession or use</b>	3 day suspension/ Possible Expulsion Hearing/ Contact Police for Investigation/Mandatory Counseling *	
	3-5 day suspension/ Possible Expulsion Hearing/ Contact Police for Investigation/Mandatory Counseling *	Expulsion Recommendation
<b>Argument with Students no Contact- Disrupts School</b>	After School Detention/ Mediation	After School Detention/ Suspension if Disruption is Repeated Mandatory Counseling *
<b>Arson</b>	5 day suspension/ Refer to the District for disposition and possible expulsion hearing/ Contact Police for Investigation/Mandatory Counseling *	Expulsion Recommendation/Mandatory Counseling *
		Expulsion Recommendation
<b>Battery with No Injury</b>	1 day suspension/Mediation	3 day suspension/Mediation Mandatory Counseling *
<b>Battery with Injury</b>	1-5 day suspension/ Mediation/Contact Police for Investigation/Mandatory Counseling *	Refer to the District for possible exuplsion hearing/ Contact Police for Investigation
	Expulsion Recommendation	
<b>Bikes, Skateboards,etc. Riding on campus</b>	1 After School Detention Confiscate property/ parent meeting	Loss of Privileges to Take Items to School
<b>Bomb Threat</b>	5 day suspension/ Refer to the District for disposition and possible expulsion hearing/ Contact Police for Investigation/Mandatory Counseling *	Expulsion Recommendation
	Expulsion Recommendation	
<b>Bullying or Threatening another Student</b>	Meet with victim/Devise Plan that is acceptable - follow up in a noted time frame.	Suspension 1-5 days/Parent meeting/Mandatory Counseling *
	Possible Expulsion Recommendation	
<b>Cheating(including using a computer to cheat)</b>	F or 0 on exam/ parent conference/1-3 day suspension if cheating is involved	

F on assignment/ test/ 1 day suspension/ Counseling/

Unless stealing involved(1-5 day suspension)      Student Study Team Meeting

**Cutting Class/Out of Class**      2 After School Detentions per period cut Student Attendance and Review Team Meeting/ Parent Meeting      Mandatory Counseling \*

**Drugs, Possession or Use**      3 day suspension/Contact Police for Investigation/ Possible Expulsion Recommendation/Mandatory Counseling \*      5 day suspension/Mandatory Counseling \*  
Expulsion Recommendation

**Explosive Device**      5 day suspension/Refer to the District for Expulsion hearing/Contact the Police for Investigation/Mandatory Counseling \*      Expulsion hearing/Contact Police for Investigation/Mandatory Counseling \* Definitely an Expulsion Recommendation

**Failure to Attend After School Detention**      Detention Doubled  
1 day suspension      1-3 Days of Suspension/Parent Meeting Mandatory

**Failure to Follow the "Stop the Conflict" Order Given by a School Official**      1 Day Suspension      1-3 Days of Suspension/Mandatory Counseling \*      5 Days of Suspension/Mandatory Counseling \*

**Failure to Surrender Cell Phone**      See Cell Phone Web Page  
Suspension is at the Discretion of School Official if Student Refuses to Surrender Phone Loss of Cell Phone Privileges

**Fighting without Injury**      1 day suspension/ Mediation      1-5 day suspension/Contact Police for Investigation      Mandatory Counseling \*

**Fighting with Injury**      1-5 day suspension; counseling/ Contact Police for Investigation      5 day suspension/Contact Police for Investigation      Mandatory Counseling \*/Possible Expulsion Hearing

**Gambling** Detention 1-5 day suspension\* Mandatory  
Counseling \*

**Misbehavior**      **Minimum Consequence**      **Maximum**  
**Consequence**      **BPD Referral**

**Graffiti, act of or possession of devices**      1-3 day  
suspension/Parent Fine for damages/ Contact Police for  
Investigation      Parent Fine for Damages/Mandatory Counseling \*  
Behavior Plan/Parent Meeting

**Harrassment,Threats, Intimidation** Detention/Meditation 5 day  
suspension/Contact Police for Investigation Student Study Team  
Meeting

