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 2014-2015

**Administrator**
Ardarius McDonald  ardariusmcdonald@berkeley.net
Dean of Students

**School Resource Officer**
Matthew McGee  MMcGee@ci.berkeley.ca.us

**Classified Staff**
Vacant

**Certificated Staff**
Vacant

**Students**
Grady Camps
Sevrin Weiss

**Parents**
Enid Camps  enidcamps@comcast.net
Rolf Bell  bellcohen94@yahoo.com
Toni Stein  tweil@igc.org
Melissa Kealy

**Community Member**
Marjorie Alvord  malvord@mindspring.com
Berkeley High School Safety Plan Signature Page
2014-2015

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.

___________________________________________________________________
Principal

___________________________________________________________________
Dean

___________________________________________________________________
Chair, School Site Council

___________________________________________________________________
Certificated Representative

___________________________________________________________________
Classified Representative

___________________________________________________________________
Parent Representative

___________________________________________________________________
Law Enforcement Representative

___________________________________________________________________
Student Representative

___________________________________________________________________
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 2015 - March 2016
GOAL #1

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

Strategy 1.1

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 BHS website which should be redesigned to include On Campus Intervention (OCI) information and forms.

  During school wide assemblies (September 16, 2014) the Dean of Students gave 6 presentations throughout the day in the Community Theater. In each presentation students were informed of how they could report incidents to the school. The Incident Reporting process is also outlined in the 2014-2015 school planner ($4).

  Between March 1, 2013 and March 1, 2014 the On Campus Intervention Office fielded, responded to, and documented 1,357 incidents.

  A link to the On Campus Intervention office has been added to the Berkeley High website (bhs.berkeleyschool.net). Click on “Resources” and then “On Campus Intervention.”

- Communicate the consequences for robbery and theft.

  Consequences for robbery and theft are found in the Student Planner (page 12) and again under “Discipline Guidelines” on the Berkeley High website (On Campus Intervention link).

- Add the following references to the Student Planner’s incident reporting section: online reporting option; tip line [1-866-SPEAK-UP].

  The anonymous tip line is not in the 2014-2015 Student Planner. It will go into the 2015-2016 planner.

- Publicize policy that BHS will investigate any report of retaliation or intimidation for reporting misconduct.

  This policy is publicized in both the Student Planner 2014-2015 (page 12 and 13) and the Berkeley High School website (Resources>On Campus Intervention>Discipline Guidelines. In addition, it is protocol that when an administrator investigates a student report of harassment or bullying both the victim and the accused are informed of the consequences for retaliation and advised of the potential for escalated consequences.

- OCI will issue a written report each semester to the School Safety Committee on the numbers and types of thefts recorded by OCI during the prior semester, and on the resolution of the theft incidents, if known.
OCI does have this information readily available.

Assessment: Assess visibility, use, and follow-up of incident reporting system. OCI semester report to Safety Committee.

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

Budget Implications: None

Time line for completion: February 2016

Strategy 1.2

Add phone blast to etree announcement for serious incidents at discretion of Principal and Dean of students.

The Principal and Dean of Students do confer as to when a serious incident needs to be communicated to the community via the phone blast. In school year 2014-2015, phone blasts and etree announcements were sent out regarding protest activities, police activities in the area, and one report of a weapon near campus. The etree have and will continue to serve as a primary method for communicating serious incidents. In school year 2014-15 there were phone blasts made for incidents involving local protests (Ferguson)

GOAL #2

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

The following update applies to all Goal 2 strategies.

The District, site administration, staff members, and parents have been collaborating on improving our response, both reactive and proactive, to issues of bullying and harassment. An interim Title IX Coordinator was appointed at the district level and all issues related to harassment are reported to her and she follows up with families. In December, the site clarified the sexual harassment policy with staff and students via a school wide email and set of FAQs that we reviewed at the same time on a single day. BHS staff was reminded that all reports of harassment must rise to the level of an administrator and administrators reviewed the protocols for following up with victims and families. Specifically, we provide a copy of the policy, assure families that no written or formal complaint must be provided for us to address the issue, reiterated our response to any retaliatory behavior, and offer the additional support of our Title IX Coordinator.

Strategy 2.1

Equip teachers with skills to reduce bullying, sexual harassment and cyber-bullying, and request District develop and institute programs to achieve this goal.

