

# **Berkeley Unified School District**



## **Berkeley High School Safety Plan**

**2015-2016**

**Principal  
Kristin Glenchur**

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# **SECTION A**

## **Committee Members Signature Form Implementation of Plan**

## Berkeley High Safety Committee Roster 2012-2013

### **Administrator**

Ardarius McDonald <ardariusmcdonald@berkeley.net>  
Dean of Students

### **School Resource Officer**

Off. Ethell Wilson<EWilson@ci.berkeley.ca.us>

### **Classified Staff**

vacant

### **Certificated Staff**

Jasdeep Malhi <[jasdeepmalhi@berkeley.net](mailto:jasdeepmalhi@berkeley.net)>  
Intervention Coordinator

### **Student**

vacant

### **Parents**

Rolf Bell <bellcohen94@yahoo.com>

Enid Camps <[enidcamps@comcast.net](mailto:enidcamps@comcast.net)>

Denise Diggs-Ray <[denise.diggsray@gmail.com](mailto:denise.diggsray@gmail.com)>

Peter Geraghty<peterjgeraghty@gmail.com>

Richard Graham <rhgrm@comcast.net>

Lina Lamirande <[lina.lamirande@gmail.com](mailto:lina.lamirande@gmail.com)> **Safety Committee Secretary**

Teresa Parker<teresaparker94708@yahoo.com>

Margit Roos-Collins <[margitrooscollins@comcast.net](mailto:margitrooscollins@comcast.net)> **Safety Committee Chair**

Martha Salomon <[martha.salomon@gmail.com](mailto:martha.salomon@gmail.com)>

## **Berkeley High School Safety Plan Signature Page 2013-14**

The undersigned members of the Berkeley High School Safety Committee certify that the requirements for the Safety Plan as prescribed by California Education Code Article 5 Sections 32280-32289 are fulfilled.

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Principal

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Dean

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Chair, School Site Council

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Certificated Representative

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Classified Representative

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Parent Representative

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Law Enforcement Representative

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Student Representative

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Teacher Representative

# Implementation of Plan

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

The Safety Committee will annually review the School Safety Plan with input from staff, students, parents, the School Safety Team, the Discipline Team, the Administrative and Leadership Team, and the community. Setting annual goals and reviewing the previous year's process will be critical components of this work.

The School Site Council shall annually review, revise, and approve the School Safety Plan submitted to it by the Safety Committee.

In April, the Safety Committee will meet with the Principal and others to develop timelines and assign accountability for accomplishing the measures in the goals by the deadlines stated. In October, a follow-up meeting will occur to ensure that accountable parties are on track to meet their deadlines.

## **SECTION B**

### **Goals and Strategies: March 2012 - February 2013**



**Berkeley High School  
Safety Plan Goals  
March 2013-February 2014**

**Goal #1 -- Priority Goal**

**Reduce Robberies and Thefts. Communicate with BHS community regarding crime and other incidents affecting the school community.**

**Strategy 1.1** Communicate to student body how to keep valuables safe and secure, including but not limited to classroom posters (as soon as OCI website is live and can be referenced). Continue offering safety skits or a BHS video on safety tips at the grade level assemblies.

Assessment: Determine whether tips were posted in public places around the school and information was conveyed at assemblies.

Staff Responsible: Dean of Students and OCI staff, with assistance of Safety Committee

Budget Implications: modest -- cost of printing

Time line for completion: January, 2014

**Strategy 1.2** Communicate to student body and parents the consequences for robbery and theft on the school web site.

Assessment: Determine if consequences were included on the website.

Staff Responsible: Dean of Students and OCI staff

Budget Implications: None

Time line for completion: September 2013

**Strategy 1.3** Encourage students and community members to report thefts and other crimes at BHS. Make available and explain to school community the incident reporting system, incident report forms, confidential reporting procedures, appropriate persons to call, and emergency numbers, on the website. Also provide this information to students at beginning of school year. Place a poster in each classroom explaining options for reporting incidents. Make form available online at BHS website. Add reference to the online option to the incident reporting section of student planner. Add mention of tip line [1-866-SPEAK-UP] to same section of planner. BHS will investigate any report of retaliation or intimidation for reporting misconduct.

Assessment: Assess visibility, use and follow-up of incident reporting system.

Persons Responsible: Dean of Students, OCI staff, and Safety Committee

Budget Implications: None

Time line for completion: August 2013

**Strategy 1.4** Ensure that incident alerts to the BHS community are made available in printed form at a designated location for staff or community members who do not use computers.

Assessment: Designation and consistent use of distribution location for incident alerts. Establish consistent practice for posting to mailboxes or public locations

Staff Responsible: Relevant staff administrators

Budget Implications: None

Time line for completion: Spring 2013

## **Goal #2 -- Priority Goal**

**Reduce bullying, cyber-bullying, and harassment; improve student, staff, and parent capacity to respond effectively to incidents.**

**Strategy 2.1 Equip teachers with skills to reduce bullying, sexual harassment and cyberbullying.**

Continue to integrate Olweus anti-bullying materials and BHS-generated ideas into BHS-appropriate anti-bullying and anti-harassment presentations and communications.

Ensure that Teacher Handbook reflects current anti-bullying and anti-harassment district guidelines and policies.

Train all staff annually, as part of their professional development, to recognize and reduce bullying and harassment.

Intervention Coordinator will work with counselors to pool knowledge of available resources for bullied or harassed students, including external community resources.

Assessment: Count number of presentations and communications to staff.

Verify that the Teacher Handbook is updated.

Poll staff at later presentations as to effectiveness of earlier presentations.

Persons responsible: OCI Intervention Coordinator with assistance of subcommittee, Director of Student Services

Budget: unknown

Time line for completion: February 2014

**Strategy 2.2 Encourage and empower students to prevent bullying, sexual harassment and cyberbullying.**

Provide students with information that shows them how to support one another and how to confidently report incidents against themselves or others.

Design posters with assistance of Leadership for posting in classrooms and on bulletin boards. Deliver presentations to students at assemblies, to classes, and to focus groups.

Develop and distribute an “It Got Better” brochure, a compilation of anonymous accounts by students describing how their situations improved after they reported bullying or harassment incidents.

Assessment: Poll students at presentations to get input as to the usefulness of these actions.

Staff responsible: Intervention Coordinator with assistance of subcommittee and Leadership

Budget implications:

Completion: February 2014

### **Strategy 2.3 Empower parents with information that assists them in preventing and responding effectively to bullying and harassment.**

Send monthly e-tree messages to inform parents about the extent and consequences of bullying.

Provide information about resources in the summer packet.

Assist in arranging parent forums.

Help parents discuss healthy, supportive peer relationships with their teens.

Assessment: Subcommittee will solicit parent comments on what information is or would be most useful.

Staff responsible: Intervention Coordinator, with assistance of subcommittee

Budget implications:

Completion: February 2014

### **Strategy 2.4 Develop anti-bullying and anti-harassment content for OCI link on BHS website.**

Assessment: Posting of content on OCI site.

Persons responsible: Intervention Coordinator and Dean of Students with assistance of subcommittee

Budget implications: unknown

Timeline: February 2014

## **Goal #3 -- Priority Goal**

### **Train Berkeley High Administration, staff and students in the emergency/disaster plan**

**Strategy 3.1** Develop checklist and timeline for annual disaster preparedness actions and trainings; work with administration to get it adopted as school protocol and to get trainings onto the staff development calendar and teaching/assembly calendar.

Assessment: Integration of checklist into school’s internal calendars and job responsibilities.

Persons responsible: Disaster preparedness subcommittee, Lead Safety Officer, Dean of Students, Professional Development planners.

Budget implications: none

Time line for completion: Spring 2013

**Strategy 3.2** Complete 2012-2013 Incident Command System [ICS] and team assignments.

Assessment: The administration will provide the Safety Committee with a complete list of persons assigned to serve on each of the teams for the 2012-2013 school year and will communicate those assignments to the staff.

Staff Responsible: Dean of Students, Lead Safety Officer

Budget Implications: None

Time line for completion: Immediately

**Strategy 3.2 B:** All ICS branch chiefs will meet with the team captains assigned to report to them in a disaster. At this meeting, all will review their jobs and how the jobs relate to each other and what they are expected to do as captains.

Assessment: Dean and subcommittee will contact chiefs and captains afterwards to determine whether they got enough information to understand their jobs and what further questions arose.

Staff Responsible: Administration, for finding a time for the meetings. Dean of Students with assistance of subcommittee, for circulating job descriptions and following up afterwards.

Budget Implications: None

Time line for completion: Spring 2013

**Strategy 3.3** Disaster Preparedness subcommittee will complete a draft letter to BHS parents regarding planning for earthquakes and Principal will revise and distribute.

Assessment: Distribution of an emailed letter to parents this spring; distribution of hard-copy in school's summer mailing.

Persons responsible: Disaster Preparedness subcommittee, Dean of Students

Budget implications: cost of paper

Time line for completion: Spring 2013

**Strategy 3.4** Establish person or persons responsible for inventorying, stocking, and refreshing the school's disaster supplies and the schedule for performing these services. Perform inventory.

Assessment: Staff person in charge of inventory will report to Safety Committee about adequacy of disaster supplies relative to quantities listed in the school's Safety Plan and tabulate shortfalls.

Staff Responsible: Assigned staff person, with assistance of Safety Committee

Budget Implications: None

Time line for completion: Spring 2013

**Strategy 3.5** CAS students to create video about what to do during earthquakes and emergencies. Show at assemblies to create student familiarity with correct responses.

Assessment: Solicit teacher feedback after assembly, as to effectiveness.

Persons responsible: CAS teachers and students working with Safety Committee and administration and safety staff

Budget implications: unknown

Time line for completion: Spring 2013 so video can be shown at back-to-school assemblies in the fall.

**Strategy 3.6** Procure and install automatic gas shut-off valves throughout the campus.

Assessment: Placement of shutoff valves on each gas line.

Persons responsible: BHS Facilities & Operations Manager, BUSD Facilities Director

Budget implications: unknown

Time line for completion: Summer 2013

**Strategy 3.7:** Determine which glass poses significant threats over evacuation routes and get that glass filmed for safety.

Assessment: accomplishment of job

Persons responsible: BUSD Facilities Director, in consultation with BHS Facilities & Operations Manager, Dean of Students and contractor and architect on BHS disaster preparedness subcommittee.

Budget implications: unknown

Time line for completion: Summer 2013

**Strategy 3.8** Familiarize certificated and classified staff with their roles as Disaster Service Workers prior to the beginning of school.

Assessment: Delivery of information to all staff.

Staff Responsible: Dean of Students

Budget Implications: None

Time line for completion: August 2013

**Strategy 3.9** Develop and distribute instructions to read to students regarding behavior during earthquake drill. Create and distribute to each classroom a poster listing appropriate actions during duck/cover/hold, shelter-in-place, lockdown, and evacuation. Hold mandatory annual earthquake drill. Solicit staff and student feedback regarding drill.

Assessment: Administration will provide Safety Committee with staff and student feedback regarding drill.

Staff Responsible: Safety Committee, Dean of Students, Lead Safety Officer

Budget Implications: None

Time line for completion: October 2013

**Strategy 3.10** Develop system for student release and tracking after a disaster.

Assessment: incorporate the release and tracking system into the Safety Plan.

Staff Responsible: Dean of Attendance with assistance of subcommittee

Budget Implications: None

Time line for completion: Fall 2013

**Strategy 3.11** Complete 2013-2014 ICS and team assignments by October 31, 2013.

Assessment: By November 1st, 2013, the administration will provide the Safety Committee with a complete list of persons assigned to serve on each of the teams for the 2013-2014 school year, and will do the same by November 1st of each school year thereafter.

Staff Responsible: Dean of Students

Budget Implications: None

Time line for completion: Annually, by the end of October.

**Strategy 3.12** Hold a tabletop exercise focused on the first hour after a major earthquake. Include as observers all team captains from the Incident Command System chart. Invite Fire Department Office of Emergency Services and BUSD Transportation Manager to observe and provide feedback. Include members of Disaster preparedness subcommittee as observers.

Assessment: Share staff and expert feedback with Safety Committee.

Staff Responsible: Dean of Students

Budget Implications: None

Time line for completion: November 2013

**Strategy 3.13** Disaster Preparedness subcommittee to review school's Disaster Plan and submit revisions to District for approval and adoption as needed.

Assessment: successful updating of Plan to reflect practice and plans at the school.

Persons responsible: Disaster Preparedness subcommittee, Transportation Manager, Administration

Budget implications: None

Time line for completion: ongoing, as needed

## **GOAL # 4**

### **Reduce drug use as reflected in CHKS data.**

**Strategy 4.1** Engage, educate and empower parents and community to reduce truancy, drug use, possession and sales by minors, especially during school day.

Monthly BHS Parent Support Program: The BHS Parent Support Program offers a unique blend of practical information and personal support for parent/guardians navigating their teens' choices about alcohol and other drugs. The evening is led by former and current Berkeley High parents who are dedicated to empowering parents to meet the challenge.

Update the Parent Resource List for 2013-14. Add a section for teen extra-curricular and recreation activities to help answer the question "what's there to do that's fun around here?" Updated list available in hard copy and on BHS website

Copy and distribute existing Parent Tips Handbook to incoming BHS families

Use variety of media monthly to communicate relevant information and stimulate informed discussion among parents and community about drug use and sales by minor, especially during the school day – the problems as well as solutions. Media include BHS e-tree, Berkeleyside, The Jacket, and email.

Work with PTSA, PCAD and the Latino Family Network to have at least two Parent Drug Education Programs during each semester

Assessment: End of semester summary report submitted to Safety Committee that includes copies of communications and type/number of participants engaged and reached.

Persons responsible: Karen Hughes, Annie Tyson, Ralph Cantor, Denise Lapidus, Teresa Parker and other volunteers

Budget: \$1500 [\$1,000 for Parent Education Nights; \$500 for copies of Parent Handbook]

Timeline for completion: December 2013

**Strategy 4.2** Enhance BHS policies, procedures and enforcement for preventing/reducing drug use, possession and sales by minors – especially during the school day and on campus.

- ←Work with school leaders to identify gaps in current BHS/BUSD policies, procedures and enforcement for preventing/reducing drugs from physically being on campus. This includes abuse of performance-enhancing and prescription drugs. Investigate possible solutions and practices and develop recommendations for action.
- ←Develop and distribute bystander intervention messages and materials to parents, neighbors, and businesses to encourage them to recognize and take simple steps to intervene with truancy, drug use, possession and sales by minors, especially during school hours.

Assessment: Written summary of gaps, possible solutions, and recommendations and the methods used to determine them. Copies of bystander intervention materials and a description of how they are distributed.

Persons responsible: Karen Hughes, Ralph Cantor, Pam Gray, Denise Lapidus, Rhonda Donato  
Budget: \$300  
Timeline for completion: December 2013

### **Strategy 4.3** Increase substance abuse counseling services on campus

- ←Develop approved job descriptions, rationale and estimated budget for 1) a full time substance abuse counselor and 2) substance abuse counseling interns for BHS.
- ←Develop a list of schools and programs from which substance abuse counselors and interns might be recruited.
- ←Identify the key opportunities and barriers for initiating recruitment and hiring.

