

**Berkeley Unified School District**



**Berkeley High School**

**Safety Plan 2024-25**

**Juan Raygoza**  
**Principal, Berkeley High School**

Revised and Submitted: 3/1/2024

**Berkeley High School  
Safety Plan Signature Page  
2024-25**

The undersigned members of the Berkeley High School *School Site Council* or Berkeley High School *Safety Committee* hereby submit the Comprehensive School Safety Plan for the 2024-25 School Year.

Juan Raygoza, Principal

Co-Administrator

Berkeley Teachers' Association (BFT) Representative

Classified Staff (BCCE) Representative

Parent Representative

Parent Representative

Berkeley Police Dept. / Law Enforcement (Signature will be obtained by BUSD Student Services Dept.) City of Berkeley  
Police - Youth Services Division

Berkeley Fire Dept. (Signature will be obtained by BUSD Student Services Dept.)

Mental Health Provider

Other

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# ACRONYMS AND ABBREVIATIONS

BCCE	Berkeley Council of Classified Employees
BFT	Berkeley Federation of Teachers
BHS	Berkeley High School
BPD	Berkeley Police Department
CRT	Crisis Response Team
COST	Coordination of Services Team
CRDT	Crisis Response and Discipline Team
ERLT	Emergency Response Leadership Team
FEMA	Federal Emergency Management Agency
MHST	Mental Health Support Team
MTSS	Multi-Tiered System of Support
MST	Multi-Service Team
OCI	On Campus Intervention
PIO	Public Information Officer
PBIS	Positive Behavior Intervention and Support
SARB	BUSD Student Attendance Review Board
SART	Student Attendance Review Team
SEMS	Standardized Emergency Management System
SLST	School Liaison and Support Team
SMDT	Safety Multi-Disciplinary Team
SMS	Short Message (or Messaging) Service
SRO	School Resource Officer (Berkeley Police Department)
SSO	School Safety Officer
SWA	Student Welfare and Attendance Specialist

# **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) 981-5595

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 Way (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

Enikia Ford Morthel, Superintendent (510) 644-8764

Jill Hoogendyk, Associate Superintendent (510) 644-6257

Trish McDermott, Public Information Officer (510) 644-6320

Sheila Collier, Manager, Transportation (510) 644-6182

Dr. Phillip Shelley, Director, Student Services (510) 644-6316

Betty Torrian-Lee (Senior Workers Comp Specialist), Risk Manager (510) 644-2879

John Calise, Executive Director of Facilities (510) 644-6066

Max Eissler, Director of Technology (510) 644-8890

Samantha Tobias-Espinoza, Assistant Superintendent, Human Resources (510) 644-6229

Pauline Follansbee, Assistant Superintendent, Business Services (510) 644-8593

## 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 administrative and certificated 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 their charge available at all times in order to take attendance during an emergency and must take the emergency folder 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 actions 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.
  - a. Ahead of the start of the new school year, the Safety Committee will work collaboratively with site administration to produce a “short version” of the Safety Plan for staff training purposes.
4. If possible, all schools will be notified of any emergency through the main office PA switchboard, two way radios, and/or telephones.
5. In the absence of orders from their 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 their judgment be necessary to save lives or mitigate the effects of disaster. As soon as possible thereafter, they 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.

## 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 guides 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.
3. Action LEAVE BUILDING is 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 the administrator/designee has ascertained that leaving is the best option.

### Action: TAKE COVER

1. WARNING: In the event of an 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
  - 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 explosions 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
  - 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 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 Person-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, two way radio, 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: RUN, HIDE, FIGHT/DEFEND PROTOCOLS**

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, bullhorn, two way radio, or face-to-face contact by an Administrator/Designee.

Quickly determine the most reasonable way to protect your own life.

### **1. Run/Evacuate**

If there is an accessible escape path, attempt to evacuate the premises.

#### **Be sure to:**

- ☐ Have an escape route and plan in mind
- ☐ Evacuate regardless of whether others agree to follow
- ☐ Leave your belongings behind
- ☐ Help others escape, if possible
- ☐ Prevent individuals from entering an area where the active shooter may be
- ☐ Keep your hands visible
- ☐ Follow the instructions of any police officers
- ☐ Do not attempt to move wounded people
- ☐ Call 911 when you are safe

### **2. Hide Out**

If evacuation is not possible, find a place to hide where the active shooter is less likely to find you.

#### **Your hiding place should:**

- ☐ Be out of the active shooter's view
- ☐ Provide protection if shots are fired in your direction
- ☐ Not trap you or restrict your options for movement

#### **To prevent an active shooter from entering your hiding place:**

- ☐ Lock the door
- ☐ Blockade the door with heavy furniture

#### **If the active shooter is nearby:**

- ☐ Lock the door
- ☐ Remain quiet. Silence your cell phone and/or pager.
- ☐ Turn off any source of noise (i.e., radios, televisions)
- ☐ Hide behind large items (i.e., cabinets, desks)

#### **If evacuation and hiding out are not possible:**

- ☐ Remain calm
- ☐ Dial 911, if possible, to alert police to the active shooter's location. If you cannot speak, leave the line open and allow the dispatcher to listen.

### 3. **Fight/Defend take action against the active shooter:**

As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active shooter by:

- ☐ Acting as aggressively as possible against them
- ☐ Throwing items and improvising weapons
- ☐ Yelling
- ☐ Committing to your actions

#### **How to react when law enforcement arrives:**

Law enforcement's purpose is to stop the active shooter as soon as possible. Officers will proceed directly to the area in which the last shots were heard.

- Remain calm and follow officers' instructions.
- Put down any items in your hands (i.e., bags, jackets).
- Immediately raise hands and spread fingers. Keep hands visible at all times.
- Avoid making quick movements toward officers such as holding on to them for safety.
- Avoid pointing, screaming and/or yelling.
- Do not stop to ask officers for help or direction when evacuating. Proceed in the direction from which officers are entering the premises.

#### **Information to provide to law enforcement or 911 Operator:**

- Location of the active shooter
- Number of shooters, if more than one
- Physical description of shooter(s)
- Number and type of weapons held by the shooter(s)
- Number of potential victims at the location

The first officers to arrive at the scene will not stop to help injured persons. Expect rescue teams composed of additional officers and emergency medical personnel to follow the initial officers. These rescue teams will treat and remove any injured persons. They may also call upon able-bodied individuals to assist in removing the wounded from the premises.

Once you have reached a safe location or an assembly point, you will likely be held in that area by law enforcement until the situation is under control, and all witnesses have been identified and questioned. Do not leave until law enforcement authorities have instructed you to do so.

## **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 ensure 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:

POSITION	Name	TELEPHONE
Principal	Juan Raygoza	510.644.6120
Executive Vice Principal	Tonia Coleman	510-644-6120
Vice Principals	Harrison Blatt, Doreen Bracamontes, Kiernan Rok, Tammy Rose	510.644.6120
Deans	Nancy Flocchini, Cassandra Tesch,	510.644.6120
Other Administrative Staff	George Fornero, Special Education Program Manager	510.644.6120
504 Program Supervisor	Vanessa Sinai	510.644.6856

The Administrative Team, under the direction of the Principal and administrative assistant, 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 attendance when class is relocated in an outside/inside assembly area or other location.
- The emergency folder 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 the health center 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:

POSITION	Name	TELEPHONE
Custodial Supervisor	Rodney Lewis	510.644.8955
Facility & Operations Manager	Jeff Snow	510.644.4567

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 the 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 trash cans with lids.

- If restrooms are unsafe, use a predetermined area. Use garbage pails in a kit; line them with plastic bags, tie shut, and dispose of in a large trash can with a 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:

POSITION	Name	TELEPHONE
Field Supervisor/504 Program Supervisor	Vanessa Sinai	510.644.6856
School Admin Asst II	Marie Ferguson	510.644.4800
Student Records Asst	Tiffany Sutherland	510.644.6120
Family Advocates (Parent Resource Center)	Irma Parker, Leticia Amezcua	510.644.8524
Attendance Clerks	Sandra Guzman, Claudia Hernandez, Sakuntala Yaramala	510. 644.6194

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 and assist the Administrative Team as needed.
- Act as liaison between school and parents.