* 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.

* Request Berkeley Unified School District develop and institute: (a) an annual training program aimed at
reducing bullying and harassment which will be mandatory for all certificated, classified, and ancillary personnel who work with students, including all teachers, staff, and athletic coaches. (This program may expand upon, be similar to, and held in conjunction with, mandatory programs implemented to address sexual harassment, and shall include reporting protocols and consequences for inaction); (b) an effective policy for corrective intervention and discipline when it is found that a teacher, staff, or athletic coach or any certificated or classified personnel, participated in, or explicitly or implicitly encouraged any act of bullying or harassment.

* Coordination of resources: Intervention Coordinator will work with counselors to pool knowledge of available resources for bullied or harassed students, including external community resources. Assessment: Report on quality and quantity of presentations and communications to staff; Report to Committee on meeting with Director of Student Services to assess feasibility/progress on District program. Verify that the Teacher Handbook is updated. Poll staff at later presentations as to effectiveness of earlier presentations. OCI will present a semester report to Safety Committee. OCI will issue a written report each semester on the numbers and types of bullying incidents recorded by OCI during the prior semester, and on the resolution of the incidents, if known, and not confidential.

In early March, a group of 9th grade instructors responsible for delivering social living curriculum in their communities, the principal, and a health center representative retreated for a day to review curriculum and agree on learning outcomes expected for all BHS students. Their gathering serves as the start of a professional learning community that can support and inform additional teachings at other grade levels for school year 2015-2016.

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

Budget: Unknown

Time line for completion: February 2016

Email sent regarding Sexual Harassment FAQ’s. School wide email sent to students reminding them how to report sexual harassment. A letter was sent from the Superintendents office to all BHS families supplying information on resources to access for support with sexual harassment issues.

Strategy 2.2

Encourage and empower students to prevent bullying, sexual harassment, and cyber-bullying.

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

* Continue to involve students in the creation and communication of the anti-bullying message.

Assessment: Poll students at presentations to get input as to materials and resources useful in addressing bullying and harassment. ○

Staff responsible: Intervention Coordinator with assistance of subcommittee and Leadership Budget implications: Unknown

Completion: February 2016

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

*Send periodic 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 2016

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

Time line for completion: February 2016

This information has been included on the OCI link (bhs.berkeleyschool.net)

GOAL #3

Train Berkeley High Administration, staff and students in the Emergency/Disaster plan

Strategy 3.1

Review checklist and time line of annual disaster preparedness actions and trainings with principal.

*Review checklist and time lines and work with administration to get actions adopted as school protocol.

*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, Designated Safety Officer, Dean of Students, Professional Development planners

Budget implications: None

Time line for completion: Spring 2015

A request has been made to the district to have a disaster preparedness meeting by mid-April. This meeting would include representatives from the Office of Emergency Services, Berkeley Fire, Berkeley Police, P.G.&E, and other key stakeholders.

“A fire drill shall be held at the secondary level not less than twice every school year.” (California Education
Code 32001. Berkeley High school held its first drill on February 19 and the second one is scheduled for mid-April. The school attempts to hold these drill when they are the least disruptive to school wide activities.

**Strategy 3.2**

**Complete 2015-2016 ICS and team assignments and notifications by October 2015.**

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

Staff Responsible: Dean of Students

Budget Implications: None

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

The ICS chart is partially completed. The main teams and captains of those teams have been designated but staff needs yearly reminders as to who are on those teams.

**Strategy 3.3**

**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 of Students 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 2014 and annually thereafter at time set by administration pursuant to Strategy 3.1

See above (3.2)

**Strategy 3.4**

**Principal will distribute and send out current version of letter to BHS parents regarding planning for earthquakes.**

Assessment: Distribution of an etree notice and hard-copy letter to parents and guardians, timed to arrive before the school’s Great Shake-Out earthquake drill.

Persons responsible: Principal

Budget implications: Cost of paper

Time line for completion: Early September 2015
Strategy 3.5

District’s earthquake container volunteer group will work with the staff person(s) responsible for the school’s disaster supplies to familiarize that person with the available supplies, discuss what is missing, and help with guiding the move to the new supply location.