Assessment: Copies of job descriptions, list of schools that may serve as sources, and list of key opportunities and barriers for initiating recruitment and hiring.

Persons responsible: Jasdeep Malhi  
Budget: none  
Timeline for completion: June 2013



## Goal #5

**Help provide a safe and secure learning environment by ensuring there is effective and appropriate communication and information flow among BHS security, BHS staff, BHS teachers, Berkeley Student Services, and courts, juvenile justice agencies, police, district attorneys, community-based organizations, and parents consistent with California law.**

**Strategy 5.1** Work with Courts, Berkeley Student Services, and local District Attorneys to establish and implement a written protocol for information sharing systems to ensure that BHS security and administration and District Placement Office are promptly informed and updated about criminal offenses and records of BHS students and BHS student transfers consistent with California law.

Assessment: Generation of written protocol for information sharing systems

Persons Responsible: Safety Committee members, Dean of Students, BHS staff working with District personnel

Budget Implications: none

Time line for completion: December 2013. Subcommittee will work with Student Services.

**Strategy 5.2** Review the written and publicly available protocols ensuring that there is objective, consistent and effective intervention by BHS and criminal justice agencies when a BHS student commits a criminal offense on campus, or to or from school, and revise for clarity if needed.

Assessment: Committee acquires and analyzes protocols

Persons Responsible: Safety Committee members, Dean of Students, BHS staff working with District personnel

Budget Implications: unknown

Time line for completion: Subcommittee to meet with Dean of Students and Office of Student Services before January 2014 to find out about implementation of these protocols

**Strategy 5.3** Facilitate communication between BHS and juvenile criminal justice agencies about information sharing relevant to the prevention, identification, or control of juvenile crime, pursuant to Welfare and Institutions Code section 830.1 and other laws, regulations and policies.

Assessment: Facilitate closed meeting between agencies identified in the code, BUSD Dept. of Student Services, and Dean of Students

Persons Responsible: Safety Committee members, Dean of Students, BHS staff working with District personnel

Budget Implications: unknown

Time line for completion: 2013

**Strategy 5.4** Evaluate options for safety-related interventions for student misconduct including restorative justice.

Assessment: Report to Safety Committee

Persons responsible: Safety Committee members with Dean of Students

Budget Implications: None

Time line for completion: December 2013

## **Goal #6**

**Foster a safe environment for Berkeley High students by addressing issues of pedestrian traffic around school and unlawful activity at the MLK Memorial Civic Center Park across from school.**

**Strategy 6.1** Discuss options to better control and protect student pedestrian traffic before and after school and at lunch on Milvia, Shattuck, and Allston streets.

Assessment: Meeting with City Councilperson, SRO Wilson, and Berkeley Traffic control or other parties that can help address issue.

Persons Responsible: Principal's Designee, School Resource Officer, Senior Safety Officer, Safety Committee

Budget Implications: None

Time line for completion: August 2013 for strategy.

**Strategy 6.2** Work with the director of Student Services, local law enforcement and District Attorneys to review enforcement of criminal and truancy laws at the MLK Memorial Civic Center Park, located across the street from BHS.

Assessment: Presentation to Safety Committee about proposals developed.

Persons Responsible: Safety Committee in conjunction with applicable school stakeholders

Budget implications: Unknown

Time line for completion: August 2013

## Goal #7

### **Strengthen the Safety Committee as an effective, transparent, and visible institution at BHS, including increasing student and teacher participation**

**Strategy 7.1** Raise administration, staff, student, parent, and School Site Council awareness of and follow-through on the goals and commitments adopted in the Safety Plan.

Assessment: Hold meeting of Safety Committee officers with all relevant administrators, including principal, in late spring after goals and strategies are approved by School Board, to assign responsibility and timelines for accomplishing the strategies. Host Principal at Safety Committee meeting in October to assess progress and map out remaining tasks. Hold joint meeting with School Site Council in the fall to review Safety Plan goals, strategies, and staff responsible for each. Hold final meeting of officers, principal and principal's designee in January to review incomplete strategies and discuss ways to improve performance for the next year. Discuss Goals and Strategies with Student Leadership, Student Court participants, and other interested students. Circulate Goals and Strategies to each small learning community's advisory board. Publicize Goals and Strategies and Safety Plan in etree and BeMail.

Persons Responsible: Safety Committee officers, Administration

Budget Implications: None

Time Line for Completion: May or June 2013, October 2013, and January 2014

**Strategy 7.2** Discuss with head of Berkeley Federation of Teachers and with Principal ideas for increasing teacher presence on Safety Committee. Implement their suggestions.

Assessment: Recruitment at Leadership selection meeting

Persons Responsible: Safety Committee Officers and Principal's Designee

Budget Implications: None

Time Line for Completion: Spring 2013

**Strategy 7.3** Determine how to attract a Berkeley High School classified staff member to serve on the Safety Committee, as required by the California Education Code section.

Assessment: Presence of a classified staff member at the Safety Committee meetings.

Persons Responsible: Principal, with assistance from Safety Committee members if useful.

Budget Implications: None

Time Line for Completion: Beginning of school, fall 2013

**Strategy 7.4** Increase student involvement in Safety Committee and/or subcommittees. Work with this year's Safety Committee student and John Villavicencio to develop fresh ideas to recruit students. Schedule a meeting once each semester between Safety Committee members and Student Leadership.

Assessment: Increase in number of students active in committee next year.

Persons responsible: Safety Committee, Dean of Students, Activities Director

Budget implications: None

Time Line for Completion: Fall 2013

**Strategy 7.5** Monitor new effort to make Safety Committee visible to parents, students, staff, community members who do not have access to, or traditionally use electronic information distribution (e.g., eTree or BMail, etc.)

Assessment: Determine whether committee agendas are received by city employees and posted at Recreation Centers.

Persons Responsible: Safety Committee officers and members

Budget Implications: None

Time Line for Completion: September 2013

**Strategy 7.8** Safety Committee members meet with the Health Center staff to better familiarize each group with the other and facilitate informal exchange of ideas.

Assessment: Occurrence of meeting. Feedback from Health Center staff and Safety Committee members as to value.

Persons responsible: Health Center Director, Safety Committee Chair

Budget Implications: none

Timeline for completion: Fall 2013

**Strategy 7.9** Safety Committee will engage with the WASC plan and determine how best to support the school's action items, particularly for Goal 5 regarding suspensions. Safety Committee will meet with Dean of Attendance/WASC coordinator for this purpose.

Assessment: 2014-2015 Goals will contain ideas from this shared engagement.

Persons responsible: WASC Coordinator, Safety Committee

Budget Implications: None

Time line for completion: February 2014

### Glossary of acronyms:

ATOD: Alcohol, Tobacco, and Other Drugs

BHS: Berkeley High School

BUSD: Berkeley Unified School District

CAS: Communication Arts and Sciences

CERT: Community Emergency Response Team

CHKS: California Healthy Kids Survey

ICS: Incident Command System

OCI: On Campus Intervention

UMIRS: Uniform Management Information Reporting System (California Dept. of Education)

WASC: Western Association of Schools and Colleges

## **SECTION C**

# **Berkeley High School Disaster Plan**

See separate binder with this title

**SECTION D**

**EMERGENCY CONTACTS**

# Berkeley High School Emergency Phone Directory

School Name	Berkeley High School		
School Address	1980 Allston Way		
	Berkeley, California 94704		
School Phone	510-644-6120/ 644-6121	Location Code	
Principal	Pasquale Scuderi	510-644-4803	
Assistant Principal	Kristen Glenchur	510-644-4566	
Assistant Principal	Jorge Melgoza	510-644-8744	
Assistant Principal	Vernon Walton	510-644-4569	
Assistant Principal	Ashley Milton	510-644-6259	
Dean of Students	Ardarius McDonald	510-644-6675	
Dean of Attendance	Daniel Roose	510-644-4500	
Special Ed. Supervisor	Diane Colborn	510-644-8988	
Manager BHS School Facilities	Al Wilwright	510-644-4567	
School Nurse	Nuala Ruddell	510-644-6965	
School Health Center	Lisa Sterner	510-644-6965	
<b>District</b>			
Co-Superintendent	Javetta Cleveland	510-644-8599	
Co-Superintendent	Neil Smith	510-644-8906	
Assistant Superintendent of Human Resources	Delia Ruiz	510-644-8636	
Director of Facilities	Lew Jones	510-644-6066	
Director of Student Services	Susan Craig	510-644-6316	
Child Welfare & Attendance	Susan Craig	510-644-6316	
Risk Manager	Pamela Goo	510-644-6049	
Public Information Officer	Mark Coplan	510-644-6320	



Manager of Transportation	Bernadette Cormier	510-644-6182	
BUSD Office of Communications (SEMS)			
<b>Non-District</b>			
Berkeley Police Department			911 or 981-5394
Fire And Medical Emergencies			911 or 981-5934
City of Berkeley Office of Emergency Services		510-981-3473	
Alameda County Emergency Services Operations Center		925-803-7888	
Office of Environmental Health and Safety			
Air Quality Management District			
American Red Cross			510-595-4400
Alameda County Sheriff's Office of Emergency Services			925-803-7800
California Highway Patrol			
County Department of Health Services			
Gas Company (PG&E)			
Local Hospital Emergency Rooms	Alta Bates Summit, 2450 Ashby, Berkeley		510-204-2500
	Children's Hospital, 747 52 Oakland		510-428-3240
	Highland Hospital, 1411 E. 31 Oakland		510-437-4559
	Kaiser Oakland		510-752-7600
Sewer Authority	City of Berkeley Sewer Services		
Water Company (EBMUD)			

# **SECTION E**

## **List of Administration, Discipline, and Crisis Teams**

# **Multi Discipline and Safety Teams**

## **Administrative Team**

Pasquale Scuderi, Principal  
Ashley Milton, Vice Principal  
Jorge Melgoza, Vice Principal  
Kristen Glenchur, Vice Principal  
Vernon Walton, Vice Principal  
Ardarius McDonald, Dean of Students  
Diane Colborn, Special Ed. Admin.  
Amber Spencer, Principal's Assistant  
Daniel Roose, Dean of Attendance  
Al Wilright, Facility Manager

## **Discipline Team**

Ardarius McDonald, Dean of Students  
Jasdeep Malhi, Intervention Coordinator  
David Luu, OCI Director  
Officer Ethel Wilson, BPD School Resource Officer

## **Crisis Team**

Lisa Sterner, Heath Center Director  
School Psychologist  
Administrative Team  
Safety Officers  
Officer Ethel Wilson, BPD School Resource Officer  
Mark Coplan, BUSD PIO

**Section F**

**Emergency Action Plan  
&  
Policy for Students To and From School**

**[For routine emergency protocols, see Berkeley Unified School District  
Emergency Standard Operating Procedures step chart]**

# Emergency Action Plan

## District Responsibility

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

## School Site Administration

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

1. Until regular dismissal time, and then released only if safe.
2. Until released to an adult authorized by the parent or guardian whose name appears at school site or district records prior to dismissal time.
3. In the event that the total school is evacuated, students are released at a temporary staging area supervised by certificated staff.

## Student Responsibility to and from School

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

## General Knowledge

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

as possible thereafter, he/she shall notify the Superintendent of the particular action taken at the school site.

Each member of the Board of Trustees in Berkeley Unified School District shall contact the District Control Center as soon as possible

## **SECTION G**

### **Crisis Response Team Plan**

# BHS Crisis Response Team Plan

## **Response Team:**

Pasquale Scuderi, Principal

Administrative Team

School Psychologist

Health Center Director

Lead Safety Officers

Ethell Wilson, Berkeley Police Department School Resource Officer

Mark Coplan, Berkeley Unified School District Public Information Officer

**To activate Response Team: The Principal activates the Response Team by calling each member of the Response Team. Member of the response team will, in turn, be responsible for calling their direct reports.**

When calling the Response Team, be prepared to let the team know when and where an initial response meeting will happen.

If appropriate, be prepared with as many additional details as possible:

- a) When/Where will there be an initial response meeting?
- b) Who is the person involved? Age? Relationship to school community?
- c) Cause of death/nature of tragedy
- d) Have you been able to verify facts?
- e) Has the Superintendents office been contacted?
- f) Are there any unique or difficult obstacles you predict?
- g) Are there siblings in 'our school or other schools?

During Initial Meeting:

- a) Share known information about crisis
- b) Consider need for requesting substitute teachers
- c) Assess safety security needs
- d) Determine process of notifying staff and students
- e) Determine need for contacting outside resources for consultation or assistance (i.e. pastors, law enforcement, suicide or homicide specialist)
- f) Identify central location for posting updated information
- g) Decide on time location of after-school debriefing meeting
- h) Complete Incident Sheet and Intervention Plan



# INCIDENT SHEETS

These sheets are meant to be photocopied (or printed from your CD-Rom) and filled out for each incident as a way to keep records in one place and accessible to you. These sheets later will serve as documentation of what you did for later reviewing the incident and interventions. The principal and point person should decide together in advance who is to fill out these forms.

## Part I: Family/Incident Information

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

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

Deceased or Injured Student/Staff Name: \_\_\_\_\_

Nature of Incident (where, when, how): \_\_\_\_\_

Family Contact Information: \_\_\_\_\_

Family member spoke with: \_\_\_\_\_

Parents' Names: \_\_\_\_\_

Sibling Names and school/grades: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Other significant family/friends at area schools?  
(name, school/grade and relationship) \_\_\_\_\_

(If staff) Spouse's name: \_\_\_\_\_

Phone numbers: \_\_\_\_\_

Hospital Contact Information: \_\_\_\_\_

Funeral Home Contact Information: \_\_\_\_\_

Police Contact Information: \_\_\_\_\_

Contact Information for other school affected students:

School	Contact Person	Phone #'s	Nature of how students Affected

Who was notified at School District? Phone number/ other contact info? \_\_\_\_\_

\_\_\_\_\_

Funeral/ Memorial service Information: \_\_\_\_\_

\_\_\_\_\_

\*\*Does family want this information released? YES/ NO

Other information family wishes to keep private:

Information to convey to school/ updates:

## Part II: School Intervention Information

School Name:

Student/ Faculty name:

Date:

Principal:

Point person:

Other Crises Response Team Members for this incident

Staff position	Name	Contact Info.

Delegated Responsibilities (if applicable)

Role	Name	Contact Info.
Media Liaison		
Family/ Parent/ Community Liaison		
In charge of Memorial Information Area		
Referrals for students		
Liaison to other schools with affected students		
Writing/ adapting letter to students		
Writing/ adapting letter to staff		
Writing/ adapting parent letter		
Translations of letter		

Liaison to outside Mental Health Practitioners		
Debriefing of Staff		
Debriefing of Crisis Team		

Trained staff leading classroom intervention (if applicable)



Will there be a parent meeting? (When? Where? Who will lead it? Who else will be involved? –e.g. School-based mental health staff discussing response to death).	
Will there be a school memorial (details)?	

Updates posted in information area

Date/ Time Of update	Information to be posted/ source:	Posted?

Student Referrals

Referral Source	Contact Info.	Name/ grade of student?	Follow-up/ Check in (Date?)	Referred To?

Follow-up

Activity	Details
Debriefing of Staff? (Where? Who is leading?)	