#### 5. First Aid/CPR Team

Field Supervisor and Other Team Members:

POSITION	NAME	TELEPHONE
Team Leader	Elsy Hernandez, Health Center Office Manager	510-644-6965

Alternate Team Leader	Hana Shirriel- Hammond, Sr. Health Services Program Specialist Director	510-644-6965
First Aid Nurse	Javier Nova Rosa	510-644-6965
Senior Community Health Specialist	Pamela Meyer	510-644-6965
Office Specialist II	Maria Ramirez	510-644-6965

SITE	FIRST AID AREA
Berkeley High School	North end zone of Jacket field

Site Supervisor - Juan Raygoza

- In the event of damage to the first aid area, the alternate designated area will be campus green

District Nurse - Alex Rodriguez

- The First Aid/CPR Team shall administer first aid/CPR and supervise the administration of the 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 needs first.
- The First Aid/CPR Team shall support the efforts of professional emergency personnel who respond to the school site.

## 6. Morgue

The designated morgue area shall be isolated and located in classroom G109. The Field Supervisor and Team Members shall supervise the isolated morgue area.

Field Supervisor and Team Members:

POSITION	NAME	TELEPHONE
Field Supervisor	Tammy Rose	510.644.6120
Administrative Assistant III	Monica Latour	510.644.6120

## 7. Food Services Team

Under the direction of the Director of Food Services, the Cafeteria Personnel and teachers 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. The Emergency Disaster Shed is located in the L Building which is at the South-East end of campus between Jacket Stadium and the Softball Field.

SITE	EMERGENCY DISASTER SHED LOCATION
Berkeley High	Storage shed located at the south-east side end of the campus between Jacket Stadium and the Softball Field. (L Building)

- 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.
- Collect all stored food, water, and supply of disposable cups, plates, and utensils, and place in the kitchen if not damaged. If damaged, use an alternate kitchen site.
- Determine the 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. After School Program

POSITION	NAME	TELEPHONE
Field Supervisors	Rise Executive Director and Bridge Program Coordinator	510.644.6120
Team Members	College, Career, Counseling Staff, Athletic Coaches, Program Counselors, CTE teachers	510.644.6120
SMDT Leads	On duty school safety officers	510.644.6120

In the event of a natural or other disaster, staff and students in these programs will be instructed to disperse to the named locations under the direct supervision of the Program coordinator/staff. Staff in these programs will be required to take attendance when class is relocated in an outside/inside assembly area or other location. Teachers will be required to keep their emergency folders in an accessible area near their desks.

Program coordinator/staff 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 • Morgue • Supervision • First Aid/CPR • Counseling
- Student Records/Release • Answering Phones • 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	Doreen Bracamontes	510.644.8744
Mental Health & Wellbeing Coordinator	Melissa Virrueta	
Psychologist(s) Team	Susan D'Orazio, SLC/Program School Psychologists	510.644.6855
Head Mental Health Provider	Zachary Meredith	510.644.6965
<b>Wellness Team</b> Wellness Counselor, Restorative Justice Coordinators, Focal Counselors, SpEd Counselors	Rachel Krow-Boniske, Yolanda Brown-Clark, Stacy Shoals, Nashwa Emam, Jessica Levin, Jasdeep Malhi Diamond King, Ryan Fox	510-898-9110 510-644-7751 510-644-6135
Learning Community Counselors Wrap-Around Response (crisis care, aftercare)	Tiffany Liew, Miranda Gonzalez, Megan Potmesil, Evelin Mora, Nancy Hsieh, Lucia Cortez, Alietti Mendoza,, Addison Fonseca,	510.644.6120
Family Advocates & Community Outreach	Yasmin Navarro, Joanne Dumbridge (CCC Counselors) Irma Parker, Leticia Amezcua (Parent Resource Center) Adriana Betti (RISE Program), Jessie Luxford (BRIDGE Program)	510.644.6120

The Multi-Service Team, at the time of a crisis or disaster, shall be assembled to provide care and emotional support for students whose socio-emotional, mental health, or psychological wellbeing require additional support. Mental Health triage will be implemented at the direction of the MST Field Supervisor.

The Multi-Service Team shall be located in the north end zone of the football field for the purpose of triage assessment, and providing tiered support for students and staff. In the event that the location is not appropriate at the time of crisis, then an alternate location will be designated by the field supervisor.

## 11. Evacuation Areas

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

POSITION	NAME	TELEPHONE
Principal	Juan Raygoza	510.644.6120
Executive Vice Principal	Tonia Coleman	510-644-6120
Vice Principals	Harrison Blatt, Tammy Rose, Kiernan Rok, Doreen Bracamontes	510.644.6120  510-644-8988
Deans	Cassandra Tesch, Nancy Flocchini	510.644.6120
Other Administrative Staff	George Fornero, Special Education Program Manager	510.644.6120
504 Program Supervisor	Vanessa Sinai	510.644.6856

The on-site evacuation areas include:

- Jacket Stadium and Softball Field

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:

Field supervisors assigned to particular staging areas:

STAGING AREA	NAMES
Jacket Stadium - Administrators	Harrison Blatt, Nancy Flocchini, George Fornero, Tonia Coleman
Jacket Stadium - School Safety Officers	Juan Ochoa, Steven Saunders, Chris Ewing, Cornelius Smith Walter Mitchell, Sara Garcia, Gwangee Pittman, Raul Garcia, Ronald Amey

Softball field - Administrators	Tammy Rose, Kiernan Rok, Cassandra Tesch
Softball Field - School Safety Officers	Eric Riley, Israel Carrero, Jason Howard, Mark Griffin

#### 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. 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. No one shall be left in any building. Should the police conduct the evacuation, they should be notified of any persons requiring additional assistance.

The School Admin Assistant 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:

Team Leader	NAMES	TELEPHONE
Field Supervisor	Jeff Snow	510.644.8744
Team Members	Rashad Andrews Tanzia Mucker James Tompkins	510.644.8985

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 and Evacuation Map 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 Principal or Principal's Designee at each site will determine the location of the fire (via the Security Panel) and notify all radio holders that have a supervisory role.
  - The triggering of an alarm automatically notifies the Fire Department via the Security Panel.
  - Additionally, the triggering of an alarm notifies all staff to immediately and carefully evacuate to their designated locations.
- The administrator and safety officer nearest the location of the fire, as indicated on the Security Panel, will determine the extent of the smoke or fire and radio the Principal.
- The Principal's Assistant shall meet the Fire Department at the front of the campus and escort them to the Security Room in the Main Office to meet the Principal and separately inform them of the location of the fire as determined by the Security Panel.

#### Staff Responsibilities

- The Principal or designee will contact the Superintendent's office at 510-644-6206.
- The Teachers will supervise the evacuation of the classrooms to the designated areas according to the BHS Evacuation Map 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 aid in the evacuation process.
- All staff shall maintain control of students at a safe distance from the fire and firefighting equipment.
- The Head Custodian or designee 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 BHS Emergency Backpack to the evacuation site and take attendance. The backpacks contain rosters for attendance and first aid kits.
- Teachers will report any missing student(s) to their Field Supervisor/Administrator.
  - **Hold up green colored placard if all students are in attendance**
  - **Hold up red colored placard if any student is not in attendance**
- 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 Administrative Assistant) 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 the room quietly in a single line.</li><li>• Walk to the assigned evacuation area. (Refer to Emergency Exit chart)</li><li>• Teacher must leave the room last and take the emergency backpack which includes an emergency folder and first aid kit. Each teacher's folder has updated student rosters for attendance inside.</li><li>• Teacher must take attendance at the assembly area.</li><li>• Staff/students must wait quietly and orderly for further instructions.<ul style="list-style-type: none"><li>- If the alarm sounds during non-instructional time (before school, passing period, lunch), students will report to the assigned evacuation area for their next scheduled class.</li><li>- If the alarm sounds after school dismissal, staff/students still on campus report to the Jacket Field.</li></ul></li></ul>
ALL CLEAR	<ul style="list-style-type: none"><li>• Notification by verbal communication (telephone, bullhorn, radios or face to-face contact).</li><li>• Students follow the teacher's instructions.</li></ul>

#### 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
Principal	Juan Raygoza	510.644.6120
Vice Principals	Harrison Blatt, Tonia Coleman, Kiernan Rok, Tammy Rose, Doreen Bracamontes	510.644.6120
Deans	Cassandra Tesch, Nancy Flocchini	510.644.6120

#### 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 emergency folder, 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 the assigned area.
- Report via two way radio to Site Supervisor immediately after assigned areas are evacuated.