**Hate Violence** 1-5 day suspension; expulsion hearing 5 day  
suspension/Refer to District for Possible Expulsion Hearing  
Student Study Team Meeting

**Inappropriate Use of Computer**      1 Detention or 1  
Suspension Determined By School Official/Student Must Read  
Technology Use Agreement      1-3 Days of Suspension/Loss of  
Computer Privileges for at Least One Month/Mandatory  
Counseling \*

**Inappropriate Use of Computer Passwords or Security**

Offense Could Result in an Expulsion Recommendation if  
Password or Security Violation Involves Changing Student Grades

Offense Could Result in an Expulsion Recommendation if  
Password or Security Violation Involves Changing Student Grades

Offense Could Result in an Expulsion Recommendation if  
Password or Security Violation Involves Changing Student Grades

**Intimidating a Witness in a School Investigation**      After  
School Detention/ 1-3 Days of Suspension at the Discretion of the  
School Official 1-5 Days of Suspension at the Discretion of the  
School Official Possible Expulsion/Parent Meeting and  
Counseling



**Leaving Class without Permission** After School Detention/1-3 Days of Suspension at the Discretion of the School Official 1-5 Days of Suspension at the Discretion of the School Official

**Leaving the Pod without Permission** After School Detention/1-3 Days of Suspension at the Discretion of the School Official

After School Detention/1-5 Days of Suspension at the Discretion of the School Official

**Lying to a School Official** After School Detention After School Detention/1-3 Days of Suspension at the Discretion of the School Official

**Play fighting Causing Alarm Where The School Official Believes That The Fight Was Real** 1 Day Suspension 1-3 Days of Suspension at the Discretion of the School Official 1-5 Days of Suspension at the Discretion of the School Official

**Play fighting** 1-3 days of Detention After School Detention/1-3 Days of Suspension at the Discretion of the School Official

After School Detention/1-5 Days of Suspension at the Discretion of the School Official

**Refusing to Give Name When Requested** After School Detention/1-3 Days of Suspension at the Discretion of the School Official After School Detention/1-5 Days of Suspension at the Discretion of the School Official/Counseling \* 2 days after school detentions/1-5 day suspension at the discretion the School Official

**Refusing to Leave a Classroom or Area when Directed** After School Detention/1-3 Days of Suspension at the Discretion of the School Official After School Detention/1-3 Days of Suspension at the Discretion of the School Official/Parent Meeting/Counseling \*

After School Detention/1-5 Days of Suspension at the Discretion of the School Official

**Removed from Detention for Disruption** 2 day detentions After School Detention/1-3 Days of Suspension at the Discretion of the School Official/Parent Meeting After School

Detention/1-5 Days of Suspension at the Discretion of the School Official

**Robbery or Extortion** 1-3 Days of Suspension at the Discretion of the School Official After School Detention/1-5 Days of Suspension at the Discretion of the School Official/Expulsion Hearing/Contact Police for Investigation/Counseling \* Expulsion/Contact Police for Investigation

**Sales or distribution of drugs/alcohol** 5 Days of Suspension at the Discretion of the School Official/Contact Police for Investigation/Substance Abuse Counseling/Expulsion Hearing Recommendation 5 Days of Suspension and Expulsion Hearing/ Contact for Police Investigation/Contact Police for Investigation Recommendation for Expulsion Hearing

**Sexual Harassment** Must Follow School Board Policy/Interview Victim and Notify the Offender/1-5 day Suspension/Counseling Must Follow School Board Policy/Interview Victim and Notify the Offender/1-5 day Suspension/Counseling Expulsion Hearing

**Shoplifting(to or from School)** 2-5 day suspension/ contact Police for investigation 5 day suspension/ contact Police for investigation/Counseling Expulsion hearing/ contact police for investigation

**Slur against Another Student based on Harassment Categories**

Anti Slur Assignment - Writing Worksheet/1-3 detentions/ possible 1 day Suspension 1-5 days suspension/ (especially if order from school official has been violated)Counseling

**Smoking Tobacco** 1-3 day suspension\*/ counseling 5 day suspension\* 5 day suspension/ possible expulsion hearing

**Tearing up a Detention Slip** 2 day detention 2-5 day detention 1-3 day suspension

**Terrorist threat** 1-5 day suspension/ Contact Police for Investigation Expulsion hearing Expulsion hearing/ contact Police for Investigation