Debriefing of crisis team? (Where? Who is leading?)	
Follow-up meeting with school team (should be around a week later) to think about ways school's crisis response can be improved.	
Removal of student personal items to save for family (who?)	
Students activity (grades, attendance, etc.) stopped from being sent to student's home	

Any innovative ways students initiated in order to memorialize their schoolmate or teacher?

## **STAFF ANNOUNCEMENT WITHOUT PLANNING TIME**

**GOAL:** To inform staff of the crisis in an organized and supportive manner.

### **SUGGESTIONS FOR INFORMING STAFF WHEN A FACULTY MEETING IS NOT POSSIBLE**

Prepare a written statement to be given to each staff member.

- Include known facts.
- Include any changes in the day's schedule.
- List options available for their support, i.e. staff Care Room, Crisis Response Team staff to help lead student discussion.

Attach an announcement they can read to their students.

The teacher may read the announcement or they may request the messenger to read it to the class.

- List options available for students' support (i.e. Care Room, to take space when needed, to talk in small groups)
- Ask staff to identify students needing extra support and inform Care Room staff.
- Include a description of how they can support students in need. The following provides an example you might include:

The Care Room will be staffed and ready for students at (time and location). If you are concerned about a student or if a student asks to leave your classroom because s/he is upset about \_\_\_\_\_'s death/trauma, the Care Room is the appropriate place for the student to go. If a student didn't know \_\_\_\_\_, still allow him/her to go to the Care Room if requested. There may be another death which is troubling this student. If s/he is not really using the service, we will send him/her back to class.

Please do not support students going home for the day. We will work with those kinds of decisions/issues in the Care Room. When some students are going to the Care Room, you may want to send a buddy along.

- Give teachers the option of facilitating a discussion in their class or continuing lessons as planned.

## STAFF ANNOUNCEMENT WITH PLANNING TIME

### GOALS:

- To allow staff to become emotionally prepared for the first day students arrive,
- To prevent erroneous information from getting started or spread.

### PROCEDURE:

As soon as the administrator in charge has made initial decisions relative to the need to organize adequate support and response, the school phone tree should start to notify all school staff. This includes bus drivers, classified, and certified staff. As with all parts of crisis planning and response, school staff should be trained on how the phone tree operates at the beginning of each school year.

Be sure to contact your District Switchboard Operator. He/She will notify the district Crisis Team.

When you receive a call about a school crisis, as part of your building's telephone tree, it will be important that you relay the information on to the next people on your list. If the person following your name does not answer, call those following that name so notification of all is facilitated. Take the responsibility of verifying that the person you could not reach is called repeatedly until contact is made.

- Begin by making one statement of preparation, such as "I'm sorry to have to call with sad (or tragic) news"
- Provide basic specifics about the event: who died or was hurt, when, circumstances, if known. Do not speculate, participate in rumors, or enlarge.
- Ask person to get paper and pen to write down what is said if this telephone tree operates by having one person relay information to the next person.
- Tell the person of the Before School Staff meeting. Include the time and place that attendance is required, and let them know if people from the Tragedy Response Team will attend. More information about the crisis will be available at that meeting.
- Thank staff for their support in this difficult time.

## Student Announcement

### GOALS:

- To inform students of the crisis in a supportive way.
- To encourage their use of available resources.
- To encourage students to express grief appropriately.

## **CONSIDERATIONS:**

How and from whom students receive difficult news greatly affects how they will respond and grieve the loss. All students need to receive the announcement in a tight time frame. This will minimize the chance they hear the news in an unplanned way, by misinformed people.

Avoid giving announcements in assemblies since it is too difficult to watch all of the students' reactions. Those experiencing the greatest impact may slip away and get "lost in the crowd." Whenever possible give the announcement in the classrooms. It is always preferable for students to have the opportunity to talk in a manageable and familiar group upon hearing the news than it is to have them sitting in bleachers, trying to make meaning of the crisis in isolation.

Prepare a written announcement using the following sample announcement as a guide. Avoid giving announcements over the PA since this doesn't allow teachers the benefit of preparing themselves first in order to better support their students.

## **SAMPLE ANNOUNCEMENT** (Remember to make the announcement age appropriate.)

Today we received tragic (or sad) news. We were informed that one of our students, \_\_\_\_\_ died by \_\_\_\_\_ *(Give basic appropriate information without too much detail.)* When events like this happen, it is not unusual for students and staff to react with shock, sadness, fear, anger or other feelings. These reactions may rise and fall for the remainder of the day and for days to come. Some of us will want to have quiet time alone and others may want time to talk. Some of you who didn't know may want to return to your schoolwork sooner than others. We all need to practice patience and respect for everyone's' reactions.

We can take some time to talk about what has happened. When most of the students are ready to continue schoolwork, those who still need time to talk or think may go to the Care Room located\_. You will need to sign out of the class or get a pass from your teacher as your leave and sign into the Care Room or give your pass to an adult when you arrive. This is a place for you to be with your friends to talk about what has happened. It is important that all students be someplace where an adult is present because we are responsible for you and this will be a touch day. If you wish to talk alone with someone, let one of the adults in the Care Room know.

The school day will remain on schedule, but teachers in any class may cancel regular classroom activities in order to allow you to talk about this event. Students are expected to be in rooms with adults present.

*Add any information about memorial/funeral arrangements if known.*

## PARENT ANNOUNCEMENT

### GOALS:

- To inform parents of the crisis.
- To provide information for how they can best support their children.
- To tell them what the school is doing to support its students
- To avoid rumors and misunderstandings.

### CONSIDERATIONS:

- Begin the announcement with a statement of regret. Tell the basic facts about the crisis.
- Give information about what the school did to support it's students, and what you have planned through to the memory activity, (including if parents are invited).
- Give information about the family funeral if known, and if an excused absence is needed for attending the funeral.
- Let them know how they can receive updated information.
- Include information for how they can best support their children. Specific information for supporting children is on page 24.
- Give the time, date, place and content of the community meeting, if one is planned. These meetings are most helpful in cases of trauma. (Consult with your Crisis Team)
- Provide information about any organized effort to help the family, i.e. a fundraiser.

### SAMPLE ANNOUNCEMENT:

We had sad news at our school today. We learned of the death of one of our students, \_\_\_\_\_ who was in \_\_\_\_\_,s grade class. S/he died (tell cause of death) at (time and date). We helped support our students by setting up a Care Room, staffed by specially trained staff from the Tragedy Response Team. We encouraged our teachers to spend some time allowing students to share their reactions to \_\_\_\_\_'s death. For those students needing extra time to talk, the Care Room is available and will remain open as long as necessary. Our school is planning a memory activity to formally pay tribute to \_\_\_\_\_. Parents are welcome to attend. It will be held (time and place) The family funeral is at \_\_\_o'clock on \_\_\_\_\_ at \_\_\_\_\_ Students wishing to attend will need to bring a note of permission from a parent in order to be excused. Transportation arrangements are up to you. More information about this tragedy will appear in our local newspaper tomorrow morning. We will record additional information on our answering machine, which will be turned on after 5 p.m. by calling the school at (phone number).

## **BEFORE SCHOOL STAFF MEETING**

### **GOALS:**

- To share updated information about the crisis.
- Establish an atmosphere of being a part of a team.
- Inform staff of typical reactions to anticipate in themselves and students, and how to respond.

**LEAD BY:** Building or district administrator with support of the Crisis Team Leader

**WHO TO INVITE:** All school staff, support staff, district and building administrators, members of the Crisis Team

### **CONSIDERATIONS:**

- Have coffee, tea, juice, water, muffins, and tissues
- Meet in a place that is comfortable for staff

### **PROCESS:**

- Introduce members of the Crisis Team, Tragedy Response Network members, and others helping in the intervention
- Review facts of the death or crisis
- Summarize the assignments and responsibilities of the team and staff
- Go over specifics of the Care Rooms both staff and student
- Talk about what teachers are expected to do
- Share information with students or be in the room when a Crisis Response Team member does so.
- Discuss/validate feelings, experiences.
- If possible, keep the regular schedule, but make accommodations, suspend the regular schedule if necessary
- Send students to Care Room as appropriate
- Expect confusion, crying, disruptive behavior; respond compassionately
- Respect the wishes and privacy of the family
- DO NOT talk to the press and let students know they do not need to talk to the press
- Take a break if you feel overwhelmed. There are substitutes available to cover your class.
- Contact the office if you need someone to assist you in your class.

### **What teachers are not expected to do:**

- become counselors
- hide their tears/feelings
- handle the crisis alone

### **Additional considerations:**

- Ask what the staff needs
- How can the Crisis Response Team and other school staff support you? (Buddy System, adjoining classroom staff, etc. see other side)
- Inform them of the Memory Activity being planned ask for their ideas

Give time/place of the After School Staff meeting or next meeting

- Let them know how important they are in this time of crisis and how much you appreciate their efforts.

## **AFTER SCHOOL STAFF MEETING**

### **GOAL:**

- To provide a time for school staff to review the day's experiences.
- To gather information from the school staff for the next day's planning.

### **CONSIDERATIONS:**

- Voluntary v/s mandatory attendance. It is best for all staff to attend this meeting to receive updated information. They may be excused for part of the meeting.
- Someone trained to lead the meeting other than someone already involved on the crisis response may be helpful.

### **PROCESS:**

- Give them current information about the crisis.
- Let them know about the next day's plans.
- Provide known information about funeral/memorial services.
- Provide known information about Memory Activity
- Review emergency evacuation and/or protection plans if appropriate.
- Let them know you know how important they are in this time of crisis and how much you appreciate their efforts.
- Announce if there will be a morning staff meeting. Staff may be given the opportunity to leave at this point.
- Review the day's activities

### **QUESTION MIGHT BE:**

- What was it like for you being with the students today?
- What kinds of reactions have you experienced?
- Did you feel supported during the day and do you feel supported now?
- What has worked well?
- What needs to be changed.
- Other ideas?
- Review responsibility of the staff. Provide handouts if appropriate.
- Ask staff for names of students they are concerned about.
- Remind staff to watch for students who may need referral.
- Remind them of the Staff Care Room and to take care of themselves.
- Organize a "buddy system between teachers if appropriate.  
(This could be teachers in one area or natural groups.>



## **MEDIA GUIDELINES**

### **GOALS:**

- To plan and prepare for communication with the Media that protects the rights students and staff.
- To keep the media informed of activities as appropriate.

### **PLANNING FOR THE MEDIA:**

When possible, it is helpful to know several reporters that you can talk with before a crisis occurs. This will establish an understanding of what the school policy is regarding the media during difficult times.

### **APPOINT A MEDIA LIAISON:**

Assign someone to be the media liaison. The superintendent may carry out this role, or it may be assigned to another administrator or staff person. Let the school staff know who this person is so they may refer reporters to s/he for information.

### **TALKING WITH THE MEDIA:**

The school is not obligated to meet with the press. They can, however, be helpful in communicating information to the community. When talking to the press, consider the following:

- Call them before they call you. This will put you in control of the meeting.
- Let them know where and what time you would like to meet them.
- Tell them you will have an official statement ready for them at that time.

Also ask whether they would be willing to assist you in keeping the community informed of information from the school. This might be such information as community meetings or other activities.

### **SUGGESTED POLICY:**

*Location of Press Meetings-* It is recommended that the press not be allowed on the school campus. Identify a location away from the impacted building for all press meetings. This might be at the district office, other school building, or some neutral place.

*Staff and Student Interviews-* Staff and students are not obligated to talk to the press. Comments can be taken out of context resulting in inaccurate information being used by the press. If students or staff are approached by the press, have them refer reporters to the Press Liaison or superintendent. Often the press wants to interview students. You may select a couple of students to meet with them. If you do this have their parents sign a consent form to take with them to the press conference. Ask the press what kinds of questions they are likely to ask and help the students write a statement in reply. **REMEMBER** that high school students may be appropriate to talk to the press while middle school or elementary students may not.

*Memory Activity-* Depending on the crisis, you may or may not want to invite the press to the Memory Activity. If you invite them, consider the following:

- Invite only one or two to attend.
- They may not take picture of students without permission from parents.  
Locate them in an area where they will not detract from the activity.

## GUIDELINES FOR TEACHERS

### GOALS:

- To convey the message, “it’s O.K. to have your feelings.”
- How to Handle Your Class in a Crisis
- To provide a safe, secure climate.

### PROCEDURE:

- Gather your class together and read the announcement.
- Ask what they know and what they’re heard. Clarify facts.
- Initiate a discussion. Openers:
  - How many of you had already heard about before you got to school today? What did you hear?” (Let students respond. After a few students’ talk, point out that we all heard different parts, and we are all searching for details). Reiterate the facts from what you have been told.
  - “People have lots of different kinds of reactions and feelings at times like this. What are some of yours?” (*Let them share for awhile. If needed, you might say that some kids are bothered more by things like this than others, and that this is a time for all students to practice respect and empathy.*) “Maybe some of you are thinking about other incidents in your past that this one reminds you of.” (*Let them share.*)  
“Here’s what we think will happen next.” (*Give details of memory activity, and funeral arrangements, if planned.*)

### ENCOURAGE STUDENTS HAVING A DIFFICULT TIME TO GO TO THE CARE ROOM.

### FURTHER SUGGESTIONS:

- Be a role model for expression of feelings. Share your reactions with the class.
- Let younger children draw about their feelings and older students write. Use concrete terms, i.e. “died” or “death” instead of “went away”.
- Realize that it is O.K. to not know all the answers and to acknowledge this to your students. Don’t force a “regular day” upon grieving students, but don’t allow the class to be totally unstructured either.
- Explain how students should treat a bereaved student/staff member who is returning to school, i.e. don’t avoid the person, don’t be overly solicitous, but do try to be there for them to talk with them.
- Maintain your behavioral expectations of your students. Be aware some may get quiet and others may get noisy and rude.

## MEMORY ACTIVITY

### GOALS:

- To meet the needs of the students processing grief.
- To provide a clear transition time indicating this is the end of the formal grieving period for the school.

EVERYONE SHOULD ATTEND unless other arrangements have been made. This conveys the value of the person and a sense of community unity. The family may be invited to attend, but we suggest they not be involved in the “program.”

STUDENTS NEED TO BE ALLOWED TO PLAN AND PARTICIPATE WITH ADULT SUPERVISION. This activity helps students process their grief.

THE TONE should be uplifting, celebrating the positive in the person’s life, hopeful, acknowledging the sadness, yet looking optimistically toward the future. For example, the principal might begin the activity by making statements that every student and staff member is a part of the school community, and that “when any one of you dies, we notice and take pause to commemorate this person and acknowledge our loss.”

THE FOCUS AND CONTENT should be to emphasize the positive memories of the student/staff member. Note ways the student brought humor, creativity, or anything else to the school. Include a statement about pausing to consider how important friendships are

- how precious life is...
- how each student is valued and important...
- to encourage kids to take good care of themselves...
- to speak to the gifts we received by knowing them, and
- to relate this death into a context of meaning, if possible.
- Use a standard format that’s always followed so that the statement the school makes about a popular student is not significantly greater than the statement made for a “fringe” student.

### TIMELINESS:

If possible, have the activity after the family funeral but during the same school week, so both closure activities occur in the approximate time frame.