#### Individual Responsibilities

##### Administrator:

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

##### Principal, Principal's Designee, or School Admin Assistant:

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

##### School Safety Officer:

- 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

POSITION	NAME	TELEPHONE
Jacket Stadium - Administrators	Harrison Blatt, George Fornero, Nancy Flocchini, Tonia Coleman	510.644.6120

Jacket Stadium - School Safety Officers	Juan Ochoa, Steven Saunders, Chris Ewing, Cornelius Smith, Walter Mitchell, Sara Garcia, Gwangee Pittman, Raul Garcia, Ronald Amey	510.644.6120
Softball field - Administrators	Tammy Rose, Kiernan Rok, Cassandra Tesch	510.644.6120
Softball Field - School Safety Officers	Eric Riley, Israel Carrero, Jason Howard, Mark Griffin	510.644.6120

### 1.5.2 Earthquake Emergency Procedures

Principal and/or Principal's Designee will take advantage of available and appropriate earthquake preparedness training.

#### In case of earthquake

EMERGENCY ACTION	PROCEDURES
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 their emergency folder)</li> <li>• Follow teacher's instructions</li> <li>• Check yourself (to make sure you are O.K.)</li> <li>• Check your neighbors</li> </ul>

#### Earthquake Emergency Procedures for Administrative Team

The Principal or Designee will prepare teachers to make visual inspections of the outdoor area 60 seconds after shaking stops. When instructed by the Principal or Designee, Teachers will then lead students to designated outdoor locations if safe to do so. If conditions dictate, teachers will be instructed, by the Principal or Designee, that they 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 an 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 Executive Director of Facilities.

Door Jam	Administrators, Facilities Manager, Safety Officers, and Custodian will take all necessary steps to: open, force, or break the door open, in the given situation.
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 First Aid Team (Health Center personnel) 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) to 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 of the 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 an 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 a 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 attendance 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's 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:

Service Address	PG&E ACCOUNT #	ELECTRIC METER #1	GAS METER #1
1980 Allston Way, Berkeley, CA, 94704	6482456669-5	N/A	61722780

### 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** Public Information Officer, Trish McDermott at 510.644.6320 and advise her of the power outage.

#### *The Entire School Site is affected*

- The Principal or designee shall contact Facilities Planning, John Calise, 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 and City Television Station Channel 28 and 33,

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

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	TEACHERS
All the rooms are located on D2	Library, College & Career Center	School librarians, College & Career Center staff

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
All areas of campus	School safety officers as per regular day supervision areas

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 activate the first aid station, and take over First Aid activities.
- 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.

Staff Responsibilities

- When students are evacuated from class to another part of the campus, take firm control for an orderly evacuation.
- Take attendance at the 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.

The 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 Principal and/or 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	PROCEDURES
ACTION WARNING	<ul style="list-style-type: none"><li>• Flood warnings as communicated by City Officials.</li></ul> The Principal or designee is in constant contact with the District Office.

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 the 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 the 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>• INSIDE: Activate actions: "DROP" &amp; "TAKE COVER". Drop to the floor beneath a desk, chair, table, or bench with back to windows and hold onto objects (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, notebook, or even a backpack.</li> <li>• OUTSIDE: 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 and lie as flat as possible.</li> </ul>
ALL CLEAR	<ul style="list-style-type: none"> <li>• INSIDE: 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>• OUTSIDE: 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 the 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 the Berkeley 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 their 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 their way home from work and children have been dismissed, they 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 their way home from work and children have NOT been dismissed, the employee should return to their work site immediately, conditions permitting.
- If a crisis occurs when an employee is on their way to work, they should continue on if roads are passable. If they are unable to make it to work due to impassable roads and/or hazardous conditions, they should contact their work site and inform them of their 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 their regular place and time (business as usual) unless notified by telephone, 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, and **Appendix H** for Inventory of Emergency Supplies Checklist.

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

STAFF	NAME	TELEPHONE
Principal	Juan Raygoza	510.644.6120

Executive Vice Principal	Tonia Coleman	510.644.6120
Vice Principals	Harrison Blatt, Tammy Rose, Kiernan Rok, Doreen Bracamontes	510.644.6120
Deans	Cassandra Tesch, Nancy Flocchini	510.644.6120
Other Administrative Staff	George Fornero, Vanessa Sinai	510.644.6120
School Admin Asst II	Marie Ferguson	510.644.6120
Safety Officers	Juan Ochoa, Steven Saunders, Cornelius Smith, Walter Mitchell, Sara Garcia, Gwangee Pittman, Raul Garcia, Eric Riley, Israel Carrero, Jason Howard, Mark Griffin, Ronald Amey	510.644.6120
Custodial Supervisor	Rodney Lewis	510.644.8955
Facility & Operations Manager	Jeff Snow	510.644.4567
<b>Mental Health &amp; Wellness Coordinator</b>	Melissa Virrueta	510-898-9122
<b>Wellness Team</b> Wellness Counselor, Restorative Justice Coordinators, Focal Counselors, SpEd Counselors	Rachel Krow-Boniske, Yolanda Brown-Clark, Stacy Shoals, Nashwa Emam, Jessica Levin, Jasdeep Malhi Diamond King, Ryan Fox	510-898-9110 510-644-7751 510-644-6135
On Campus Intervention (OCI)	Rashad Andrews, Tanzia Mucker	510.644.6120

The Administration 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

STAFF	NAME	TELEPHONE
Principal	Juan Raygoza	510.644.6120
Executive Vice Principal	Tonia Coleman	510.644.6120

#### 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/Supervisor (duties to be divided):

- Overall responsible for the school site day-to-day activities.
- VP or designee keeps principal abreast of the 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. Advisors/School Administrative Assistant, 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. School Administrative Assistant:
- 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. Medical Worker:
- 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.
6. Campus Police:
- Uniformed off-duty BPD officers and are part of the school site's CRT.
  - Assist the VP and Discipline Team members to maintain a safe campus.
  - Alert the VP of all suspicious activity.
  - Respond to all campus security- related issues.
  - Shall call 911 for assistance, as they deem necessary for safety and medical emergencies.
  - Will work closely with the SMDT and BPD in all matters relating to school safety.
  - Shall write reports and make arrests as necessary to maintain the safety and calm of the campus.
7. Community Coordinator/Juvenile Probation Officer (are Members of SMDT):
- Will report directly to the VP.
  - Shall be contacted through one call for a Level 1-111 situation to consult, assist, and restore the calm of the campus.
8. Multi-Service Team (MST) Coordinator:
- Activates Multi-Service Team and coordinates support services as deemed appropriate.

- Coordinates after care services as needed.
- Implements the "triage" process for emotional first aid.

#### 9. School Safety Officer (SSO):

- Report to Dean of Students
- Facilitate student and staff compliance with emergency procedures
- Offer cooperation and assistance to police officers, fire fighters, and other emergency responders coming onto campus.

#### 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
Principal	Juan Raygoza	510.644.6120
Dean of Students	Nancy Flocchini	510.644.6120
School Resource Officer	Officer Dozier	510.754.0128

#### 1.6.3 Levels of Crisis

*Level I* means **imminent**: *during the current encounter*. Police are the primary respondents to handle the 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 an event is going 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 911 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.

#### Standardized Emergency Radio/PA Codes

1. The standardized emergency codes described in this safety plan shall be utilized, for example: "Code

Red", or "Lock Down".

2. Police codes shall be used for Level I emergencies:

- Shooting: 10-71
- Knifing: 10-72
- Gang fight: 415-G
- Bomb threat: Code 10
- Carrying a concealed weapon: 12020 (CCW)
- Intruder on campus (trespasser): 602
- Mentally disturbed person: 5150.

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

3. Supervisor/Designee and/or involved staff member contacts 911. Once the dispatcher answers, tell them 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 \_\_\_\_\_

4. Critical Information to Provide 911 Dispatcher

- Identify school, specific location:
- Description of suspect(s):
  - Ethnicity:
  - Name of suspect, if known:
  - Gender:
  - 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 using standardized emergency radio/P.A. Codes recognized by BUSD. The codes shall be congruent with police codes, for example, “242 in the Jacket gym.”

#### 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)** support 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 crisis incident/event to support and interventions that enable students and their families to re-engage in school programs and activities with their basic health, socio-emotional, mental health, behavioral, and academic needs addressed.** At Berkeley High School, the MST will consist of standing members of the Coordination of Services Team (COST) and the Wellness Center Team. COST will serve as the MST during the aftercare period following a crisis event. The MST will work to assess need, make connections by providing access to district or school-based resources, and/or make referrals to community agencies/partners who have resources to address the health and wellbeing of students and their families. The [Aftercare Referral to MST/COST](#) will replicate the existing coordination of services process. A special briefing and assessment meeting will be held with Admin. and MST leads.