Assessment: Staff person in charge of inventory will report to Disaster Preparedness subcommittee and ICS Logistics Branch Chief regarding status of supplies

Staff Responsible: Assigned staff person(s), with assistance of District earthquake container volunteers and BHS disaster preparedness subcommittee

Budget Implications: None

Time line for completion: 2015

The Facilities manager will identify and communicate with the person(s) responsible for BUSD inventory by April of each school year to determine what supplies are needed. The Facilities will communicate the status of disaster supplies to the School Safety Committee by April of each school year. The School Safety Committee will communicate with the Principal at an end of year debrief with school leadership (Principal and administrators). This debriefing will be scheduled by mid-May of each school year.

Strategy 3.6

Determine contents of Lockdown video segment with principal and then complete video about what to do during earthquakes and emergencies. !

* Complete video and show at back-to-school assemblies to create student and staff familiarity with correct responses.

Assessment: Solicit teacher feedback after assembly, as to effectiveness

Persons responsible: CAS teachers and students working with disaster preparedness subcommittee and administration

Budget implications: Unknown

Time line for completion: Spring 2014 so video can be shown at back-to-school assemblies in the fall

Strategy 3.7

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: Spring or Summer 2014

(All gas lines except for one minor line already had automatic shut-off valves)

Strategy 3.8

Line up funding source and approvals for filming hazardous glass over exits and evacuation pinch points and once approval is obtained, schedule the installation.
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: Approvals and budgeting: immediately to fit into District budgeting cycle. Job itself may best be done in winter 2014 for lowest rates.

Strategy 3.9

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: September 2014 and every September thereafter

This was not accomplished for the 2014 school year. The last time it was done was the 2013 school year

Strategy 3.10

Develop and distribute instructions to read to students regarding protocols 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 at the time of the Great Shake-Out. Before the drill, instruct teachers to do the following during the drill: take emergency buckets with them when evacuating, stand next to buddy teacher at evacuation site, take roll, hold up clipboard when roll is completed using red, yellow and green signals, and give roll to runners; collect rolls and give to Student Release and Tracking Captain for assessment of system. Assessment: Solicit staff and student feedback regarding drill. 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 2014

Earthquake drill is scheduled for the second week of April (April is earthquake preparedness month). The school did have a fire drill on February 19. The entire school was cleared and classes in their evacuation positions 7 minutes from the time of the alarm. During the drill Safety Officers did spot checks of all the alarms to make sure they were lit and sounding off. It was observed that the J building alarms were not fully functional and this was reported to the vendor.

Strategy 3.11

Develop system and itemize supplies and forms needed for student release and tracking after a disaster.

*Develop system and forms and decide how often paper class rosters (on emergency clipboards) should be updated.
*Write up the plan for incorporation into the school’s Site/Disaster Plan.

Assessment: Incorporate the release and tracking system into the Site/Disaster Plan. Staff Responsible: Dean of Attendance with assistance of disaster preparedness subcommittee Budget Implications: None Time line for completion: Fall 2014

**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: March 15, 2015

A request has been made to have this table top exercise on April 16.

**Strategy 3.13**

**Upgrade campus media systems for “Shooter on Campus” contingencies so that all administrators (Principal, Deans, VPs) have immediate camera access on secure computers and mobile devices in order to direct police and all rescue personnel.**

Staff Responsible: Campus IT specialist with designated Safety Officer

Budget Implications: May require software upgrade or computer/mobile device upgrades for up to seven computers.

Time line for completion: Nov. 15, 2014

Not accomplished

**Strategy 3.14**

**Institute Automated External Defibrillator (AED) Policies and Procedures, including the Medical Emergency Response Plan necessary to implement the Procedures.**

Work with administration to annually inform the staff and coaches via email of the Medical Emergency Response Plan, the location of all AEDs, and the proper use of an AED. Add the Medical Emergency Response Plan to the Emergency Standard Operating Procedure flipchart that is posted by every classroom door, and update as needed. Update the school site evacuation maps with the locations of the AEDs, and replace all the maps in the campus buildings.

Inform the Berkeley Police Department (BPD) School Resource Officer of the location of AEDs on the BHS
campus, and on off-campus BHS athletic facilities. Institute a protocol which requires the BPD School Resource Officer to annually notify local Emergency Medical Services (EMS)--BPD, and Berkeley Fire Department (BFD) Office of Emergency Services--of the designated locations for all BHS AEDs.