- Have the activity early in the day so if students need to talk, counselors and their peers are available.
- Keep it fairly brief (20 to 40 minutes).

### ACTIVITIES:

- A 8 X 10 picture of the student/staff member with personal memorabilia on a table (sports equipment, musical instrument), balloons and candles (to represent hope and celebration) and anything students have made for this occasion.
- Planting a tree/dedication of a memorial.
- Music by choral group or band.

**AFTER THE MEMORIAL ACTIVITY:**

Teachers can allow time for students to discuss their reactions and feelings.

# DEBRIEFS

## WHAT IS A DEBRIEF?

A debrief is the process of reviewing and putting into perspective the crisis and the events surrounding the crisis. It is not intended to be a therapeutic intervention for personal issues.

## WHO IS INVOLVED IN A DEBRIEFING?

Both students and staff are involved in debriefs.

## STUDENT DEBRIEFING

This debrief addresses the responses of students to the crisis, it may be used with individual students or with a group of students and is used in the Caring Room. Debriefing students begins as soon as possible following the crisis. Your Crisis Response Team will facilitate the student debriefing.

## CARE ROOM STAFF DEBRIEFING

This is a time for the Care Room staff to share their experiences from the day's activities and give support to each other. It also provides a time to review what worked well and what needs to be changed. A Crisis Team member or Tragedy Response staff who was not involved in the intervention leads the discussion.

## AFTER SCHOOL STAFF MEETING (debrief)

The staff of the school impacted also need the opportunity to share their experiences from the day's activities and give support to each other. They also can give input to the Crisis Team members on what worked well and what needs to be changed. Voluntary attendance is best. It is best if a Crisis Team member or Tragedy Response Network staff not involved in the intervention lead this meeting.

## CRISIS RESPONSE TEAM DEBRIEFING

All Crisis Team members involved in the response meet to process the day's activities, give each other support and plan for the next day's activities. The meeting takes place at the end of the day. It is best if this debrief is led by a Crisis Team member or Tragedy Response Network staff not involved in the intervention.

## COMMUNITY MEETING

Sometimes it is helpful to have a community meeting so parents and other community members can plan for their community and give support to each other. A trained Tragedy Response Network member may lead this meeting.

## KINDS OF DEBRIEFS

There are three primary kinds of debriefs that take place during or following a crisis intervention.

## TRAGEDY OR GRIEF DEBRIEF

This is the process defined in the Care Room debrief. It is used with students or staff to help them work through the affect of the grief response. It may be used in any of the above debriefings.

# **SECTION H**

## **Child Abuse Policies and Procedures**

# Child Abuse

## Definition of Child Abuse

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

1. Child abuse includes:

- injury inflicted by another person.
- sexual Abuse.
- neglect of child's physical, health, and emotional needs.
- unusual and willful cruelty; unjustifiable punishment.
- unlawful corporal punishment.

2. The following are not considered child abuse:

- mutual affray between minors
- injury caused by reasonable and necessary force used by a peace officer:
- quelling a disturbance threatening physical injury to a person or damage property
- preventing physical injury to another person or damage to property
- self defense
- requiring a child to relinquish possession of weapons or other dangerous objects
- apprehending an escapee

## Mandated Child Abuse Reporting

1. Mandated child abuse reporting is governed by the Child Abuse and Neglect Reporting Act, P.C. 11164.

2. Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse shall report the known or suspected instance of child abuse to a child protective agency by telephone and written report:

- the telephone call must be made immediately or as soon as practicably possible by telephone.
- a written report must be sent within 36 hours of the telephone call to the child protective agency.

3. Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or who reasonably suspects mental suffering has been inflicted on a child or his or her emotional wellbeing is endangered in any other way, may report such known or suspected instance of child abuse to a child protective agency.



4. When two or more persons who are required to report are present and jointly knowledgeable of a known or suspected instance of child abuse, and when there is agreement among them, the telephone report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to make the report failed to do so, shall thereafter make such a report.
5. The intent and purpose of the law is to protect children from abuse. The definition of a child is any person under 18 years of age.

This entire section on Child Abuse was taken from the *California Laws Relating To Minors* manual.

### Reporting Sexual Activity

Child abuse laws change from time to time. Should you suspect that a student is engaged in unlawful sexual activity, please consult with the school social worker and campus officer to determine if particular provisions under this section are current and in effect.

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

Reportable Sexual Activity if a child is 14 years of age and:

- partner is younger than 14 years old, but there is a disparity in chronological or maturational age or indications of intimidation, coercion or bribery or other indications of an exploitative relationship.
- partner is 14 years or older lewd & lascivious acts committed by a partner of any age partner is alleged spouse and over 14 years of age.

Reportable Sexual Activity if the child is 14 or 15 years and:

- there is unlawful sexual intercourse with a partner older than 14 but less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship there is unlawful sexual intercourse with a partner older than 21 years
- a lewd and/or lascivious act is committed by a partner more than ten years older than the child
- the partner is the alleged spouse and over 21 years of age

Reportable Sexual Activity if the child is 16 or 17 years and: the partner is less than 14 years of age

- There is unlawful sexual intercourse with a partner older than 14 and there is evidence of an exploitative relationship
- The partner is the alleged spouse and there is evidence of an exploitative relationship

Reportable Sexual Activity if the child is under 18 years:

- Sodomy
- oral copulation
- penetration of a genital or anal opening by a foreign object, *even if consensual, with a partner of any age.*

Not Reportable Sexual Activity

- Child is 14 years or younger and partner is younger than 14 years and of similar age or maturational age. Sexual behavior is voluntary and consensual. There are no indications of intimidation, coercion, bribery, or other indications of an exploitative relationship.
- Unlawful sexual intercourse of a child 14 to 15 years old with a partner older than 14 and less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship.
- Unlawful sexual intercourse with a child 16 or 17 years with a partner older than 14 and there is no indication of an exploitative relationship.

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

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

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

This information was taken directly from the *Santa Clara County Child Abuse Council Informational Handout*.

#### Inservice Training

The school site shall offer an in-service on mandated child abuse reporting laws and requirements to all staff on (date) \_\_\_\_\_, and to new staff hired thereafter within each year.

# **SECTION I**

## **Student Discipline**



# Berkeley High School

## Discipline Process



### ← Involuntary Transfers

Every conscientious effort will be made to support the student in improving his/her academic and social behavior at the school site. The student will be referred to support services at the school or to 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 to referring the student to another school site, or to recommending an alternative program.

#### Reasons For Involuntary Transfers

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

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

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

### **Alternative Programs**

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

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.

## ***Dress Code***

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

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

*Refer to appendix for dress code*

## ***Campus Supervision***

### Supervision Before School

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

**See Appendix E "Safety and Discipline Plan"**

### Supervision During Lunch

School Safety Officer's and all members of the Administrative Team will be available to supervise and maintain a safe and healthy school environment during lunch. All team members will be assigned to strategic locations throughout the campus and all will carry walkie-talkies. 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 Officer's are expected to continuously supervise the campus during class time, when not writing reports, interviewing students, or conducting an investigation. It is expected as much as possible that all staff, as is appropriate and feasible, to support the campus supervision endeavors by accepting tardy students and by preventing unauthorized leaves of the classroom by students.

### Supervision After School

School safety officers and all members of the Administrative Team will be available to supervise a safe transition from class to exiting the school grounds when the final bell rings. All members will be

assigned to strategic locations throughout the campus including the center of campus, front of school, and campus green and will all be requested to carry a walkie-talkie. Additionally, as financial provisions permit, school safety officers will be requested to perform special duty after school or during special school site events taking place after hours.

See Appendix C “BHS Safety Officer Coverage”

## **Overview of Student Disciplinary Procedures**

### **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.*

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

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

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

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

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

- result in severe disciplinary action be taken as a real threat result in a police citation, arrest, or both
- may be taken seriously (comments like "I feel like slashing my teacher's tires", "I don't deserve this grade, I wish I could shoot my teacher", etc.), and may be grounds for disciplinary action

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

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

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

- Citation or arrest
- Suspension
- Recommendation for Expulsion from the School District

3.Brandishing, intimidation, threats, or exposing a weapon will result in additional legal charges against the responsible individual.

- Includes brandishing, intimidation, threatening, or exposing of a real, toy, or simulated weapon.
- Infraction may result in severe disciplinary action as previously described.

4.Weapons of any type are not permitted on campus. The sample list below includes but is not limited to real, simulated, or fake items:

Knives	skateboards
Blades	baseball bats
laser pointers: possession and /or use of a laser pointer will result in disciplinary action and possible police citation. Any student who directs a laser pointer towards another individual will receive disciplinary action and a possible police citation	brass knuckles
Sticks	chains
Mace	pipes
Weights	Any other instrument that can be, or is used as a weapon is prohibited on campus.

5.Sexual harassment is a violation of education code and district policy. Verbal, non-verbal, and physical actions such as:

- inappropriate looks at others or inappropriate comments
- touching of sexual body parts of another person

pertains to both males and females. This behavior will result in severe disciplinary action.

6. Fighting and assaults are against school policy and education code. These offenses will be taken seriously by the district, possibly resulting in severe disciplinary action as referenced above.

7. Campus disturbances are against Education Code and school policy.

Any individual who incites, provokes, or instigates others to fight or causes or contributes to a campus disturbance may be suspended, involuntarily transferred, or all of the above. This also applies to students who go to other campuses and cause a disturbance

8. Drug sales on school campus are grounds for mandatory recommendation for expulsion and arrest. The student is subject to the same disciplinary action as above. This includes possession of any quantity of drugs, and attempted sales.

9. Intimidating a witness is a violation of the Education Code. It is illegal to harass or intimidate a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that student or staff from being a witness or retaliating against that student for being a witness, or both.

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

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

← **See appendix H for BHS discipline consequences chart**

*See appendix for BHS referral policy*

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

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

1. Respond as requested by base, VP, or other staff knowledgeable about the disturbance. Two or more Safety Officer's will be asked to respond, or all available team members will be asked to respond, depending on the severity.

2. Team members will diffuse situation.

- Assess situation.
- Identify key individuals involved.
- Bring key individuals to office and separate (in different offices).
- Work as a team in central location (the discipline office).
- Do not release key individuals/participants unescorted.

3. Decide as the Discipline Team who will take the lead. All others provide investigative support, written documentation, parent contacts, referral and/or suspension writeups under the direction of the team member taking the lead.



4. Interview participants and/or witnesses. Take notes during the interview. Have individuals (suspects, victims, and witnesses) write a statement of what took place.
  - Interview participants individually.
  - Always keep participants separated.
5. After interviewing participants, meet as a team and decide course of action.
  - Keep the Administrator 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, School Safety Officers or discipline team will be notified and alerted regarding the other individual.
11. Never release a student who may potentially be involved in a fight or disturbance without interviewing him or her, making parent contact, mediation, conflict resolution, or warning.
  - Under no circumstances release a hostile student(s) or victim at the same time without a parent, staff, or Safety Officer escort.
12. Always consult with the Dean, Discipline Team Colleagues, safety officer, or other site administrators when in doubt.

*See appendix for safety officer and administrative team personnel*

### **Policy on Harassment and Intimidation**

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

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

Harassment and intimidation occur when

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

### Consequences for Harassment and Intimidation

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

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

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

### **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.

*Refer to BUSD booklet Rights and Responsibilities for Students and Staff or  
 BUSD Discipline Manual or BHS Red and Gold handbook*

### **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 a multi-disciplinary team that must include the case manager or representative from the Special Education Department.

## Services on Campus

1. On Campus Intervention
  - Student Court (Restorative Justice)
  - Conflict Resolution
2. Berkeley High School Counselors
3. Health Center
  - Drug and Alcohol counseling
  - Teen counseling issue
  - Other services provided within Health Center

## Community Service

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

## School Wide Review Of School Policies

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

See appendix title School

## Prevention and Intervention Activities Based on Crime Statistics

A review of the crime statistics for Berkeley High School indicates four basic areas of concern:

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

# **SECTION J**

## **Blood Borne Pathogens**

# Exposure Control for Bloodborne Pathogens

## Definition of Bloodborne Pathogens

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

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

## Methods of Exposure

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

## Schoolwide and Occupational Exposure Liabilities

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

Some areas on a school site include:

6. Industrial arts classes which may have some occupational exposure.
7. School nurse or health consultant.
8. 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.
9. Physical education classes.
10. Athletic contests.
11. Other classroom activities such as art, science, labs, etc.

## In Case of Actual Exposure

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

## Precautions

1. Use latex gloves if contact is expected for
  - a. nosebleeds; all types of cuts and scrapes
  - b. when handling clothing or other material soiled with blood or other body fluids
2. Glove Guidelines

1. Gloves MUST NOT be reused.
2. Gloves MUST NOT be used on different persons.
3. Gloves must be carefully removed without contact outside of the glove.
4. Gloves must be properly disposed of in a lined receptacle.

### 3. Guidelines for Washing Hands

- Wash hands and any other part of skin contacted.
  1. Wash thoroughly for 30 seconds with dispensable soap (not a bar of soap) and warm running water.
  2. Dry thoroughly with a disposable towel.
  3. 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

1. Promptly clean all contaminated surfaces and equipment with soap and water.
2. Then disinfect the surfaces and equipment.
3. Properly dispose of contaminated materials as directed in a lined receptacle.
4. Promptly notify the head custodian to properly hose or wash down area that came into contact with blood.
5. 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

Daytoday 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

- Wash hands with liquid soap and running water.
  1. Before preparing food
  2. Before and after eating
  3. Before and after using the restroom
  4. before and after administering First Aid

5. After contact with body fluids

blood	saliva	urine
vomit	feces	semen
menstrual flow	wound drainage	nasal discharge

# **SECTION K**

## **Structural Assessment**



# 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 Berkeley High School 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:

- 4.Principal or designee
- 5.Manager of Plant Operations
- 6.Lead Custodian
- 7.Engineer or Lead Trades personnel

**The Review Team will conduct an initial review of site and fill out appropriate forms to forward for the BUSD EOC. The BUSD will send a Assessment team from the EOC will consist of district personnel, and will make recommendations to the Superintendent or his or her designee on priority issues and on how to proceed.**

**INITIAL DAMAGE ASSESSMENT REPORT**

	<i>Structural</i>	<i>Non-structural</i>		
<b>A</b>				
<b>C</b>				
<b>D</b>				
<b>E</b>				
<b>F</b>				
<b>G</b>				
<b>H</b>				
<b>M</b>				