**Theft** 1-5 day suspension/ Counseling 1-5 day suspension  
possible expulsion hearing/ counseling

**Theft- student, school or Private Businesses Property** 1Day  
Suspension 1-5 Days of Suspension Possible Expulsion  
Recommendation for values Exceeding \$200.00 or Three Instances  
of Stolen Property Possession

**Threat** 1 Detention/ Physical Harm were School Official  
believes threat is real/ 1-5 Day Suspension/ Directed at School  
Offal possible Expulsion Recommendation 1-5 Day  
Suspension/Expulsion Recommendation-Special Circumstances  
and Discretion of School Official if Previous Warning Violated  
Expulsion Recommendation and Berkeley Police Notified

**Use of Profanity Directed at a School Official** 3 Days of  
Suspension/Counseling 5 Days of Suspension/Counseling  
Expulsion Recommendation if Threat for Physical  
Harm/Berkeley Police Contact

**Use of Profanity(Habitual)** 1Detention or 1 Suspension -  
Discretion of School Official 1-3 Days of Suspension -  
Discretion of School 1-5 Days of Suspension/Counseling

**Vandalism** Detention/1-5 day suspension depending on  
intent(accident or willful)and seriousness of damages/ Parent pays  
for damages Expulsion hearing/parent Pays for Damages-  
Parent Meeting Mandatory Possible Expulsion Recommendation

**Verbal Assault** 1 day detention/ mediation; counseling 1-3 day  
Suspension/Counseling 1-5 day suspension/ Counseling

**Water Play** 1 Day of Detention/ Injury -1-5 day  
Suspension/Confiscation 1 day suspension/parent meeting 1-5  
day suspension

**Weapons** 5 day suspension/ Expulsion Recommendation/Contact  
Police for Investigation Expulsion Recommendation  
Expulsion recommendation

**Wearing Inappropriate Clothing** See Dress Code Web Page  
See Dress Code Web Page/ 1 day suspension See Dress  
Code Web Page/ 1-5 day suspension

\* Counseling, Restorative Justice, Student Court, or Student Study Team Meeting/Parent Meeting may reduce the number of days of suspension by 1 day for specific offenses.

## **Fire Drill Procedures**

Our goal is to evacuate quickly in a safe manner keeping talking to a minimum so students can hear instructions and allowing adults to communicate. Teachers are to bring their roll books and must shut the doors of their classrooms.

1. When the classes are alerted of the fire drill, the teacher should have the class quickly and quietly line up to evacuate the classroom. (*remind your class of the evacuation number*)
2. The teacher should make sure s/he has their roll/clipboard and that the door to the classroom is closed after the last person exits.
3. Go out the most direct, safe way to the playground and keep your class **under control** walking together as a group.
4. The class should line up single file perpendicular the Ward and Sacramento Street fences according to their assigned number. The numbers are written in white on the ground near the edges of the blacktop.
5. Please have your students sit down after they are lined up. Raise your roll/clipboard when your class is accounted.
6. Wait for the all clear signal from the Principal or Vice-Principal to return to class.

Someone will check with teachers to make sure you have all of your students and your roll books.

## **Earthquake Drill Procedures:**

Our goal is to evacuate quickly in a safe manner keeping talking to a minimum so students can hear instructions and allowing adults to communicate. Teachers are to bring their roll books, clipboard and backpacks.

1. When the classes are alerted of the earthquake drill, all teachers and students will conduct the DROP Procedures (duck, cover, and hold). This procedure consists of everyone dropping to their knees, taking cover under a table or desk, protecting their head with arms if not under a table or desk, and **face away from windows or mirrors**. (*remind your class of the evacuation number*)
2. The teacher should make sure s/he has their roll sheet/clipboard and backpack.
3. Go out the most direct, safe way to the playground and keep your class **under control** walking together as a group.
4. The class should line up single file perpendicular the Ward and Sacramento Street fences according to their assigned number. The numbers are written in white on the ground near the edges of the blacktop.
5. Please have your students sit down after they are lined up. Raise your roll/clipboard when your class is accounted.
6. Wait for the all clear signal from the Principal or Vice-Principal to return to class.