#### Student Release & Aftercare:

Aftercare services and referrals will be available for students in need of support. After the CRT and SMDT have given instructions for staff to follow safety procedures for the release of students, then the MST/COST Aftercare identification and assessment procedures will commence. The field supervisors, administrative assistant, and first aid/medical team will provide all known names of students or staff requiring follow-up. In a natural disaster or major crisis, this may include the entire school community.

Response to Crisis Aftercare Management: This is initiated immediately following a crisis event with follow-up procedures that are most intense in the first week following an event, then periodic monitoring for developmentally healthy, appropriate re-engagement. This team will identify universal supports for students impacted, Tier 2 groups or small cohort response, and Tier 3 individualized intensive or specific support.

- Referrals to MST/COST shall be provided before and after student release
- District psychological services are provided as part of existing Response to Crisis procedures
- Guidance counseling and Support groups are made available
- Other City/County/community referrals (e.g., Berkeley Mental Health)

#### Identifying Tier 3 (Individualized and Specific) Aftercare Support Cases

Students who have been directly involved in the crisis or event are to be considered to be in need of immediate, intensive, and coordinated support by specialized staff who initiate and/or assist in implementing a wrap-around response based on the presenting facts and impact to the student. Teachers or other staff members working with students will inform their Supervisor or MST Coordinator of the names of any impacted students that they

hear about following the crisis event.

Students who are considered a high likelihood of Tier 3 care due to other factors may include:

- Students who witnessed or were directly involved in the crisis incident or event
- Relatives or close friends of the victim
- Students who have suffered recent/previous trauma or loss
- Students with pre-existing psychological condition
- Students who lack personal resources

### 1.6.7. Post Traumatic First Aid

**Youth Mental Health First Aid is applied to this situational Post Traumatic First Aid section.**

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 students and staff can be addressed. The MST Designee can engage specialists like the Wellness Team, School Psychologists, and Health Center clinicians on site can provide an in-the-moment response if an incident or event requires a lengthy time between occurrence and family reunification.

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 and inform any psycho educational responses post event or during Aftercare planning. Administrators, counselors, and specialists on site have Youth Mental Health First Aid training.

1. **Provide Statement w/any Appropriate Information:** The Principal, Supervisor, or Designee will provide as much information as is feasible and/or appropriate. Explain the crisis/disaster, how and when it occurred. Providing facts often eases fear or anxiety.
2. **Opportunity to Process:** Students and staff need the opportunity to understand their experience and what may be happening physically, mentally, and/or emotionally for them.
3. **Assure students of safety and/or care response:** Assure students they will be cared for by supervisory staff until it is safe to reunite them with parent/guardian or other family.
4. **Provide socio-emotional safety as relevant/possible:** If the crisis/disaster requires students to be at the school site for an extended period of time, utilize MST/COST/Wellness Team, and Specialists to provide structured support based on individual or group emotional and behavior needs at the time. (e.g. therapeutic/sensory soothing activity, community builders, 1-1 support)

## 1.7. Implementation of Plan

When the BHS School Site Council delegates their responsibility to develop the Safety Plan to the School Safety Committee, the charge of the School Safety Committee shall be to write, evaluate, and update annually a comprehensive school safety plan that addresses the safety concerns of Berkeley High School identified through a systematic planning process.

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

The public BHS Safety Plan will be made available to all staff, students, parents, and the community to review in the school library and the main offices.

## 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, whichever 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 attendance 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 attendance and note missing students. Staff will also take note of students not in their rosters, 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 **www.berkeleyschools.net**.

### When in Direct Contact with Intruder

1. Utilize the **Run, Hide, Fight/Defend 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 them. Remember, you are in an illogical situation so any logical argument may go unheard. The intruder is probably aware of the potential danger that they would be facing if they left the classroom. The intruder may perceive themselves 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 them 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, Trish Mcdermott. 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 **Run, Hide, Fight/Defend Protocols** and keep as low as possible. Move only when directed by supervising 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 the 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 attendance. DO NOT PERMIT ANY STUDENT TO LEAVE THE CLASSROOM. If all students present, no injured or missing, place a GREEN CARD in the 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 loudspeaker 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. If the bomb threat is called in, use caller I.D. on the black phone for possible identification of the caller.
2. Notify the Principal, VP, or the first Administrator available and campus security.
3. Call 911 only under the direction of the Administrator.
4. 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 Principal, VP, 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 Principal, 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 radios 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 the 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 the 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/Teacher in Charge 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 attendance 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 Principal or 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/Instructional Aides or Technicians will perform their duties as classroom instructors
2. Teachers, other certificated and classified staff, 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 radios.
  - 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

#### **Sexual Harassment or Assault - Off Campus**

Recognizing Berkeley as an urban area, students commuting to and from school can confront several risks associated with sexual harm. Students might experience unwelcome advances from strangers, who may try to engage them in inappropriate discussions or behaviors spanning from lewd remarks to physical intimidation or harm. The anonymity and unpredictable nature of the unknown assailant present a grave risk to public safety and result in widespread risk exposure for our student body. In order to safeguard the student body during their commute to and from school, school site will implement the following measures in instances of reported off campus sexual harassment or assault involving unknown assailants:

1. As soon as reported to a staff member, the student victim should be given the choice to speak to the student's counselor, BHS Title IX Focal Point or Title IX Coordinator. Next, report to the school administration.
2. The BHS Title IX Focal Point or designated Administrator will notify the Title IX Coordinator immediately, as well as the Principal.
3. Title IX Focal Point or designated administrator will notify BHS School Resource Officer or call 911 and provide as much pertinent information to the Berkeley Police Department as possible.
4. If the victim is under age 18, a suspected child abuse report must also be filed with Child Protective Services. This will be completed by the staff member who receives the initial report.
5. The student victim should only be interviewed or asked to tell their account of the incident once they have selected whom they choose to speak to, that trained person will provide a safe way to share the incident and provide the student with their reporting options and supportive measures.
6. BHS Title IX Focal Point or Title IX Coordinator, or designated Administrator will contact parents/guardians of the assault victim to inform them of the assault and necessary police intervention.
7. In collaboration with student victims and parents/guardians, student victims will be referred to the Title IX Counselor, and given the option to be referred to the Health or Wellness Center

#### **Notification of Staff and Students**

In cases where an unknown assailant has harmed a student, the school principal or designee, in coordination with law enforcement, will issue an alert to the staff and students regarding the reported assault by an unknown assailant. The alert may be handled in one of several ways:

- 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.
- When available, police bulletins and sketches of the alleged assailant will be disseminated to staff.
- Notification may be sent home.
- The Administration or Designee will contact 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.

#### **Sexual Harassment or Assault - On Campus or During District Sponsored Events**

The effects of sexual harassment on students can be profound and far-reaching, impacting their emotional well-being, academic performance, and overall sense of safety and security. In accordance with federal and state law and district policy, BUSD prohibits sexual harassment of students at school or at school-sponsored or school-related activities. BUSD also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

### **Definition of Sexual Harassment**

“Sexual harassment” under California Education Code is defined as any unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the work or educational setting, under any of the following conditions: (Education Code, § 212.5; 5 CCR § 4916)

- a. Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress.
- b. Submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual.
- c. The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment.
- d. Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

“Sexual harassment” under Title IX of the Education Amendments of the Civil Rights Act of 1972 is defined as conduct on the basis of sex that satisfies one or more of the following:

- a. An employee of the District conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct;
- b. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity; or
- c. "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

Any allegations of sexual harassment will be analyzed first under Title IX, then under California Education Code. The determination of whether the allegations meet the definition of Title IX Sexual Harassment under Title IX will be made by the district's Title IX Coordinator.

### **Reporting Sexual Harassment**

Any person that believes they have experienced any form of sexual harm has a right and a choice to report sexual harassment. The report can be made verbally or in writing to any teacher, counselor, administrator, BHS Title IX Focal Point or directly to Title IX Coordinator. Once a report has been received:

1. As soon as reported to a staff member, the reporting party will be connected to the BHS Title IX Focal Point and/or Title IX Coordinator trained in investigating and responding to instances of sexual harm. Other staff members will not probe or ask any further questions.
2. The reporting party will be given the choice to speak to the student's counselor, or Title IX counselor.
3. Reporting party will be offered supportive measures and advised of their rights and options.
4. The reporting student will be informed if an investigation can be conducted, and under which procedure (Federal Title IX or California Education Code).
5. The reporting student should only be interviewed or asked to tell their account of the incident by a Title IX trained staff member (Title IX Focal Point, Title IX Coordinator, Title IX Counselor).
6. In close coordination with the reporting party, the Title IX Focal Point, designated administrator, Title IX Coordinator, or Title IX Counselor will inform the parent/guardian that a report has been made.
7. Staff member that initially received the report will follow mandated reporting procedure for child abuse.