<b>HIGH PRIORITY</b>		<b>1</b>	<i>Building has collapsed, partially collapsed, or moved off it's foundation</i>	<i>DO NOT OCCUPY. Tag DANGEROUS. Prevent Access</i>
<b>H1</b>	Sites showing severe structural damage to any building or severe ground movement (Condition Codes 1-4)	<b>2</b>	<i>Building or any story is leaning significantly</i>	<i>DO NOT OCCUPY. Tag DANGEROUS. Prevent Access</i>
<b>H2</b>	Sites showing any structural or non-structural damage that students and staff intend to re-occupy in 24 - 48 hours	<b>3</b>	<i>Obvious severe damage to primary structure members, severe leaning of walls or other signs of severe distress present.</i>	<i>DO NOT OCCUPY. Tag DANGEROUS. Prevent Access</i>
<b>MODERATE PRIORITY</b>		<b>4</b>	<i>Large cracks in ground, massive ground movement, or slope displacement present that are under, or near, the building and are a hazard to the building.</i>	<i>DO NOT OCCUPY. Tag DANGEROUS. Prevent Access</i>
<b>M1</b>	Sites showing any structural damage to any building or that have overhead hazards (Condition Codes 5-8)	<b>5</b>	<i>Obvious parapet, chimney, or other falling hazard present.</i>	<i>Barricade to prevent access to the area. Rescuers may enter</i>
<b>M2</b>	Sites showing any non-structural or structural damage that students & staff intend to occupy in 24 - 48 hours	<b>6</b>	<i>Other hazard present (toxic spill, chemical spill, asbestos contamination, broken gas line, fallen power lines</i>	<i>Barricade to prevent access to the area. Once made as safe as possible, and with proper safety equipment, rescuers may enter</i>

<b>LOW PRIORITY</b>		<b>7</b>	<i>Air duct terminals, ductwork, light fixtures, lenses and fluorescent bulbs fallen or dislodge. Suspended ceiling system grid members fallen or dislodge. Broken windows. Overhead mechanical equipment supports or bracing dislodge.</i>	<i>Barricade to prevent access to area. Rescuers may enter with proper safety equipment.</i>
<b>L</b>	Sites showing structural damage or non-structural damage that students & staff intend to occupy in 72 hours or more	<b>8</b>	<i>Although no damage is yet apparent, areas with overhead elements similar to those indicated in condition 7 may also fall in an earthquake aftershock; therefore, they are potentially hazardous.</i>	<i>Barricade to prevent access to area. Rescuers may enter</i>
<b>R</b>	Sites showing no or very minor damage			
<b>NR</b>	Sites where no report has been made			

# COMPLETE DAMAGE ASSESSMENT FORM

## Building Description

Name \_\_\_\_\_  
Address \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# of stories \_\_\_\_\_  
Basement: Yes \_\_\_ No \_\_\_ Unknown \_\_\_

Inspector \_\_\_\_\_

Department \_\_\_\_\_

## Overall Rating (check one)

\_\_\_\_\_ Inspected (green)  
\_\_\_\_\_ Exterior only  
\_\_\_\_\_ Exterior & Interior  
\_\_\_\_\_ Limited Entry (yellow)  
\_\_\_\_\_ Unsafe (red)

## Building

\_\_\_\_\_ A (Theatre)  
\_\_\_\_\_ C (Academic)  
\_\_\_\_\_ D (Administrative & Student Union)  
\_\_\_\_\_ E (Swimming Pool and Jacket GYM)  
\_\_\_\_\_ F (Donahue Gym)  
\_\_\_\_\_ G (Academic)  
\_\_\_\_\_ H (Academic)  
\_\_\_\_\_ M (Old Gym)  
\_\_\_\_\_ Other (specify) \_\_\_\_\_

Inspection Date (m/d/y) \_\_\_\_\_

Inspection Time \_\_\_\_:\_\_\_\_ am/p.m.

## Structural System

\_\_\_\_\_ Wood frame  
\_\_\_\_\_ Un-reinforced masonry  
\_\_\_\_\_ Reinforced masonry  
\_\_\_\_\_ Tilt up  
\_\_\_\_\_ Concrete frame  
\_\_\_\_\_ Steel frame  
\_\_\_\_\_ Other (specify) \_\_\_\_\_

**Main Occupants**

- Students/Staff
- Handicapped
- Non English speaking
- Staff
- Outside agency
- Other (specify) \_\_\_\_\_

**Instructions**

- 1. Review structure for conditions listed below.
- 2. A “yes” answer to 1,2,3 or 4 is grounds for posting the entire structure UNSAFE.
- 3. If more review is needed, post LIMITED ENTRY.
- 4. A “yes” answer to 5 requires posting AREA UNSAFE and/or barricading around the hazard.
- 5. Hazards such as a toxic spill or an asbestos release are covered by 6, and are to be posted and/or barricaded to indicate AREA UNSAFE.

**Condition of Building**

**Yes      No**

- |   |       |       |
|---|-------|-------|
| 1. Collapse, partial collapse, or building off foundation.      | _____ | _____ |
| 2. Building or story noticeably leaning.                        | _____ | _____ |
| 3. Severe racking of walls, obvious severe damage and distress. | _____ | _____ |
| 4. Severe ground or slope movement present.                     | _____ | _____ |
| 5. Chimney, parapet, or other falling hazard.                   | _____ | _____ |
| 6. Other hazard.  | _____ | _____ |

**Recommendations**

- \_\_\_\_\_ No further action needed.
- \_\_\_\_\_ Detailed evaluation required
  - \_\_\_\_\_ Structural
  - \_\_\_\_\_ Geotechnical
  - \_\_\_\_\_ Other \_\_\_\_\_
- Barricades needed in these areas:
   
\_\_\_\_\_
   
\_\_\_\_\_
- Other (specify) \_\_\_\_\_

**Comments**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Building Equipment Damage Assessment**

	OK	Operable	Inoperable	Comments
Main boilers	—	—	—	_____
Chillers (for HVAC)	—	—	—	_____
Emergency generators	—	—	—	_____
Fuel tanks	—	—	—	_____
Battery racks	—	—	—	_____
Fire pumps	—	—	—	_____
On-site water storage	—	—	—	_____
Communication equipment	—	—	—	_____
Main transformers	—	—	—	_____
Elevators	—	—	—	_____

**Other Fixed Equipment**

Gas main	—	—	—	_____
_____	—	—	—	_____
_____	—	—	—	_____
_____	—	—	—	_____

**Toxic chemical storage:**

_____	—	—	—	_____
_____	—	—	—	_____
_____	—	—	—	_____

**Other**

_____	—	—	—	_____
_____	—	—	—	_____
_____	—	—	—	_____

**Comments:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Geotechnical Hazards**

	OK	No	Unknown	Comments
Slope failure, debris	—	—	—	_____
Ground movement, fissures	—	—	—	_____
_____	—	—	—	_____



**Non Structural Hazards**

Parapets, ornamentation	_____	_____	_____	_____
Cladding, glazing	_____	_____	_____	_____
Ceilings, light fixtures	_____	_____	_____	_____
Interior walls, partitions	_____	_____	_____	_____
Elevators	_____	_____	_____	_____
Stairs, exits	_____	_____	_____	_____
Electric, gas, other utilities	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

***Preliminary Evaluation Criteria***

· <i>Building has collapsed, partially collapsed, or moved off it's foundation</i>	<i>DO NOT OCCUPY. Tag DANGEROUS. Prevent Access</i>
· <i>Building or any story is leaning significantly</i>	<i>DO NOT OCCUPY. Tag DANGEROUS. Prevent Access</i>
· <i>Obvious severe damage to primary structure members, severe leaning of walls or other signs of severe distress present.</i>	<i>DO NOT OCCUPY. Tag DANGEROUS. Prevent Access</i>
· <i>Large cracks in ground, massive ground movement, or slope displacement present that are under, or near, the building and are a hazard to the building.</i>	<i>DO NOT OCCUPY. Tag DANGEROUS. Prevent Access</i>
· <i>Obvious parapet, chimney, or other falling hazard present.</i>	<i>Barricade to prevent access to the area. Rescuers may enter</i>
· <i>Other hazard present (toxic spill, chemical spill, asbestos contamination, broken gas line, fallen power lines</i>	<i>Barricade to prevent access to the area. Once made as safe as possible, and with proper safety equipment, rescuers may enter</i>
· <i>Air duct terminals, ductwork, light fixtures, lenses and fluorescent bulbs fallen or dislodges. Suspended ceiling system grid members fallen or dislodges. Broken windows. Overhead mechanical equipment supports or bracing dislodges.</i>	<i>Barricade to prevent access to area. Rescuers may enter with proper safety equipment.</i>
· <i>Although no damage is yet apparent, areas with overhead elements similar to those indicated in condition 7 may also fall in an earthquake aftershock; therefore, they are potentially hazardous.</i>	<i>Barricade to prevent access to area. Rescuers may enter</i>

***SEND COPY OF THIS FORM TO COMMAND POST***

# **BUILDING DETAILED EVALUATION FORM**

**Building Name and Address**

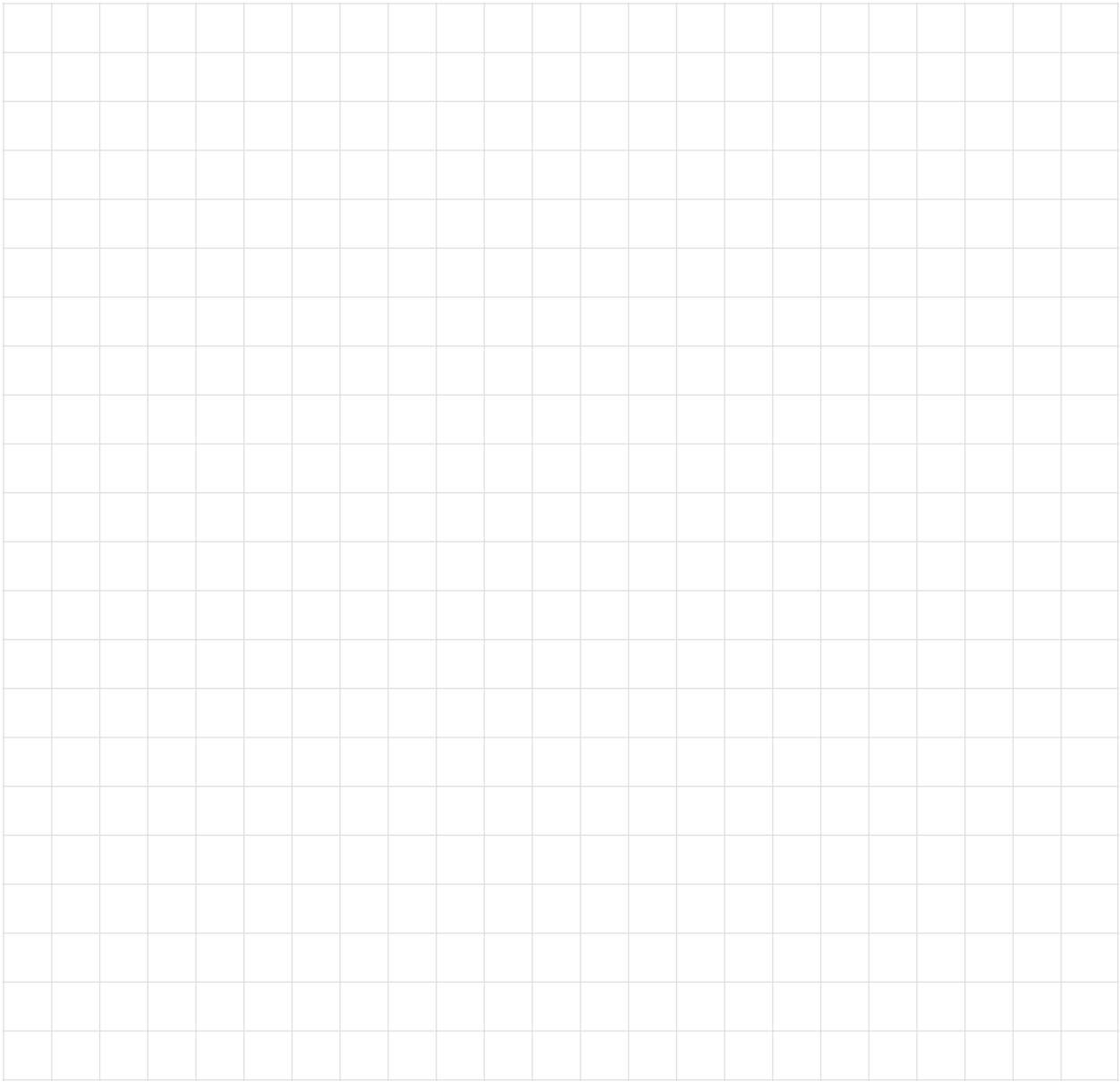
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## Sketch





# **Section L**

## **Appendices**





# **Appendix A**

## Student Discipline Data 2008-2012



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**California Department of Education  
Data Reporting Office  
CDE » DataQuest » Suspension, Expulsion, and Truancy Report  
Suspension, Expulsion, and Truancy Report for 2011-12**

Suspension, Expulsion, and Truancy Rates  
Berkeley High ( 01611430131177 )

**General Description of this Report**

This report provides a count of students involved in one or more incidents<sup>1</sup> during the academic year who were subsequently suspended or expelled<sup>2</sup> from school. For the purposes of calculating suspensions and expulsion rates in this report, students who were suspended or expelled multiple times are counted only once in the report totals for these respective disciplinary outcome categories. This report also provides a count of students who were reported as being truant at least one time during the academic year.

1. An incident is defined as one or more students committing one or more offenses on the same date at the same time.
2. Expulsion counts include all expulsions, even those expulsions where the term of the expulsion has been shortened or the enforcement of the expulsion has been suspended.

**Suspension, Expulsion, and Truancy Rate Formulas**

(Suspensions, Expulsions, or Truants divided by Cumulative Enrollment) multiplied by 100

**Berkeley High Report**

School	Code	Census Enrollment	Cumulative Enrollment	Suspensions	Suspension Rate	Expulsions	Expulsion Rate	Truants	Truancy Rate
Berkeley High	See below	3,205	3,415	246	7.2	6	0.2	2,514	73.6

Code= 0131177

**Report Total**

Level	Cod e	Census Enrollme nt	Cumulativ e Enrollmen t	Suspension s	Suspensio n Rate	Expulsion s	Expulsion s	Truant	Truanc y Rate
Berkeley Unified Total		9,545	10,041	478	4.8	15	0.1	6,043	60.2
Alameda County Total		217,685	226,781	12,515	5.5	212	0.1	76,975	33.9
State Total		6,220,993	6,420,737	366,629	5.7	9,553	0.1	1,829,421	28.5

Download a semicolon-delimited file of this data to your computer. You will need to select "Save" after selecting the "Download Data" button. Once the file is saved to your computer it may be imported into another software for analysis.

#### Viewing this Report

This report is compiled using student-level data reported to the California Longitudinal Pupil Achievement Data System (CALPADS). The student-level data enables an accurate count of the number of suspensions and expulsions and an identification of the most severe offense committed as part of the incident.

The "Census Enrollment" count provides the total unique or unduplicated number of primary enrollments on the CALPADS Fall 1 Census Day, which is the first Wednesday in October of the associated academic year.

The "Cumulative Enrollment" count provides the total number of unique or unduplicated primary, secondary, and short-term enrollments within the academic year (July 1 to June 30), regardless of whether the student is enrolled multiple times within a school or district. Cumulative enrollment counts are calculated separately at the school, district and state-levels for the purpose of generating suspension, expulsion and truancy rate reports at these levels. For example, a student who is enrolled in two schools within the same district during the academic year, will be counted in each of the school's cumulative enrollment, but only once in the district's cumulative enrollment count. For this reason, adding the cumulative enrollment of all schools within a district will not equal the district's cumulative enrollment listed at the bottom of the district-level rate report.