Someone will check with teachers to make sure you have all of your students and your roll books.

(Note: In an actual earthquake, teachers shall immediately instruct students to the DROP Procedure (duck, cover, and hold) until the earth movement stops, and then evacuate the building immediately.

## **"Intruder Drill"**

### **Steps and Procedures**

#### **During Passing Period or class**

1. Report to prior assigned location
2. Look outside of classroom and direct any students or staff into your room immediately.
  - a. **Physical Education Teachers** if outside on the yard take your students to the locker room and lock all doors.
  - b. **Physical education teachers** if inside the gym quickly glance outside the gym and direct any students or staff members in the hallway into the gym immediately.
  - c. **School Librarian** look outside of the library and direct any students or staff into your room immediately.
3. Lock your doors and windows
4. Once your door is locked do not allow anyone to open the door for anything
5. Cover the window of the door, close the blinds, move students away from the doors and windows, turn off lights, and keep students calm and quiet.
6. Take Roll or have students sign in.
7. Wait for further instructions, Evacuate only when told "all clear"
8. When safe have students report to their current scheduled class

#### **Before School, During Lunch & After School**

1. Report to prior assigned location
2. **During Lunch** students will be moved to the cafeteria or theatre by administrators, teachers, and SSO's any students in the hallways will report to the nearest classroom.
  - a. **Before school** students in **Room 218, 201 and Theater**, 0\* music classes will stay in their class and follow the numbered steps below. **Students in room 101** will be escorted to the theatre by assigned teacher or administrator and follow the numbered steps below.
  - b. **Students outside** on the yard will be escorted to the cafeteria by administrators, teachers and SSO.
  - c. **Afterschool EDP students** will be escorted into the cafeteria or the theatre by administrators, Program coordinator, teachers and I.T's.
  - d. **School Librarian** look outside of the library and direct any students or staff into your room immediately.
3. Look outside of classroom and direct any students or staff into your room immediately.
4. Lock your doors and windows
5. Once your door is locked do not allow anyone to open the door for anything
6. Cover the window of the door, close the blinds, move students away from the doors and windows, turn off lights, and keep students calm and quiet.
7. Take Roll or have students sign in.
8. Wait for further instructions, Evacuate only when told "all clear"
9. When safe have students report to their current scheduled class

**All teachers should locate and hold on to their roll book prior to turning out the lights. This will aid in accounting for all students should an evacuation be necessary.**

## **Safety Team**

### **Sub Committees:**

**First Aid:** Responsibility is to triage injuries, attend those who are hurt, treat any injuries from cuts, sprains, or breathing problems, assist those who are recovering from mental trauma or shock suffered, treating minor or serious injuries, bandaging and splinting injuries, controlling bleeding, and providing CPR and coordinating with the search and rescue team.

**Search & Rescue:** Work with a partner and sweep rooms and outdoor areas, turn off utilities, check buildings to make sure they are safe for reentry, check for gas leaks, and small or large fires, locate and find victims, search and rescue individuals who need help, assess all rescue situations before entering any structure, remove injured victims or protect injured victims from debris, cold, heat or fire, report injuries to first aid team, identify possible hazards.

**Fire & Suppression:** The fire and suppression team is responsible for extinguishing small fires, minimizing exposure to hazards posed by a fire, determine the location of fires, determine when it is safe to re-enter a building, conduct a fire sweep, and working directly with the local fire authority.

**Shelter:** Set up shelter, gather food/water for distribution, organizes students for release, and help release students back to their families.



## **FIRE DRILL LOCATION GUIDE 2016-17**

**DIRECTIONS:** Following evacuation directions precede to the designated number marked along the Ward Street fence starting with #1 by the brown emergency container and continuing down toward Sacramento Street to #18 in the corner. Numbers 19 – 32 are along the fence line on Sacramento Street and end by the edge of the grass field. Most numbers are aligned with a vertical fence post, and they are all painted white.