## **Access to Supportive Measures**

All students affected by sexual harassment have a right to supportive measures. Supportive measures are individualized services to restore or preserve equal access to education, protect students and employee safety, and/or deter sexual harassment. They can include: emergency removal under Title IX, referral to mental health services, academic support, excusing absences, safety plans, no contact with others and any other reasonable requests. Students do not need to make a formal report to access supportive measures. To request supportive measures students may contact their counselor, administrator, BHS Title IX Focal Point or Title IX Coordinator.

## **Investigating Sexual Harassment**

Any allegations of sexual harassment will be analyzed first under Title IX, then under California Education Code. The determination of whether the allegations meet the definition of Title IX Sexual Harassment under Title IX will be made by the district's Title IX Coordinator.

In instances of Title IX Sexual Harassment, investigation will be conducted by the District's Civil Rights and Compliance Office or their designee in accordance with BUSD Administrative Regulation 5145.71 Title IX Sexual Harassment Complaint Procedures.

In instances of non-Title IX Sexual Harassment, investigation will be conducted by trained site administrators in a manner consistent with investigating any student misconduct and in accordance with BUSD Administrative Regulation 5145.7 Sexual Harassment.

## **Discipline**

Any student who engages in sexual harassment or any form of sexual at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion in accordance with California Education Code.

Any staff member found to have engaged in sexual harassment or sexual harm toward any student or another staff member shall be subject to discipline up to and including dismissal in accordance with applicable policies, laws, and/or collective bargaining agreements.

## **Record Keeping**

Under Title IX, Title IX Coordinator is required to maintain records of all reported allegation of sexual harassment for the period of seven years (34 CFR 106.45(b)(10)), as outlined in BUSD Administrative Regulation 5145.71 Title IX Sexual Harassment Complaint Procedures.

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

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

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

### Notification of Staff and Students

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

- 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.
- When available, police bulletins and sketches of the alleged assailant will be disseminated to staff.
- Notification may be sent home.
- The Administration or Designee will contact 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.

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

#### **BP 5145.7**

**Students** The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits sexual harassment of students at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The district strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a district compliance officer.

Complaints regarding sexual harassment shall be investigated and resolved in accordance with law and district procedures specified in AR 1312.3 - Uniform Complaint Procedures. Principals are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under AR1312.3 and where to obtain a copy of the procedures.

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy.

The district shall designate an individual who will serve as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 and California Education Code 234.1, as well as to investigate and resolve sexual harassment complaints under AR 1312.3 - Uniform Complaint Procedures.

#### **Instruction/Information**

The Superintendent or designee shall ensure that all district students receive age-appropriate information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed incidents of sexual harassment even where the alleged victim of the harassment has not complained

4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
6. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable

### **Disciplinary Actions**

Any student who engages in sexual harassment or sexual violence at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Any staff member found to have engaged in sexual harassment or sexual violence toward any student shall be subject to discipline up to and including dismissal in accordance with applicable policies, laws, and/or collective bargaining agreements.

### **Record-Keeping**

The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools.

Approved and adopted on April 8, 2015

## **2.5. Before and After-School Disturbances**

### Fights, Assaults, and Other Disturbances

1. Contact the Administration or Designee.
2. Document the occurrence and forward to the Administration.
3. Under the supervision of the Administration, the Discipline Team will call the students' homes to notify parents of the situation and to request that the parents schedule a conference with the VP and/or Dean and student. Notify the parent of the safety issue involving their student, and the disciplinary action, if any.
4. The Administration or Discipline Team member will request assistance from the School Resource Officer 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 Administration 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 above. Notify the Administrator 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.
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

Release of Student to Custody of Law Enforcement Officers: [Policy 5145.11: Questioning And Apprehension By Law Enforcement](#)

BUSD staff shall cooperate with official law enforcement officers in the capacity of their duties and in line with District Policy 5145.11 Questioning and Apprehension By Law Enforcement. Specifically, while law enforcement officers, including probation officers, have the right to enter a school site to question minors and affect a lawful arrest, in order to minimize serious potential consequences for youth as a result of traumatic law enforcement involvement at school, law enforcement officers will be encouraged to only interview and question students that are implicated in a crime on school premises and under exigent circumstances as determined by law enforcement. Law enforcement may only remove students from school premises when appropriate and when no alternative means or locations are available.

As the main purpose of a school site is to provide a safe, learning and educational environment for our community's youth, when investigating a possible criminal violation occurring off school premises or not part of a school program, law enforcement agencies will be strongly encouraged to interview students implicated in a crime away from school premises.

### Questioning of Students by Law Enforcement

In an instance where an alternative location for questioning is unavailable, and if a law enforcement officer requests an interview with a student, the Principal or Designee shall complete the *Police Questioning Form* (see Appendix E) for each student questioned by law enforcement and accommodate the interview of students as suspects or witnesses on school premises in the following manner:

- Interview and summoning of the student will be conducted with the least possible disruption to the school process;
- Interview will be conducted providing the student utmost appropriate privacy;
- Interview will be conducted away from other students;
- It will model cooperation with local law enforcement agencies and respect the interests of students, parents and the school community.

The school principal or designee shall ensure all necessary conditions are met to respect the privacy of the student and eliminate any disruption to the school process.

NOTE: Except in situations where the student is a suspected victim of child abuse, the principal or designee will immediately call minor student's parents. Efforts to contact parents must include calling all numbers or emails listed on an emergency card, including work numbers, and any number supplied by the student. In instances where the student is a suspected victim of child abuse in the home, school staff will refrain from contacting the student's parents/guardians unless specifically instructed to do so by law enforcement in order to not jeopardize the safety of the student and the child abuse investigation. The parent shall be informed of that:

1. The student was interviewed by a police 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.

### Apprehension of Students by Law Enforcement

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 they represent via the Police Questioning Form.
3. Obtain destination of the arrested student.
4. Find a private location out of sight and sound of other students, to the extent practicable and absent exigent circumstances, to carry out the arrest.
5. The student should be removed from public view prior to being placed in custody, if possible, to avoid the stigma associated with arrest or view of the arrest by other students.
6. Law enforcement should consider the necessity of placing students in handcuffs prior to taking them away from the school site.
7. If transport is necessary, the student should be placed in a police vehicle outside the view of their peers.
8. After the student is taken into custody, notify the parent or guardian, or make every reasonable attempt, of the student's arrest.

School sites, in cooperation with law enforcement agencies, are responsible for creating all the necessary conditions to respect the privacy of the apprehended students and eliminate any disruption to the school process.

## **2.7. Hate-Motivated Behavior**

### Policy 5145.9: Hate-Motivated Behavior

BUSD recognizes that hate-motivated behavior is the most dangerous manifestation of intolerance. It has a stronger impact on victims than any other type of misconduct as it affects entire communities. Hate-motivated behavior has a dehumanizing impact and instills fear far beyond the boundaries of a school, district, or city. As such hate-motivated behavior is destructive to both individual freedoms and community safety.

### Definition of Hate Motivated Behavior

Hate-motivated incidents are acts motivated by bias and prejudice based on real or perceived ethnicity, national origin, immigrant status, sex, gender, sexual orientation, religious belief, age, disability, or any other physical or cultural characteristic that have a negative impact but do not involve a criminal action. These can include but are not limited to racial slurs, verbal name calling, expression of hostility, hate speech, the display of offensive materials on one's property, the distribution of hate materials in public places, and the posting of hate materials that does not result in property damage.

Hate-motivated violence (hate crimes) is a criminal act motivated by bias and prejudice based on real or perceived ethnicity, national origin, immigrant status, sex, gender, sexual orientation, religious belief, age, disability, or any other physical or cultural characteristic. These acts include threats of or physical injuries to an individual or damages to property. Hate-motivated violence comprises two distinct elements: it is an act that

constitutes an offense under criminal law; and in committing the act, the perpetrator acts on the basis of prejudice or bias. All hate crimes have to be reported to law enforcement.

### Reporting Hate-Motivated Behavior

Any student who feels that they are a victim of hate-motivated behavior shall immediately contact the principal or any trusted staff member with whom the student has a relationship. Reports can be made in writing or verbally and all complaints should be reported by the staff member who becomes aware of the to Dean of Students. If the student, parent/guardian or staff member believes that the situation has not been remedied by the principal or designee, they may file a uniform complaint with the District's Civil Rights and Compliance Office.