The total counts in this report cannot be compared to totals previously collected and reported through the Uniform Management Information Reporting System (UMIRS). In UMIRS, LEAs reported the total number of offenses committed by offense type, and the LEAs likely were not able to report only the most severe offense committed per incident, resulting in students being counted more than once for the same incident. Thus it is not

advisable to compare this report with a UMIRS report, as the two are different and do not contain comparable data.

#### Availability of UMIRS Reports

Student discipline reports for the 2010-11 Academic Year and prior, often referred to as the UMIRS Reports, will remain accessible on DataQuest. However, the California Department of Education (CDE) no longer collects student discipline/UMIRS data via the Consolidated Application (ConApp) or the Consolidated Application Reporting System (CARS).

Type: All Students

Report generated: 6/4/2013 2:09 PM

Source: California Logitudinal Pupil Achievement Data System (CALPADS)

## 2010-11 Berkeley High School Reporting Form for UMIRS Data

Purpose: To Collect student expulsion, suspension, and truancy information to satisfy NCLB requirements related to "persistently dangerous" schools and the uniform management information reporting system (UMIRS).		Agency: Berkeley+Unifie CD Code: 0161143 School: Berkeley+High School Code: 0131177
CDE Contact: Stephanie Papas - 916-445-8441 <a href="mailto:SPapas@cde.ca.gov">SPapas@cde.ca.gov</a>		
<b>October 2010 CBEDS Enrollment:</b>	<b>Number of students with an unexcused absence or tardy of more than 30 minutes on 3 or more days (truants).</b>	<b>Truancy Rate (Number of Truants/ Enrollment).</b>
3,417	2,079	60.84%

Ed Codes	Ed Code Text	Number of Expulsions	Number of Suspensions
48900(a)(1)	Related to physical injury to another person		70
48900(a)(2)	Related to use of force or violence		31
48900(b)	Related to firearms, knives, explosive devices, etc.		2
48900(c)	Related to possession or sale of controlled substances, alcohol, or intoxicants.		51
48900(f)	Caused or attempted to cause damage to school property or private property		6
48900(g)	Stole or attempted to steal school property or private property		29
48900(i)	Committed an obscene act or engaged in habitual profanity or vulgarity		3
48900(j)	Related to possession or sale of drug paraphernalia		4
48900(k)	Related to disruption of school activities or willfull defiance		63
48900(o)	Related to intimidation of a witness		2
48900(q)	Engaged in, or attempted to engage in, hazing as defined in Section 32050 of the Education Code		5
48900(r)	Related to bullying and bullying through electronic means		3
48900.2	Related to sexual harassment		2
48900.4	Related to harassment, threats, or intimidation		13
48915(a)(2)	Possession of any knife or other dangerous object of no reasonable use to the pupil		1
48915(a)(4)	PDS-Robbery or extortion	1	5

48915(a)(5)	PDS-Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee		2
48915(c)(1)	PDS-Related to possessing, selling, or otherwise furnishing a firearm	5	6
48915(c)(3)	PDS-Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Co	1	1

Use of blank copies of this report for reporting by school sites to the LEA results in many errors. A self-explanatory data input form is available at: <a href="http://www.cde.ca.gov.fg.aa.co/">http://www.cde.ca.gov.fg.aa.co/</a>	Overall Total:	7	301
	Violence/Drug Total:	7	197
	Violence/Drug Rate (Violence/Drug Total / Enrollment):	.2%	5.77%
	Total of Persistently Dangerous Expulsions Only:	7	N/A
	Number of Non-Student Firearm Incidents:		
Was school at risk of being designated "persistently dangerous" for 2008-2009? NO!	Was school at risk of being designated "persistently dangerous" for 2009-2010? NO!	Was school at risk of being designated "persistently dangerous" for 2010-2011? NO!	





## 2009-10 Berkeley High School Reporting Form for UMIRS Data

Purpose: To Collect student expulsion, suspension, and truancy information to satisfy NCLB requirements related to "persistently dangerous" schools and the uniform management information reporting system (UMIRS).		Agency: Berkeley+Unifie CD Code: 0161143 School: Berkeley+High School Code: 0131177
CDE Contact: Stephanie Papas - 916-445-8441 <a href="mailto:SPapas@cde.ca.gov">SPapas@cde.ca.gov</a>		
<b>October 2009 CBEDS Enrollment:</b>	<b>Number of students with an unexcused absence or tardy of more than 30 minutes on 3 or more days (truants).</b>	<b>Truancy Rate (Number of Truants/ Enrollment).</b>
3,349	2,648	79.07%

Ed Codes	Ed Code Text	Number of Expulsions	Number of Suspensions
48900(a)(1)	Related to physical injury to another person		88
48900(a)(2)	Related to use of force or violence		17
48900(b)	Related to firearms, knives, explosive devices, etc.		1
48900(c)	Related to possession or sale of controlled substances, alcohol, or intoxicants.	2	54
48900(e)	Committed or attempted to commit robbery or extortion	1	2
48900(f)	Caused or attempted to cause damage to school property or private property		5
48900(g)	Stole or attempted to steal school property or private property		12
48900(i)	Committed an obscene act or engaged in habitual profanity or vulgarity		10
48900(j)	Related to possession or sale of drug paraphernalia		3
48900(k)	Related to disruption of school activities or willfull defiance		63
48900(l)	Knowingly received stolen school property or private property		3
48900(o)	Related to intimidation of a witness		13
48900.2	Related to sexual harassment		1
48900.4	Related to harassment, threats, or intimidation		8
48900.7	Related to terroristic threats		1
48915(a)(1)	PDS-Causing serious physical injury to another person, except in self-defense	1	3
48915(a)(2)	Possession of any knife or other dangerous object of no reasonable use to the pupil	2	1

48915(a)(4)	PDS-Robbery or extortion	1	6
48915(a)(5)	PDS-Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee		2
48915(c)(1)	PDS-Related to possessing, selling, or otherwise furnishing a firearm	1	
48915(c)(3)	PDS-Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Co		1
48915(c)(4)	PDS-Related to committing a sexual assault		5
48915(c)(5)	PDS-Possession of an explosive		1

Use of blank copies of this report for reporting by school sites to the LEA results in many errors. A self-explanatory data input form is available at: <a href="http://www.cde.ca.gov.fg.aa.co/">http://www.cde.ca.gov.fg.aa.co/</a>	Overall Total:	8	300
	Violence/Drug Total:	8	207
	Violence/Drug Rate (Violence/Drug Total / Enrollment):	.24%	6.18%
	Total of Persistently Dangerous Expulsions Only:	3	N/A
	Number of Non-Student Firearm Incidents:		
Was school at risk of being designated "persistently dangerous" for 2007-2008? NO!	Was school at risk of being designated "persistently dangerous" for 2008-2009? NO!	Was school at risk of being designated "persistently dangerous" for 2009-2010? NO!	



## 2008-09 Berkeley High School Reporting Form for UMIRS Data

Purpose: To Collect student expulsion, suspension, and truancy information to satisfy NCLB requirements related to "persistently dangerous" schools and the uniform management information reporting system (UMIRS).		Agency: Berkeley+Unifie CD Code: 0161143 School: Berkeley+High School Code: 0131177
CDE Contact: Stephanie Papas - 916-445-8441 <a href="mailto:SPapas@cde.ca.gov">SPapas@cde.ca.gov</a>		
<b>October 2008 CBEDS Enrollment:</b>	<b>Number of students with an unexcused absence or tardy of more than 30 minutes on 3 or more days (truants).</b>	<b>Truancy Rate (Number of Truants/ Enrollment).</b>
3,329	1,113	33.43%

Ed Codes	Ed Code Text	Number of Expulsions	Number of Suspensions
48900(a)(1)	Related to physical injury to another person	1	143
48900(a)(2)	Related to use of force or violence	3	42
48900(b)	Related to firearms, knives, explosive devices, etc.		2
48900(c)	Related to possession or sale of controlled substances, alcohol, or intoxicants.	2	46
48900(d)	Related to sale of controlled substances, alcohol, or intoxicants.		1
48900(e)	Committed or attempted to commit robbery or extortion	1	4
48900(f)	Caused or attempted to cause damage to school property or private property		9
48900(g)	Stole or attempted to steal school property or private property	3	27
48900(h)	Related to possession or use of tobacco products		1
48900(i)	Committed an obscene act or engaged in habitual profanity or vulgarity		11
48900(j)	Related to possession or sale of drug paraphernalia		5
48900(k)	Related to disruption of school activities or willfull defiance	3	288
48900(l)	Knowingly received stolen school property or private property		11
48900(o)	Related to intimidation of a witness		4
48900(s)	Related to aiding or abetting the infliction or attempted infliction of physical injury		3
48900.2	Related to sexual harassment		1
48900.3	PDS-Related to hate violence		1
48900.4	Related to harassment, threats, or intimidation		3

48915(a)(4)	PDS-Robbery or extortion	3	4
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Use of blank copies of this report for reporting by school sites to the LEA results in many errors. A self-explanatory data input form is available at: <a href="http://www.cde.ca.gov.fg.aa.co/">http://www.cde.ca.gov.fg.aa.co/</a>	Overall Total:	16	606
	Violence/Drug Total:	10	260
	Violence/Drug Rate (Violence/Drug Total / Enrollment):	.3%	7.81%
	Total of Persistently Dangerous Expulsions Only:	3	N/A
	Number of Non-Student Firearm Incidents:		
Was school at risk of being designated "persistently dangerous" for 2006-2007? NO!	Was school at risk of being designated "persistently dangerous" for 2007-2008? NO!	Was school at risk of being designated "persistently dangerous" for 2008-2009? NO!	

Year:

***Berkeley High School Expulsion, Suspension, and Truancy Information for 2010-11***

School	CD Code	School Code	Enrollment*	Number of Students with Unexcused Absence or Tardy on 3 or More Days (truants)	Truancy Rate	Violence/Drug		Total Persistently Dangerous Expulsions	Number of Non-Student Firearm Incidents	Overall Total	
						Expulsions	Suspensions			Expulsions	Suspensions
<a href="#">Berkeley High</a>	0161143	0131177	3,417	2,079	60.84%	7	197	7		7	301
Berkeley Unified District			9,397	4,749	50.54%	13	522	9		14	896
County			214,895	75,037	34.92%	299	16,281	77		350	25,059
California State			6,174,717**	1,837,830	29.76%	15,930	319,597	2,594	143	18,649	700,884

\* Does not include NPS data.

\*\* Not all agencies submitted data





Year:

***Berkeley High School Expulsion, Suspension, and Truancy Information for 2009-10***

School	CD Code	School Code	Enrollment*	Number of Students with Unexcused Absence or Tardy on 3 or More Days (truants)	Truancy Rate	Violence/Drug		Total Persistently Dangerous Expulsions	Number of Non-Student Firearm Incidents	Overall Total	
						Expulsions	Suspensions			Expulsions	Suspensions
<a href="#">Berkeley High</a>	0161143	0131177	3,349	2,648	79.07%	8	207	3		8	300
Berkeley Unified District			9,137	6,288	68.82%	20	781	10		22	1,267
County			213,225	66,938	31.39%	391	10,268	126	92	442	20,552
California State			6,183,307**	1,751,399	28.32%	17,525	331,425	2,878	4,557	21,147	767,962

\* Does not include NPS data.

\*\* Not all agencies submitted data.

Year:

***Berkeley High School Expulsion, Suspension, and Truancy Information for 2008-09***

School	CD Code	School Code	Enrollment*	Number of Students with Unexcused Absence or Tardy on 3 or More Days (truants)	Truancy Rate	Violence/Drug		Total Persistently Dangerous Expulsions	Number of Non-Student Firearm Incidents	Overall Total	
						Expulsions	Suspensions			Expulsions	Suspensions
<a href="#">Berkeley High</a>	0161143	0131177	3,329	1,113	33.43%	10	260	3		16	606
Berkeley Unified District			8,922	2,985	33.46%	31	920	8		47	2,124
County			213,739	67,158	31.42%	401	11,984	74	177	454	26,013
California State			6,246,138**	1,508,144	24.15%	16,891	332,483	2,525	3,779	20,883	782,692

\* Does not include NPS data.

\*\* Not all agencies submitted data.



## Appendix B

### Campus Crime Statistics 2009-2012

School Resource Officer

Crime & police code	fall semester 2012	2011-2012	2010-2011	2009-2010
<i>Crimes against persons</i>				
Assault				
Assault of school employee 243.6		1(1)		
Assault with a deadly weapon 245(a)(1)		4(4)		
Annoying or harassing phone calls 653(m)		2(1)		
Battery 242	3 (1)	3	6(4)	1
Battery w/ serious injury 243(d)			1(1)	
Bomb				
Bomb threat				
Brandishing weapon 417				
Child abuse, suspected 273(a)	1			
Child abuse				
Disturbance 415	1		1	
Identity Theft 530.5		1		
Robbery 211		1	6(2)	3
Suspicious circumstance, poisoning	1			
Suspicious circumstance, human trafficking	1			
Terrorist threat 422		3	3(1)	

<i>Sexual crimes</i>				
Assault, sexual				
Battery, sexual 242(a)	1 (1)	1(1)	2(1)	
Bothering/molesting child				
<b>Crime &amp; police code</b>	fall semester 2012	2011-2012	2010-2011	2009-2010
Unlawful sexual intercourse with a minor 261.5	1			
Possession of child pornography 311.11		1		
<i>Crimes against property</i>				
Arson 451(b)			1(1)	
Burglary, commercial 459	3 (3)			
Burglary, residential 459			3(3)	
Fire alarm				
Graffiti				
Tampering with vehicle				
Theft, grand 487	1	3(2)	5(3)	1
Theft, petty 484	9 (6)	7	8(3)	2
Theft of person 487c	1			
Trespass 626			1(1)	1
Vandalism 594		2(2)		

Vandalism of vehicle				
<i>Crimes of possession</i>				
Carrying concealed weapon 12101(a)(1)			3(3)	
Possession of a weapon on campus 626.10(a)		1(1)		
Possession, knife 653(k)		2(1)		
Possession of a controlled substance/ narcotic H&S 11350	1 (1)			
Possession/drugs				
Public intoxication 647			1(1)	
<b>Crime &amp; police code</b>	fall semester 2012	2011-2012	2010-2011	2009-2010
Possession, tobacco 308				1
Possession, illegal fireworks HS12671		1(1)		
Possession, stolen property				
<i>Miscellaneous crimes</i>				
Gang enhancement				
Probation violation				
Refusal to leave campus 626.7 or 626.6(a)	1 (1)		2(2)	
Resisting arrest & obstruction 148			2(1)	
Restraining order violation 166(a)(4)		1		
Missing Person				
Runaway W&I 601	1	1	2	

Suspicious circumstances			2	
<b>Total reports filed</b>	26	35	49	9
<b>Total arrests</b>	13	14	27	0

Numbers in parentheses are arrests. Reports filed and arrests involving violations of more than one police code are counted only once, for the most serious violation.





# *Appendix C*

## Student Discipline Protocols

There is a two level process for addressing disruptive students. Most disruptions should fit into one of these two categories.