<b><u>Pole #</u></b>	<b><u>Teacher</u></b>	<b><u>Pole #</u></b>	<b><u>Teacher</u></b>
1	Counseling Team	17	114 Jones
2	Library/Office	18	124 Cain
3	325 Coe	19	125 Stewart
4	302 Wells	20	219 Leavitt
5	303 Hinckley	21	210 Dorman
6	306 Robertson	22	211 Robinson
7	307 Collins	23	212 Paschel
8	416 Patterson	24	214 Sims
9	417 Montoya	25	215 Cade
10	418 Frost	26	218 Chavez
11	419 Faur	27	410/109/110/122
12	401 Abdulwajid	28	216 McEvoy
13	402 Paz	29	Ward
14	403 Alastra/Hollander	30	Stanley
15	420 Lepe	31	Cafeteria/Theater
16	113 Warburton	32	

**Any teacher, counselor, or staff with a group not listed above should stand after # 31 located by the basketball backboard adjacent to the grass field.**

## Longfellow Middle School/School-Wide Rules: High expectations for student behavior.

COMMON AREA	BE SAFE	BE RESPONSIBLE	BE RESPECTFUL
<b>CLASSROOM</b>	<ul style="list-style-type: none"> <li>-Walk</li> <li>-Hands to Self</li> <li>-Resolve Conflicts/ Ask for Help from Adults</li> </ul>	<ul style="list-style-type: none"> <li>-Arrive to Class on Time</li> <li>-Bring Supplies</li> <li>-Bring Homework</li> <li>-Turn in Assignments</li> <li>-Clean up After Yourself</li> </ul>	<ul style="list-style-type: none"> <li>-Appropriate Voice/ Language</li> <li>-Respect Personal Space of Others</li> <li>-Keep Cell Phones Put Away</li> <li>-Follow Directions</li> </ul>
<b>HALLWAYS</b>	<ul style="list-style-type: none"> <li>-Walk</li> <li>-Hands to Self/ No Play-fights</li> <li>- Walk on the right</li> </ul>	<ul style="list-style-type: none"> <li>-Walk Directly to Class</li> <li>-Carry a pass during class</li> <li>-Use Trashcans; do not trash</li> <li>Longfellow</li> <li>-Use restrooms during passing or lunch</li> </ul>	<ul style="list-style-type: none"> <li>-Appropriate Voice</li> <li>-Remove Hats</li> <li>-State Name When Asked</li> <li>-No Gum</li> <li>-Keep Cell Phones/IPods Put Away</li> </ul>
<b>CAFETERIA</b>	<ul style="list-style-type: none"> <li>-Walk</li> <li>-Stand in Line</li> <li>-Respect Personal Space</li> <li>-Sit to Eat</li> <li>-Exit to the right</li> <li>-Don't play in the stairwells</li> </ul>	<ul style="list-style-type: none"> <li>-Eat Food in Cafeteria</li> <li>-Clean Up After Yourself</li> <li>-Stay in authorized zones</li> </ul>	<ul style="list-style-type: none"> <li>-Wait Your Turn in Line</li> <li>-Appropriate Voice</li> </ul>
<b>YARD</b>	<ul style="list-style-type: none"> <li>-Hands to Self/ No Play-fights</li> <li>-Food-Free Zone</li> </ul>	<ul style="list-style-type: none"> <li>-Pick Up Your Belongings</li> <li>-Go to Class When Bell Rings</li> </ul>	<ul style="list-style-type: none"> <li>-Appropriate Language</li> <li>-Respond to Adults</li> <li>-Respect Classes in Session</li> <li>-Stay out of the breezeway</li> </ul>
<b>LIBRARY</b>	<ul style="list-style-type: none"> <li>-Walk</li> <li>-Hands to Self</li> </ul>	<ul style="list-style-type: none"> <li>-Turn in Library Books on Time</li> <li>-Be Gentle With Books and Computers</li> </ul>	<ul style="list-style-type: none"> <li>-Appropriate Voice/ Language</li> <li>-Follow Directions</li> <li>-Respect Personal Space</li> </ul>
<b>GARDEN</b>	-Teacher will escort you	-Follow instructions	-Be clean and considerate

## Longfellow Master Schedule 16-17

[illegible]