### Consequences for Hate-Motivated Behavior

Any student who engages in hate-motivated behavior at school or at a school-sponsored or school-related activity shall be subject to disciplinary action. Any staff member found to have engaged in hate-motivated behavior toward any other staff member or any student shall be subject to discipline up to and including dismissal in accordance with applicable policies, laws, and/or collective bargaining agreements. Any non BUSD student or staff who engages in hate-motivated behavior at District schools or at school-sponsored or school-related activity and are in violation of this policy, shall be referred to law enforcement as appropriate.

### Documenting Reports of Hate-Motivated Behavior

Principal or designee shall report all incidents of hate motivated behavior to the District's Civil Rights and Compliance Office to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools.

## **2.8. Child Abuse**

Reporting suspected child abuse ensures the safety and well-being of students who may be at risk of abuse, neglect, or exploitation. Reporting suspicions of abuse or neglect allows for early intervention which can prevent further harm and provide support services to address underlying issues.

All school/district employees (teachers, counselors, administrators, athletic coaches, volunteers and contractors) are mandated reported and therefore required by law to report suspected instances of child abuse or neglect as prescribed by Penal Code Section 11165.7.

### Definition of Child Abuse

Child Abuse and/or Child Neglect can be any of the following:

- A physical injury inflicted on a child by another person other than by accidental means.
- The sexual abuse, assault, or exploitation of a child.
- The negligent treatment or maltreatment of a child by a person responsible for the child's welfare under circumstances indicating harm or threatened harm to the child's health or welfare. This is whether the harm or threatened harm is from acts or omissions on the part of the responsible person.
- The willful harming or endangerment of the person or health of a child, any cruel or inhumane corporal punishment or any injury resulting in a traumatic condition.

The definition of a child is any person under 18 years of age.

### Mandated Child Abuse Reporting

All persons who are mandated reporters are required, by law, to report all known or suspected cases of child abuse or neglect. It is not the job of the mandated reporter to determine whether the allegations are valid. If child abuse or neglect is reasonably suspected or if a student shares information with a mandated reporter leading them to believe abuse or neglect has taken place, the report must be made. No supervisor or administrator can impede or inhibit a report or subject the reporting person to any sanction.

To make a mandated report the staff member will contact Berkeley Police Department and/or Alameda County Social Services immediately. Staff members will submit a written report within 36 hours of receiving information or observing reasonable suspicion. This legal obligation is not satisfied by making a report of the incident to a supervisor or to the school administrator.

### Reporting Consensual Sexual Activity of Minors

Even if the sexual activity between minors is consensual 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. Sexual activity involving any child under 14 years of age must be reported, even if the child reports that the activity was “consensual”. 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”.

### Failure to Report Known or Suspected Child Abuse

Failure to report known or reasonable suspicion of child abuse, including sexual abuse, is a misdemeanor punishable by up to six months in jail and/or up to a \$1000 fine (California Penal Code Section 11166[c]).

### Mandated Reporter Training

By law, BUSD is required to train all employees on what they need to know in order to identify and report suspected cases of child abuse and neglect on annual basis. “All employees” include anybody working on BUSD’s behalf, such as teachers, teacher’s aides, classified employees, and any other employees whose duties bring them into direct contact and supervision of students.

## **2.9 Suicide Attempt on Campus**

If a student attempts self harm or suicide while on campus this should be treated as a medical emergency:

- Immediately call 911, then call the office at ext. 44593, 44800 to request the nearest administrator
- If a phone is not readily available, get the attention of the nearest radio holder and communicate that there is a medical emergency and your location

Follow protocols outlined for mental health crisis response:

- Redirect all non-essential staff away from the area and clear of students
- Follow basic first aid and mental health emergency protocols (CARE)

Mental Health Crisis and Basic First Aid Response Instructions provided to all BHS staff (handbook and during PD): <https://drive.google.com/file/d/1PJji-9pRFJJPi9fuLV1GsU2uNI3uHn8K/view?usp=sharing>

**The following mental health crisis prevention and response procedure is in place at Berkeley High School.**

**Berkeley High School Care Response Team**

**Purpose of the Care Response Team:** Student *mental health crises* happen and require a coordinated, consistent response to assess level of need, urgency, and required intervention for immediate next steps to support a student. The *Care Response Team* models student-centered responses to address mental health crisis needs. The *Care Response Team* positions counselors as the first touch point, with support from a nearby administrator and safety officer, who also respond to the call. These staff members will ensure the student's immediate need for safety, care, and trained assessment is met. This will be differentiated for each individual student based on need at the time of the response. This is an essential shift in that it positions the counselor/Mental Health Provider as the first responder, rather than a site administrator who is associated with disciplinary processes and procedures.

This does not take the place of existing processes to support non-urgent mental health support needs.

***Care Response Team Roles:***

- *Mental Health & Wellbeing Coordinator:* *Care Response Team* lead for implementation support and coordination of training
- *Wellness Counselor:* *Care Response Team* support, and alternate team lead
- *BHS Administrators:* Ensure physical safety, environmental safety, and confidentiality. Stay in close proximity to mental health crisis, and lead communication across the site during the crisis response
- *BHS Safety Officers:* Support with physical safety, environmental safety, and confidentiality during the *Care Response*.

**Do's and Don'ts Related to Responding to Mental Health Crisis**

The Health Center Mental Health Supervisor and the Wellness Center's Mental Health & Wellbeing Coordinator provide annual guidance to the staff.

**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).

### School-wide 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 administrators 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, 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 areas that came into contact with blood.
  - Provisions shall be made for Biohazard 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 their 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 recommend to the Student Services department a transfer to another school or 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) after interventions and alternative means of correcting the student's behavior have not been successful.

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)**

Credit deficient students with severe disciplinary issues whose behavior compromises the safety of the campus may be referred to Berkeley Technology Academy.

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

### **3.3. Dress Code**

Regarding dress code, Berkeley High School has implemented BUSD Administrative Regulation (AR) 5157 Gender Identity and Access. A section of AR5157 states includes the following:

Dress Codes/School Uniform Policies: All students have the right to dress in accordance with their gender identity and gender expression. A School dress code and uniform policies should be gender-neutral, and should not restrict students' clothing choices on the basis of gender or traditional stereotypes about what males and females "should" wear.

### 3.4. Campus Supervision

#### Supervision Before School

To ensure as safe and orderly entrance as possible, Administrative staff and or designees will be available for supervision. The Discipline Team will assist the administration in dealing with any student behavior that is in direct conflict with the District's and school site's educational program. Administration and/or School Resource Officer/School Safety Officers 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

Administration, School Safety Officers, and the School Resource Officer (as appropriate) 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 two way radios. Violation of any of the school safety and discipline policies will not be tolerated and will result in disciplinary consequences.

#### Supervision During Class Time

School Safety Officers are expected to continuously supervise the campus during class time, when not writing reports, or participating in 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

Administration and campus security 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 two way radio.
- 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.
- Berkeley Police Department non-emergency or emergency numbers, depending on the severity of the situation, should be contacted when there is a real and immediate physical threat to students, staff, or visitors.
- If safety concerns are occurring near campus but not on the Berkeley High School campus site, the Berkeley Police Department should be contacted.

### 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

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 disciplinary action
  - 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 may 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 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.
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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 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 California 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 the 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 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, administration, or other staff knowledgeable about the disturbance. Two or more team members may be asked to respond, or all available team members may be asked to respond, depending on the severity.
2. Team members will diffuse the situation.
  - Assess the situation.
  - Identify key individuals involved.
  - Bring key individuals to office and separate (in different offices).
  - Work as a team in a central location (the discipline office).
  - Do not release key individuals/participants unescorted.
3. Decide as the Discipline team (administrators) 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 the course of action.

- Keep the Principal or 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 them, 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 Principal, VP, Discipline Team Colleagues, campus security, or other site administrators when in doubt.

### 3.5.4. Policy on Harassment and Intimidation

See full Board Policy 5131.2 Anti-Bullying Policy in Appendix D of safety plan

*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.

#### **Bullying and Harassment:**

Bullying, cyber bullying, 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 they are 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 grounds for discipline.

**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 COST, and must involve the case manager or representative from the Special Education Department (for students with IEPs).

COST

The COST team meets weekly. Any staff member can submit a COST referral if they have a student concern that

requires a Coordinated Services approach.

#### Services on Campus

1. Conflict Management and Resolution shall be offered to students
2. Behavioral Support by BUSD
3. Counseling Services by BACR

#### 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 they do 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.