### **LEVEL 1**

This is for the student that exhibits a behavior that could be corrected in class through the application of classroom management techniques. Most disruptions outside of a student presenting a threat to him/herself or others should be first addressed by using the plethora of strategies teachers possess as a direct result of teacher certification programs. On Campus Intervention encourages teachers to try and deal with problems without having to send a student out of class and thus miss valuable instructional time. However, if a student demonstrates a behavior that is intolerable, then the teacher should exercise his/her Level 2 option.

### **LEVEL 2**

This is for the student that has exhausted the array of classroom interventions the teacher has at her disposal or for the student that needs to be immediately removed from the classroom.

- Fill out a Referral Form. Press firmly and provide as much pertinent and objective information that time allows. The staff in OCI needs to know how to proceed once the student arrives. Teachers may also utilize the On-Line Referral system.

- Give the referral to the student and have him/her bring it to On Campus Intervention, Building H Room 104. If this is not feasible have another student/proctor/or School Safety Officer deliver the referral.

- \*If a student refuses to leave your class, please intercom OCI at 18-140 or the school receptionist at 14-051 and a Safety Officer will be dispatched to your location.

Expect a hard copy response of the referral in your mailbox within 24 hours to inform you how the situation was handled. Phone calls and GoogleMail are also used to communicate interventions.

## **SUSPENDED STUDENTS:**

### On-Campus Suspensions:

Students must bring classwork and/or homework from their classes to participate in an On Campus Suspension. Students that fail to bring academic materials to On Campus Suspension will not be allowed to serve the OCS. On Campus Intervention reserves the right to renege on an On Campus Suspension and after notifying parents shall send the student home to complete the term of their suspension. Teachers should make arrangements with the student to either pick up materials from the classroom or a predetermined spot (such as OCI). On Campus Intervention does maintain a small library with textbooks from various courses but it is the students responsibility to come to his/her On Campus Suspension prepared and ready to engage in the academic curriculum.

### Home Suspensions:

Teachers are required to send work home for students that are suspended for **5 or more days**. Please send work for students suspended for 5 or more days to the school receptionist. Work for these students will be returned to the receptionist and put into your box. You can continue to give homework to the receptionist who will make sure that the student gets assignments. For students suspended for 5 days or less, homework will be assigned at the teacher's discretion.

### CALLS FOR ASSISTANCE:

Safety Officers are assigned to various areas throughout the interior and exterior of the 16 acre campus. A call for a Safety Officer will normally generate a response within one minute.



# Appendix D

## BHS SAFETY OFFICER COVERAGE

	<i>Morning</i>	<i>Lunch</i>	<i>Class Time</i>	<i>After School</i>	
Jason Howard #17	7:30 – 3:30	Perimeter	Allston	Perimeter	Off duty
Vacant #15	8:00-4:00	Student Union	Student Union	1 <sup>st</sup>	MLK
Walter Mitchell #20	8:00 – 4:00	Perimeter	Plaza Green	Perimeter	Perimeter
Raul Garcia #18	8:00-4:00	Portables	Milvia	Portables	Milvia
Mark Griffin #31	7:30 – 3:30	Student Union	Courtyard	Courtyard	Off duty
Craig White #28	8:30 – 4:30	3 <sup>rd</sup> Floor C	Student Union	3 <sup>rd</sup> C	Courtyard
Juan Ochoa #21	8:00 – 4:00	P.E. Areas	Plaza Green	P.E. Areas	Plaza Green
Robin Cummins #16	8:00 – 4:00	P.E. Areas	LUNCH	P.E. Area	Plaza Green
Jason Goode	8:30-4:30	2 <sup>nd</sup>	Courtyard	2 <sup>nd</sup>	Courtyard
Robert Castelhana	10:00 – 6:00	2 <sup>nd</sup> 3rdFloor G/H	Courtyard	2 <sup>nd</sup> Floor G/H	Courtyard
Steve Saunders #24	8:30-4:30	A/D Buildings Theater	Allston	A/D Buildings Theater	A Gate
Eric Riley #30	8:00 4:00	2 <sup>nd</sup> Floor G & H	Student Union	2 <sup>nd</sup> Floor G & H	Upper Courtyard

In addition, Berkeley High School has added a vital layer to our Safety Team in the form of four Campus Monitors. They monitor all incoming out outgoing traffic through our 4 points of access (1 open during school hours- A Gate). Al Alves, Stacy Shoals, Christopher Ewing, and Travis Dennis rotate monthly through the four Campus Monitor stations (A Gate, Milvia/Kittredge, Milvia/Bancroft, and Martin Luther King Jr.).

## Appendix E

### EDUCATION CODE VIOLATIONS

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

- 48900 (a)(1) Caused, attempted to cause, threatened to cause physical injury to another person.
- 48900 (a)(2) Willfully used force or violence upon the person of another, except in self-defense.
- 48900 (b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or designee of the principal.
- 48900 (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- 48900 (d) Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- 48900 (e) Committed or attempted to commit robbery or extortion.
- 48900 (f) Caused or attempted to cause damage to school property or private property.
- 48900 (g) Stole or attempted to steal school property or private property.
- 48900 (h) Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil or his or her own prescription products.
- 48900 (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- 48900 (j) Unlawfully possessed or unlawfully offered, arranged or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- 48900 (k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- 48900 (l) Knowingly received stolen school property or private property.
- 48900 (m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- 48900 (n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 or the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- 48900 (o) Harassed, threatened or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness, or retaliating against the pupil for being a witness, or both.
- 48900 (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- 48900 (q) Engaged in, or attempted to engage in, **hazing** as defined in Section 32050.
- 48900 (r) Engaged in bullying, including by means of an electronic act
- 48900 (s) 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.  
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.
- 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.
- 48900.7 Terroristic threats against school officials, school property, or both.
- 48915(a)(1) Causing serious physical injury to another person, except in self-defense.
- 48915(a)(2) Possession of any knife or other dangerous object of no reasonable use to the pupil.
- 48915(a)(3) 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.
- 48915(a)(4) Robbery or extortion.
- 48915(a)(5) Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.
- 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.

In addition, the Principal shall recommend a student for expulsion who has committed any of the 48915 offenses, unless the Principal or his/her designee determines an expulsion would be inappropriate.

# Appendix F

## Safety and Discipline Plan

### **School Environment: [Safety Officers, Administrators (support)]**

- When bell rings begin to move students to class. Move and walk through hallways moving students to class.
- During class time make sure that the halls are clear. Monitor that all students moving through the halls have a pass. Students should not be permitted out of class during the first and last ten minutes of class. If a student is out of class during these restricted periods (except for emergencies) the student should be sent back to class.
- During class time, continue to move through hallways, bathrooms and stairwells in your area.
- At all times during class periods, keep upper courtyard, lower courtyard and plaza green clear of students.
- Make sure that students who do not have a class, particularly during 6<sup>th</sup> period, are either in the College Career Center, the Library or are off campus.
- When doing Tardy Sweeps, Lock campus down after late bell at 12:20. Remain in designated areas until 12:40 ensuring that students do not enter through locked areas.  
*(Administrative support)*
- During lunch, move along assigned area engaging with students. Do not stand in one spot.  
*(Administrative support)*
- When you see a gathering of students beginning, radio information to other safety officers. This could be the beginning of an altercation.
- Before end of day, move thoroughly through your area, especially bathrooms and stairwells.
- Afterschool, move throughout the school including, upper courtyard, Milvia/Kittredge, Milvia/Bancroft, Allston Way, lower courtyard, Jacket gym area, D building and old gym. Do not all gather on the upper courtyard.

### **SCHOOL ENVIRONMENT ACCOUNTABILITY**

<i>Personnel Involved</i>	<i>Evaluation</i>
Safety Officers	Performance Evaluations; Supervision by Day Lead, Ardarius McDonald (Dean); Data on Incidents; Feedback from administrative staff.

### **Discipline: (Teachers, Safety Officers, Administrators)**

- Refer defiant students to OCI. If you do not have the opportunity to write a referral, expect that the student will spend at least one period in OCI. The referral should come later in the period or sometime the same day.

- Students that are defiant and refuse to leave the classroom, call Arhonda Caldwell at IC#14-051 or 4-6120. She will dispatch for a safety officer to come and escort the student to OCI.
- Maintain high expectations for student behavior by being clear with students. Call parents/guardians, refer students to OCI, or ask for a parent/student meeting. Let an administrator or counselor know if you would like them to sit in on the meeting.
- Immediately let Arhonda Caldwell know if you see students engaged in a verbal or physical altercation.
- Maintain expectations for cell phone policy.
- Do not allow students to use I-pods or Disc players during class time. This includes sitting with earphones in ears during class time.
- Do not release students from class early.
- Make sure students have a pass when leaving the class. Do not issue passes the first 10 minutes or the last 10 minutes of a class period.

**DISCIPLINE ACCOUNTABILITY**

<i>Personnel Involved</i>	<i>Evaluation</i>
Teachers	Data on number of referrals by teacher; Documentation of parent/student/teacher meetings.
Safety Officers/Administrators	High Visibility throughout the campus during the school day; Classroom visits and observations.

**PREVENTIVE MEASURES TO MAINTAIN SAFE CAMPUS:**

- Be aware of students conversations escalating and body language becoming animated.
- Listen to students! A lot of students want to talk about issues that are going on and how they are feeling about it.
- Be visible! Let students see that you are moving around and that you are there.
- Stay in contact with parents/guardians.
- Engage with students. Ask students how they are doing, greet them, give them a smile. This is a pretty stressful time for many of our students and a warm hello or smile can make them feel better. *It will make you feel better too!*



# Appendix G

## BHS Discipline Consequences

BERKELEY HIGH SCHOOL DISCIPLINARY CONSEQUENCES

← BPD = Berkeley Police Dept. ❖ OCS = On Campus Suspension ❖ SART = Student Attendance Review Team

Misbehavior	Minimum Consequence	Maximum Consequence	BPD Referral
Alcohol, possession or use	3 day suspension*	5 day suspension*	Conditional
Argument, no contact	1 day suspension*	5 day suspension*	Conditional
Arson	5 day suspension; expulsion hearing	Expulsion hearing	YES
Battery: with no injury Assault: with injury	3 day suspension 5 day suspension	Expulsion hearing Expulsion hearing	YES YES
Bikes, skateboards, etc., riding on campus	1 day OCS	3 day suspension	
Bomb threat	5 day suspension	Expulsion hearing	YES
Cars on campus	3 day suspension + towing of car		Ticketed
Cell phone use	1 period OCS	3 day suspension	
Cheating (including using a computer to cheat)	F or 0 on exam; parent conference; discipline referral	3 day suspension	Conditional
Cutting class/out of class	1 period OCS	SART/2 day suspension	
Defiance	Detention or 1 day OCS	5 day suspension	Conditional
Disruption	Detention or 1 day OCS	5 day suspension	Conditional
Drugs, possession or use	3 day suspension*	5 day suspension	Conditional
Electronic Signaling Devices, Use of	1 period OCS	5 day suspension	
Explosive device	5 day suspension; expulsion hearing	Expulsion hearing	YES
Fighting without injury	2 day suspension; counseling	3 day suspension; counseling	
Fighting with injury	3 day suspension; counseling	5 day suspension	Conditional
Forged signature, note	1 week detention		
Gambling	3 day suspension*	5 day suspension*	Conditional
Graffiti, act of or possession of devices	5 day suspension	Expulsion	Conditional
Habitually tardy	Parent conference	SST/SART/2 day suspension	

<b>Misbehavior</b>	<b>Minimum Consequence</b>	<b>Maximum Consequence</b>	<b>BPD Referral</b>
Harassment, threats, intimidation	3 day suspension	5 day suspension; expulsion hearing	Conditional
Hate violence/threat, Intimidation	5 day suspension; expulsion hearing	5 day suspension; expulsion hearing	YES
Robbery or extortion	5 day suspension; expulsion hearing	Expulsion hearing	YES
Sales or distribution of drugs/alcohol	5 day suspension	Expulsion hearing	YES
Sexual harassment (see p. 25 for policy)	3-5 day suspension	Expulsion hearing	Conditional
Smoking	3 day suspension*	5 day suspension*	
Tardy	Teacher intervention		
Terrorist threat	5 day suspension	Expulsion hearing	YES
Theft	5 day suspension	Expulsion hearing	YES
Vandalism	5 day suspension	Expulsion hearing	YES
Verbal assault	OCS or suspension (conditional)	5 day suspension; expulsion hearing	Conditional
Water play	3 day suspension; confiscation	5 day suspension; confiscation	
Weapons	5 day suspension; expulsion hearing	Expulsion hearing	YES

\* Counseling may reduce the number of days of suspension by 1 day for specific offense.

# Appendix H

## BHS Honor Code

I agree to do my own work. I understand that learning sometimes involves group work, and at these times I will contribute fairly to this process. However, when an assignment is made that clearly seeks my individual effort, I promise to give credit to the original author of any written material that I copy and to turn in work that only I have prepared.

### CONSEQUENCES FOR VIOLATING THE HONOR CODE:

#### Cheating on Exams:

- 0 (F) on test, quiz, or final. (This grade will be permanent, in that no bonus exam, extra credit or drop grade will be allowed to replace this grade.)
- Teacher will confer with student and call home; referral will be made to vice principal.
  - First referral results in a one-day suspension
  - Second referral results in a three-day suspension
  - Third referral results in a five-day suspension

**Plagiarism:** Plagiarism on essays, term papers, labs or other written assignments where individual effort is being assessed has the same consequences as above.

#### Stolen Exams:

- Referral will be made to assistant principal
- Five-day suspension
- 0 (F) on test

# Appendix I

## BERKELEY HIGH STUDENT COURT

*A restorative alternative to student discipline*

The Berkeley High Student Court is a program that is used in lieu of suspension. In order for the student to be eligible for Student Court, he or she must admit responsibility for his or her role in the offense, and must be willing to have the case heard before a jury of peers. The jury decides on the type of Alternative Consequence Plan (or ACP) that will be assigned to address the behavior. The jury does *not* decide whether or not the student is guilty. Rather, they determine what type of consequence will best serve the needs of the student, making sure that he or she understands and repairs the harm that his or her actions have caused in the community, the school, or other the party involved.

The student offender (or Respondent, because they are responding to the offense) is first referred to a Program Coordinator who assesses the student's needs and interests, while gathering relevant materials such as written statements, teacher referrals, witness testimonies, and other important documents. The facts of the case are determined, and then a case referral is written and passed on to the student and the community advocates, who go on to craft their arguments.

The advocates make presentations at trial with the respondent present, and then the Respondent is questioned by the Jury. The respondent may make a statement on his or her own behalf. The jury deliberates and a verdict is read after a consensus is reached. Respondents must fulfill the ACP in a timely manner, or face suspension. The Respondent has one month from the date of assignment to complete their consequences.

The advocates that participate in the program are trained in an after school class that meets twice a week. The advocates are trained by UC Berkeley law students and learn how to draft and present arguments, speak in public, interview witnesses, and how to make objections. They get class credit for participating in the program, and also get community service hours and a great addition to their college application. The skills that they learn in the student court take them into college and beyond, whatever career that they choose to pursue.

The trials take place at the Berkeley Unified School District building located at 2134 Martin Luther King Jr. Way. They are presided over by an adult volunteer judge that guides the advocates and jurors through the trial process. The judge's role is also to modify the ACP if he or she decides that it is inappropriate for the given offense.

The Berkeley High Student Court is a program dedicated to student participation, empowerment, and success. Our mission is to ensure that every student at Berkeley High School is given a chance to take responsibility for their actions, have their case heard, and make things right. Student misbehavior does not necessitate preventing one's opportunities for academic success, and the Student Court is proud to offer an alternative.

# Appendix J

## Sexual Harassment Complaint Form

<b>Name of Complainant</b>	<b>Date</b>
<b>School/Department</b>	<b>Date of Incident</b>
<b>Location of Incident</b>	<b>Time of Incident</b>

← *Identify the offending person or persons:*

---

← *Give specific examples of offensive conduct. (Please attach additional page if needed.)*

---



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← *What remedy are you seeking?*

---



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← *Describe the informal efforts you made to correct the situation described in Item 2 above.*

---



---

**I certify that the information I have given is true and correct. I authorize the Berkeley Unified School District to disclose the information I provide as it finds necessary in pursuing the investigation.**

Complainant's Signature \_\_\_\_\_ Date: \_\_\_\_\_

---

<p><b>TO BE COMPLETED BY DISTRICT</b></p> <p><b>Date received</b> ____</p> <p><b>By</b> ____</p>
--

Date Resolved \_\_\_\_  
By \_\_\_\_

## Appendix K

### BERKELEY UNIFIED SCHOOL DISTRICT PROCEDURES FOR NOTIFICATION REGARDING STUDENTS WHO HAVE BEEN SUSPENDED, EXPELLED AND/OR ARE ON PROBATION

#### Student Services Responsibilities

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

#### Principal or Designee's Responsibilities

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

## **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.

### **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

# Appendix L – Sexual Harassment Policy

Berkeley Unified School District

## **SEXUAL HARASSMENT POLICY**

Originally Adopted 3/20/85, Revised 7/14/93, 5/21/03, 9/6/06

### **I. POLICY**

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

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

The complete sexual harassment policy is available at school sites and at the BUSD Administration Building, 2134 Martin Luther King Jr. Way, in both the Human Resources and Educational Services Offices. If questions arise concerning the interpretation of the prohibition against sexual harassment, the methods and procedures to be followed in the investigation of the complaints, and the appropriateness of specific solutions in disposition of complaints, contact:

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

#### Work Environment

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

#### Educational Environment

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

### **II. PURPOSE OF THE POLICY**

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



- School District employees and students recognize, understand, prevent, and take corrective action to end sexual harassment;
5. Establish the framework for effective procedures for addressing harassment complaints.

### **III. DEFINITION OF SEXUAL HARASSMENT**

#### **A. General Definitions**

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

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

#### **B. Specific Examples**

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

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

### **IV. RETALIATION PROHIBITED**

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

### **V. CONFIDENTIALITY**

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

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

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

## **VI. DISCIPLINARY ACTION**

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

## **VII. COMPLAINT PROCEDURES**

### **A. Filing**

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

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

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

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

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

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

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

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

**B. Responsibilities of Employees**

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

**C. Investigation**

Review and Disclosure of Complaint

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

Complaints Against Students

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

Complaints Against Employees

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

Complaints Against Other Individuals

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

**D. Appeal and Disciplinary Procedures**

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

- If the complaint is against a student, the complainant, before appealing to the Superintendent, should appeal to the District Compliance Officer. In the case where a site designee is responsible for the complaint, the complainant should appeal to the site principal before appealing to the District Compliance Officer.
- If the complaint is against an employee, the complainant, before appealing to the Superintendent, should appeal to the District Compliance Officer. If the employee is a site

employee and the principal of the site has not heard the complaint, the complainant should appeal to the site principal before appealing to the District Compliance Officer.

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

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

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

#### E. Time Limits

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

#### F. Special Assistance

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

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

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

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

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

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

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

Education of employees and students about this policy and associated federal and state laws prohibiting sexual harassment shall take place periodically. The objective of this education shall be to

foster a better understanding of sexual harassment and of this policy and to develop behaviors and attitudes that mitigate against inappropriate sexual overtures and pressures in school, work, and social settings.

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

Legal References:

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

Berkeley Unified School District

**Sexual Harassment Complaint Form**

Name of Complainant		Date
School/Department	Date of Incident	Time of Incident
Location of Incident		
1. Identify the offending person or persons.		
2. Give specific examples of offensive conduct. (If more space is required, please attach additional pages.)		
3. What remedy are you seeking?		
4. Describe the informal efforts you made to correct the situation described above (Item 2).		
I certify that the information I have given is true and correct. I authorize the Berkeley Unified School District to disclose the information I provide as it finds necessary in pursuing the investigation.		
Complainant's Signature		Date
<b>TO BE COMPLETED BY DISTRICT</b>		
Date received	By	

Date Resolved	By
---------------	----

*Form 102, created August, 1993*

# Appendix M – Anti-Bullying Regulation

3.1-I

Administrative Regulation

5131.2

Anti-bullying

School behavior standards shall be coordinated District-wide, with particular attention to applying the standards for bullying behavior fairly and consistently among schools at the same grade level. Schools will follow District guidelines and policies according to the Education Code and school rules pertaining to related matters such as bullying, suspension, and expulsion.

The objectives of the District are as follows:

- 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; and
- 3) Demonstration of commitment to address incidents of bullying by outlining the school response to any such incidents of bullying.

Adult Responsibilities:

Each school site should strive to cultivate a school culture of empathy, community, and mutual trust among students and between students and staff. Such a culture begins with the adults on campus or involved in the school day: teachers, parents, bus drivers, nutrition service workers, administrators, classified staff, and counselors. Adults should make use of teachable moments to communicate what behaviors are unacceptable and can reinforce positive relationships among students by recognizing and rewarding empathetic and community-oriented behavior at school. Staff should also learn to recognize the indicators of bullying behavior to better identify incidents of bullying by being proactive and diligent in supervising students in classrooms, hallways, cafeterias, buses, and school grounds, and making themselves available to students and adults who have experienced or witnessed bullying. All staff members are responsible for taking action when bullying occurs. If a teacher or school staff member observes or becomes aware of bullying behavior, he or she must (if safe) immediately intervene or call for assistance, and subsequently report the incident.

Reporting Procedures:

Reports of alleged bullying incidents shall be submitted to the principal or the principal's designee at each school site.



### Initial Complaint:

Students, parents/guardians, volunteers, visitors, and staff members who feel that they are the targets of bullying or have witnessed bullying should report the abuse to the principal/designee, or a trusted school staff member.

Incidents of alleged bullying should be documented by completing a Bullying Incident Report Form. While submission of the Form is not required, the reporting party is encouraged to use the Form which will be made available at the main office of each school or the District office. Oral reports will be transcribed into written form and considered official reports. Reports may be made anonymously, but formal disciplinary action may not be based solely on an anonymous report. If a victim feels that he/she is the target of cyberbullying, the victim is encouraged to save and print any messages, postings or other communication sent to him/her that he/she feels constitutes cyberbullying and to notify a teacher, principal or other employee so that the matter may be investigated.

### Initial Complaint Response:

Upon receiving a Form from a student, parent/guardian, volunteer, visitor, or fellow staff-member, teachers and school staff are required to deliver the form to the principal/designee. If a target or witness of bullying delivers an oral report of bullying to a teacher or staff member, the teacher or school staff member is required to fill out a Form for the complainant that documents the information contained in the oral report. The teacher or staff member must notify the complainant that as a staff member he/she must submit this Form to the principal/designee. Even if a student, parent/guardian, volunteer, visitor, or fellow staff-member asks that their report be kept private, a report must still be made to the principal/designee and the person reporting must be made aware that the staff member is required to do so.

### Investigation Procedures:

The procedures for investigating school-based bullying must include the principal/designee in the case of student-to-student bullying. The principal/designee shall be trained in investigative procedures and interventions. The student who allegedly engaged in bullying behavior should be considered innocent until proven guilty and must have an opportunity to defend himself/herself against accusations. The investigator should consider the surrounding circumstances, the nature of the behavior, past incidents or continuing patterns of behavior, the relationships between the parties involved, and the context in which the alleged incident occurred.

- 1) The principal/designee will make the determination if a reported act of bullying or harassment falls within the scope of District responsibility.
  - a. If it is within the scope of the District, the principal/designee should continue with the investigation as outlined in #2 below.
  - b. If it is outside the scope of the District, and determined to be an alleged criminal act, the principal/designee shall refer the matter to appropriate law enforcement, provide any applicable interventions, and document according to policy.
  - c. If it is outside the scope of the District, and determined not a criminal act, the principal/designee shall inform the parents/guardians of all applicable parties.
- 2) Within five (5) school days of receiving a notification of complaint, the principal/designee will meet with the alleged victim and with the victim's parents/guardians.
- 3) Each individual (victim, alleged perpetrator and witnesses) will be interviewed privately, and at no time will the alleged perpetrator and victim be interviewed together.
- 4) If a determination is made that bullying occurred, the principal/designee shall design an intervention/consequence plan which is consistent with any District or site anti-bullying program.
- 5) Parents/guardians of the student who engaged in bullying behavior and the victim will be notified of any actions taken regarding their children.
- 6) The resolution, all interviews and interventions that take place and corresponding dates shall be documented in writing and/or noted in the District's specified data system. This investigative process is to be followed with all anonymous complaints as well.

#### Confidentiality:

Before, during, and after an investigation, all individuals involved must to the extent reasonably possible maintain confidentiality of the proceedings and the names of the complainant and students involved. Anyone who breaches confidentiality about the proceedings without acceptable cause will face consequences. Confidentiality is essential to both protect the target and the witnesses from retaliation by the student who engaged in bullying behavior and also to protect this student from being permanently labeled a "bully".

#### During the Investigation:

In general, student complainants and/or alleged victims will continue attendance at the same school and pursue their studies as directed while the investigation is conducted and the complaint is pending resolution. Any legal order of a court to the contrary will prevail.

#### After the Investigation:

The principal/designee will inform all relevant parties in writing of the decision. A copy of the decision will be noted in all relevant data tracking systems.

#### Intervention/Discipline:

The principal/designee shall decide the appropriate way to deal with the student who engaged in the bullying behavior if the investigation has proven that she/he has violated this policy. Interventions and consequences must be age-appropriate and equal to the severity of the violation. In dealing with students who engage in bullying behavior, the principal/designee should regard each student and 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 engaged in bullying behavior.

Any disciplinary action is confidential student information and may not be communicated with non-confidential personnel including the victim and the victim's guardians.

#### Possible Interventions:

- 1) Counseling interventions to address the behavior of the students who engage in bullying behavior (e.g., empathy training, anger management);
- 2) A written warning entered in student's file;
- 3) A parent/student/administrator conference;
- 4) Community service;
- 5) Restricted privileges, such as recess time, off-campus lunch, confiscation of electronic devices, etc.;
- 6) A written apology;
- 7) Assistance and support provided to the parents;
- 8) Suspension and, in most extreme cases, expulsion (see the Suspension and Expulsion/Due Process Policy BP 5144.1).

#### Education:

To prevent bullying, each school site has the obligation to educate students about what bullying is and why it is unacceptable. School sites should strive to create a positive, empathetic, and kind school culture.

#### Classroom Teachers, Staff shall:

- Use teachable moments in class to discuss bullying and emphasize the negative, hurtful effects of bullying; and
- Use existing curriculum, such as literature, art projects, etc., to discuss

bullying and teach empathy.

School Counselors shall:

- Hold empowering workshops for victims;
- Create curriculum for classroom teachers about bullying and/or help teach classes about bullying; and
- Create curriculum for classroom teachers about appropriate use of electronic devices and/or help teach classes about safe, appropriate use of electronic devices.

School Administrators shall:

- Create consistency in messages regarding bullying within the school that are in line with the definition of bullying in the Board Policy;
- Provide anti-bullying curriculum for teachers;
- If possible, hold assemblies regarding bullying; and
- Prioritize anti-bullying curriculum.

The District has the obligation to provide materials and curriculum to each school site that requests support.

Annual Report to the Board:

Site Level Report:

Every year, each school site must include a section regarding bullying in the School Safety Plan. Using the data from the data tracking system, the section will include:

- 1) Efforts made to create an empathetic, kind, trusting, and respectful school environment;
- 2) The incidence of bullying;
- 3) Summary of the motivations for bullying (i.e., ethnicity, sexual orientation, disability etc.);
- 4) A copy of the administrative summary for each incident; and
- 5) The disciplinary measures used and their effectiveness, such as how many students who engaged in bullying behavior continued to engaged in bullying behavior after being disciplined.

Director of Student Services:

At a Board meeting in the fall, the Director of Student Services will summarize the reports from each school site, report on changes in the incidence of bullying, and make recommendations as to how the district can more effectively implement the Anti-Bullying Board Policy.

February 22, 2012

# Appendix N – Anti-Bullying Policy

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

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

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

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

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

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

## **Definition:**

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

## **Indicators of Bullying Behavior**

Bullying behaviors may include, but are not limited to, the following:

o 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.

o 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.

o Physical: Hitting, punching, pushing, shoving, poking, kicking, tripping, strangling, hair pulling, fighting, beating, "pantsing", pinching, slapping, biting, spitting, or destroying property.

o Emotional (Psychological): Rejecting, terrorizing, extorting, defaming, intimidating, humiliating, blackmailing, manipulating friendships, isolating, shunning, ostracizing, using peer pressure, or rating or ranking personal characteristics.

o Cyberbullying: Bullying committed by means of an electronic act, the transmission of a communication, including but not limited to, a message, text, sound, or image by means of an electronic device, including but limited to, a computer phone, wireless telephone, or other wireless communication device, computer, or pager.

o Cyberbullying is characterized by deliberately threatening, harassing, intimidating, or in any way, ridiculing an individual or group of individuals; placing an individual in reasonable fear of harm;; posting sensitive, private information about another person without his/her permission; breaking into another person's account and/or assuming another individual's identity in order to damage that person's reputation or friendships.

o Hazing: ritualistic behavior that subjects persons to intentionally mean-spirited, physically or psychologically abusive, or humiliating tasks as a rite of passage or initiation.

### **Jurisdiction:**

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

This policy pertains to cyberbullying that is related to school activity or attendance that occurs at any time, including, but not limited to, while on school grounds, while going to or coming from school, during the lunch period whether on or off campus, during, or while going to or coming from, a school sponsored activity, that is directed specifically toward a pupil or school personnel. If the cyberbullying occurs outside of the scope of the District but the school has knowledge of its occurrence, the school will inform the parents/guardians of the students involved.

### **Bullying and Harassment:**

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

Bullying based on a person's or group's actual or perceived sex, gender, transgender or gender-identity non-conforming, socio-economic status, their race, color, religion, ancestry, national origin, ethnic group identification,

physical or mental disability, age, sexual orientation, marital or parental status, which constitutes discriminatory harassment, shall be dealt with in accordance with the Nondiscrimination/Harassment Policy (BP 5145.3) as well as with this policy.

### **Reporting:**

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

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

### **Investigation:**

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

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

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

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



### **Intervention/Discipline:**

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

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

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

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

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

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

### **Retaliation:**

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

**Annual Report to the Board:**

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