## SECTION 4: APPENDICES

# Appendix A: Site Goals and Objectives

## Goal 1: Emergency Preparedness

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 – x 4 per school year.
2. **Earthquake drills:** pre-schools and elementary schools (concise drills) – x 2 per school year; in depth drills x 1 – 2 per school year. Secondary: Middle schools / high schools, and Adult School (concise drill) – x 1 per school year in depth drill x 1-2 per school year.
3. **Armed intruder drills** using **Run, Hide, Fight/Defend Protocols:** x 2 per school year all sites, 1 drill must include after-school program for applicable sites. Staff meeting x 1 per school year: review the **Run, Hide, Fight/Defend Protocols** with all staff.

## Goal 2: Positive School Climate

A team of staff will participate in Positive Behavior Intervention and Support (PBIS), or alike, Professional Development training or activities. Activities will include review of site-specific data such as rates of discipline, use of alternatives to suspension/restorative justice where applicable, information from CA Healthy Kids Survey, ethnicity and equity data, and rates of absence from school. Evaluation of site-specific data will inform PBIS, or alike, practices and for increasing implementation of school-wide PBIS. Elementary schools utilize “ToolBox” and “Welcoming Schools” as framework to support this goal; Secondary schools use PBIS and Multi-Tiered System of Support (MTSS) as framework to support this goal.

## Goal 3: Student Attendance

School administrative team will monitor data to identify students with high rates of absenteeism. Interventions will be implemented using the MTSS framework: prevention, early intervention, and concentrated support for students with a higher than 10% rate of absence. Students who do not improve attendance after site-based Tier I and Tier II interventions have been implemented will be referred to the site Student Attendance Review Team (SART). Students who do not improve attendance after site-based Tier II and Tier III interventions have been implemented will be referred to the BUSD Student Attendance Review Board (SARB).

## Goal 4: Site Goals

- A. **Student Behavior:** The school administrative team will work with behavior specialists to identify and support students with behaviors that interfere with access to instruction. Identified behaviors will include, but are not limited to bullying, harassment, and discrimination. Designated staff will monitor data to identify students with high rates of behavior challenges. Interventions will be implemented using a Multi Tiered System of Support, prevention, early intervention, and concentrated support for students with high rates of behavior incidents. MTSS Tier II interventions and Tier III interventions will be tracked and monitored through the Coordination of Services Team (COST).

- B. **Individual Student Safety Plans:** The school administrative team will work with behavior specialists to develop an *Individual Student Safety Plan* for students with demonstrated need. A new template that includes use of social media has been developed by the BUSD Dept. of Student Services in collaboration with the BUSD Dept. of Special Education, Title IX, local law enforcement and public health.
- C. **Health:** School staff members work collaboratively to promote the social, emotional, behavioral and physical health of students. In turn, this contributes to academic success. Students with unique educational needs such as students with disabilities, students who are in foster care, and students who are homeless are offered specialized support to be successful at school.
- D. **Safe School Environment:** Ensure a secure, orderly, weapons-free campus where students are in their assigned classrooms during all class periods.

## Appendix B: Education Code Violations

*The Principal may suspend and/or recommend for expulsion a student whom they 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: Uniform Complaint Procedures and Form

## Berkeley Unified School District Uniform Complaint Form

### Uniform Complaint Procedures:

<https://www.berkeleyschools.net/district-civil-rights-and-compliance/uniform-complaint-procedures/>

### Uniform Complaint Form:

<https://www.berkeleyschools.net/wp-content/uploads/2021/12/Uniform-Complaint-Procedures-Form.pdf>

### Uniform Complaint Procedures (UCP) Overview:

## UNIFORM COMPLAINT PROCEDURES (UCP)

### WHAT IS UCP?

The District's responsibility is to ensure compliance with state and federal laws and regulations. Through the UCP process, the District shall investigate allegations of unlawful discrimination, harassment, bullying, intimidation, and retaliation against any protected group/class. In addition, the District shall respond to complaints of noncompliance with laws relating to categorical programs, activities and services provided by the District.

### COMPLAINT PROCESS

- All complaints received are timestamped, and a copy is provided to the complainant.
- Within 5 days, the complainant will receive an "Acknowledgment Letter" outlining the complaint allegations.
- An investigator will review related documents, interview the complainant, the respondent, and all witnesses.
- Within 60 days, the complainant will receive a "Letter of Findings" with facts, analysis, and a decision, along with appeal information.

### PRIVACY & CONFIDENTIALITY

The District will only share information with individuals associated with, or those in the need to know (i.e. District office personnel, administrators, counselors, or staff members). In addition, the District assures confidentiality 'to the maximum extent possible,' and prohibits retaliation against anyone who files a complaint or participates in the complaint process.

### ALTERNATIVE DISPUTE RESOLUTIONS

While it is within the complainant's legal right to file a UCP, the following remedies are always available:

- Speak with a school-site administrator or District office personnel to resolve the problem.
- Request a facilitated meeting, which may include school-site administrators, District office personnel or a Title IX designee to resolve the problem.
- Mediation

### HOW TO SUBMIT A UCP

Any student, parent, employee, resident, public agency, or organization may walk in, mail, or email a written and signed complaint form to:

Jasmina Viteskic, Title IX Coordinator

Berkeley Unified School District, 2020 Bonar Street, Room 117, Berkeley, CA 94702

(510) 486-9338 • [complaints@berkeley.net](mailto:complaints@berkeley.net)

Click Link to access UCP Complaint Form

### HOW TO APPEAL

A UCP complaint may be appealed within 30 days of receipt to the state at: California Department of Education, 1430 N Street, Sacramento, CA. 95814  
[www.cde.ca.gov/re/cp/uc](http://www.cde.ca.gov/re/cp/uc)

### PROTECTED CLASSES

Complaints of unlawful discrimination, harassment, bullying, or intimidation may be filed as a UCP on one or more of the protected classes listed below:

Marital, Parenting, or Breastfeeding Status	Age	Religion
Sex	Gender Expression	Immigration Status
Sexual Orientation	Ethnic Group Identification	Genetic Information
Gender	Homeless/Foster Status	Nationality
Gender Identity	Race or Ethnicity	National Origin
	Mental or Physical Disability	
	Color	Lactating Student

Association with an individual or group with one or more of the actual or perceived groups listed above.

*Note: Must be filed no later than six months from the date of occurrence, or when the complainant had knowledge of the facts. A UCP may also be filed for complaints of retaliation.*

DISTRICT CIVIL RIGHTS & COMPLIANCE OFFICE • 510.486.9338 • [COMPLAINTS@BERKELEY.NET](mailto:COMPLAINTS@BERKELEY.NET)

**Berkeley**  
**PUBLIC SCHOOLS**  
Berkeley Unified School District

# (UCP) CONTINUED

## CATEGORICAL PROGRAMS, ACTIVITIES & SERVICES

Complaints of noncompliance on any District program, service or activity listed below may be filed as a UCP:

Adult Education	Tobacco Use Prevention Education	Consolidated Categorical Aid
Lactation Accommodations	Local Control & Accountability Plans	School-Site Council
Pupil Fees	Compensatory Education	School Safety Plans
Special Education	English Learner Programs	Coursed of Study w/out Ed Content
Every Student Succeeds Act	Migrant Education	Child Care & Development
P.E. Instructional Minutes	Berkeley Peer Assistance and Review Programs	
Juvenile Court Schools Including Former Students		Career Tech & Tech Ed, and Career Tech & Tech Training

Deficiencies related to Preschool Health & Safety Issues for a CA State Preschool

Educational rights of foster youth and graduation requirements for foster, homeless and other youth (former juvenile court pupils, children of military families, migratory pupils, and newcomers).

Any other state/federal educational program the Superintendent of Public Instruction deems necessary.

*Note: Must be filed within one year of enrollment or participation in any program, service or activity listed above. For LCAP, the date of the alleged violation is the date when the reviewing authority approves the LCAP or annual update that was adopted by the District. A UCP may also be filed for complaints of retaliation.*

## PUPIL FEES

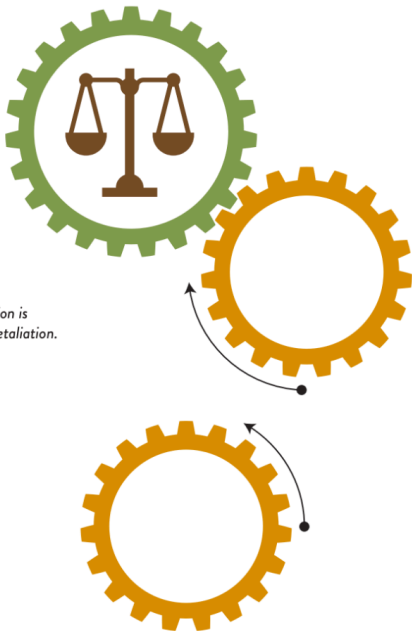
Any student enrolled in a District school shall not be required to pay a pupil fee for participation in an educational activity.

Pupil fees are fees charged to a pupil as a condition for registering for school or classes, or as a condition for participation in class or extracurricular activity, regardless if the course or activity is elective, compulsory or for credit.

A pupil fee is defined as a security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment. In addition, a purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

## SUPPORT & RESOURCES

Any person with a disability or who is unable to prepare a written complaint can receive assistance from the site-administrator/designee or by calling the Title IX Compliance Office at (510) 486-9338.



## Appendix D: Board Policy 5131.2 Anti-Bullying Policy and Form

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:
  - A. 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.
  - B. 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.
  - C. Physical: Hitting, punching, pushing, shoving, poking, kicking, tripping, strangling, hair pulling, fighting,

beating, "panting," pinching, slapping, biting, spitting, or destroying property.

- D. Emotional (Psychological): Rejecting, terrorizing, extorting, defaming, intimidating, humiliating, blackmailing, manipulating friendships, isolating, shunning, ostracizing, using peer pressure, or rating or ranking personal characteristics.
- E. Cyber bullying: 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.
- F. Cyber bullying 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.
- G. 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 cyber bullying 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 cyber bullying 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, cyber bullying, 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 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**  
**10.4. 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.

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Complainant's Name: \_\_\_\_\_ Phone Number: \_\_\_\_\_

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

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

Revised 08.24.16

## Appendix E: Police Questioning Form

BERKELEY UNIFIED SCHOOL DISTRICT

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

### LAW ENFORCEMENT STUDENT QUESTIONING FORM

Date:	
Student Name:	
Law Enforcement Officer Name:	
▪ 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:	
▪ 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: Inventory of Emergency Supplies

Inventory of Emergency Supplies is an ongoing process:

Several years ago, volunteers were sent to all the sites to help the site inventory emergency supplies in the onsite Emergency Container. We threw away all outdated supplies and reorganized materials. New supplies were also added to the inventory.

On an annual basis, all of the [School Name] Safety teams work in the container to re-familiarize themselves with the contents of their particular box or boxes of supplies. At that time, they also remove any outdated supplies and note what needs to be replaced.

On an annual basis District Maintenance staff direct the site custodial staff to empty and refill the large containers of water inside the Emergency Containers.

## Appendix G: Procedures for Notification Regarding Students who have Been Suspended, Expelled, 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 email
- ✓ 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 Checklist

## Recommended Emergency Supplies for the Whole School Checklist

<https://training.fema.gov/programs/emischool/el361toolkit/siteindex.htm#item10>

### Water:

- One gallon per person per day, times two days. Individual servings or include paper cups.

### First Aid:

- 4 x 4" compress: 1000 per 500 students
- 8 x 10" compress: 150 per 500 students
- Elastic bandage: 2-inch: 12 per campus 4-inch: 12 per campus
- Triangular bandage: 24 per campus
- Cardboard splints: 24 each, sm, med. Lg.
- Butterfly bandages: 50/campus
- Water in small sealed containers: 100 (for flushing wounds, etc.)
- Hydrogen peroxide: 10 pints/campus
- Bleach, 1 small bottle
- Plastic basket or wire basket stretchers or backboards: 1.5/100 students
- Scissors, paramedic: 4 per campus
- Tweezers: 3 assorted per campus
- Triage tags: 50 per 500 students
- Latex gloves: 100 per 500 students
- Oval eye patch: 50 per campus
- Tapes: 1" cloth: 50 rolls/campus; 2" cloth: 24 per campus
- Dust masks: 25/100 students
- Disposable blanket: 10 per 100 students
- First Aid Books 2 standard and 2 advanced per campus
- Space blankets: 1/student and staff
- Heavy duty rubber gloves, 4 pair

### Sanitation Supplies: (if not supplied in the classroom kits)

- 1 toilet kit per 100 students/staff, to include:
- 1 portable toilet, privacy shelter, 20 rolls toilet paper, 300 wet wipes, 300 plastic bags with ties, 10 large plastic trash bags
- Soap and water, in addition to the wet wipes, is strongly advised.

### Tools per campus:

- 3 rolls barrier tape 3" x 1000"
- Pry bar, pick ax, sledge hammer, shovel, pliers, bolt cutters, hammer, screwdrivers, utility knife, broom, wrench

### Recommended Emergency Supplies for the Whole School (Continued)

**Other Supplies:**

- ☐ 3' x 6' folding tables, 3-4
- ☐ Chairs, 12-16
- ☐ Identification vests for staff, preferably color-coded per school plan
- ☐ Clipboards with emergency job descriptions
- ☐ Office supplies: pens, paper, etc.
- ☐ Signs for student request and release
- ☐ Alphabetical dividers for request gate
- ☐ Copies of all necessary forms
- ☐ Cable to connect car battery for emergency power

**Food:**

The bulk of stored food should be easy to serve, non-perishable and not need refrigeration or heating after opening. Food is generally considered a low priority item, except for those with diabetes and certain other specific medical conditions. One method used by schools is to purchase food at the beginning of the school year and donate it to charity at the end of the year. A supply of granola bars, power bars, or similar food which is easy to distribute, may be helpful. Some schools store hard candy, primarily for its comfort value.

The information on this form was provided by FEMA and the American Red Cross.

# Appendix I: Ingress/Egress, Evacuation, and Reunification

## Safe Ingress and Egress of Pupils, Staff and Parents / Guardians (EC 35294.2)

**Administration has the Ingress/Egress and Reunification Map to include in unredacted, internal safety plan copy.**

**1. Campus Visitor Protocols** At every entrance to school grounds, visibly posted is a notice describing visitor requirements, the office location, and signage for the route to take to the office.

**2. Evacuation and Reunification.** Teachers and staff supervise egress from the classrooms to the designated Evacuation Areas according to the Emergency Evacuation Routes, marked on the maps, posted in every building. The designated reunification location is marked on the Ingress/Egress maps described above.

- In the event of evacuation, teachers will take Emergency backpacks, class rosters to the evacuation site, take attendance, and complete an attendance report.
- Teachers identify missing students in the report submitted to the principal or designee.
- Student emergency cards are cross checked with attendance taken; this is used for reunification with parents/guardians at designated locations.
- If emergency evacuation begins when students or staff are in the halls, they join the nearest class in leaving the building and report to the principal or principal's designee.
- If heavy smoke is present, crawl or stay near the floor for breathable air.
- In case of fire only, close doors upon evacuating.
- Designated staff will assist by shutting off gas valves and electricity if necessary for evacuation or putting out fire. In consultation with the superintendent or designee and the City of Berkeley Fire Department, the principal will notify students and staff when it is safe to return to the school.
- For evacuations that occur after school hours, parents and guardians will be notified when it is safe to return via School Messenger Auto Dialer.
- As described in section 1.4, limited mobility may impair egress and access to locations. School has arranged and secured furniture and other items to provide barrier-free paths of travel. Disaster debris may obstruct evacuation. A lightweight manual wheelchair and stretcher is available at school. During drills, mobility-impaired students practice moving wheelchairs, locking wheels and covering heads with a book or with their hands and arms if able.

## Appendix J: Current Site Overdose Protocol

Berkeley Unified School District is in the process of updating their Board Policy and Administrative Regulation on how to address an overdose situation in our schools. Below is the existing protocol for Berkeley High School should the issue arise on our campus:

- Call 9-1-1 right away.
  - Immediately call 911, then call the office at ext. 44593, 44800 to request the nearest administrator
  - If a phone is not readily available, get the attention of the nearest radio holder and communicate that there is a medical emergency and your location
  - Notify the school resource officer as they are also trained in and have access to narcan
- Notify the on-campus health center immediately for a suspected overdose.
  - Health center staff also have access to narcan
- Trained-staff (Administrator or Safety Officer) administer Naloxone (Narcan spray)
- Rescue breathing (with mask) and CPR if you are trained\*
  - Put your hand under their neck and tilt chin up
  - Make sure airway is clear and pinch nose
  - Use mouth shield breathing mask
  - Give breath every 5 seconds
- Turn individual on their side and remain with them until EMS arrives

## Appendix K: Aftercare Referral Flow Chart