Institute and maintain a verification system to ensure that all OCI staff and all coaches, paid and unpaid, have current CPR/AED/First Aid certification (expires every 2 years).

- California Education Code 49032, 35179.1 and CIF Bylaw 22.B.9 (1998 California High School Coaching Education and Training Program) require certification in CPR and first aid, including, but not limited to, a basic understanding of the signs and symptoms of concussions and the appropriate response to concussions.

Review/update AED Policies and Procedures as needed on a yearly basis.

Acquire, when feasible, additional HeartStart FRx AEDs (so that all the BHS AEDs are eventually of the same model), and other equipment and supplies including AED cabinets for installation at off-campus BHS athletic facilities.

Assessment: Annual Report by Dean of Students and Athletic Director to Safety Committee verifying that AED Policies and Procedures have been followed (e.g., AED monthly inspections, AED Response Team Job Responsibilities) and have been updated as necessary.

Persons responsible:

Dean of Students, Athletic Director, BPD School Resource Officer, and local medical consultants including the designated medical director. Budget implications: $2500 per year for five years to upgrade the 5 current refurbished donated AEDs to HeartStart FRx AEDs (so that all the BHS AEDs are eventually of the same model), and to replace expired supplies, e.g. batteries, pads. Thereafter: $700 per year. Approximate annual cost of $2500 to train paid and unpaid coaches (about 100 persons) in CPR/AED/First Aid certification, if determined that BHS or BUSD should pay for this (as BUSD does for OCI staff).

Time line for completion: By May 2014 to have all coaches current in CPR/AED/First Aid certification, followed by AEDs installed on BHS campus (Phase 1); Ongoing to acquire HeartStart FRx AEDs, and other equipment and supplies including AED cabinets if necessary for installation at off-campus BHS athletic facilities (Phase 2); Annual review of AED Policies and Procedures.

Accomplished. There are seven AED’s located throughout the campus. Locations and instructions for use was distributed to all campus employees via district email. Several Fire Science students (under the direction of Ms. Ana Bertero (AED Coordinator) inspects the AED’s on a monthly basis with assistance from School Safety Officer Steve Saunders. Of the 50 Spring season coaches 49 are CPR certified with the last one currently being scheduled. All Fall season coaches will be certified before they can begin. Every Safety Officer/Campus Monitor has current CPR/AED certification.

Strategy 3.15

Work with the District to ensure that the District’s Emergency Preparedness meetings and all other regular meetings related to District safety and disaster planning are scheduled to include the BHS Disaster management team.

Assessment: Confirmation of District meeting schedules that include BHS Disaster Management Team at a time that does not conflict with other mandatory BHS Administration meetings; Timely integration of District’s disaster planning recommendations for schools into the BHS disaster planning efforts.
Persons responsible: Disaster preparedness subcommittee, Dean of Students, Principal

Budget implications: None

Time line for completion: Spring 2015

Communication with District is in effect.

Strategy 3.16

Work with the District to ensure that the District’s non-confidential communications and recommendations about emergency preparedness and safety are provided immediately to both the BHS Disaster management team and to the Safety Committee’s disaster preparedness subcommittee.

Assessment: District acknowledgment of revised distribution list for its non-confidential communications and recommendations about emergency preparedness and safety; Timely integration of District’s disaster planning recommendations for schools into the BHS disaster planning efforts

Persons responsible: Disaster preparedness subcommittee, Dean of Students, Principal

Budget implications: None

Time line for completion: Spring 2015

Communication lines between District offices and BHS Safety Committee Disaster Preparedness Subcommittee are open and transparent.

GOAL # 4

Reduce drug use as reflected in California Healthy Kids Survey (CHKS) data.

Strategy 4.1 Enhance education and outreach programs regarding 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 enhance 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 additional 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 work and recommendations and the methods used. Persons responsible: Karen Hughes, OCI Staff

Budget: Unknown

Time line for completion: February 2015

Strategy 4.2

Increase substance abuse counseling services on campus.

*Support on-going campaign for a full time substance abuse counselor and substance abuse counseling interns
for BHS.

Assessment: OCI Report to Committee regarding campaign and how to support it.

Persons responsible: OCI Staff
Budget: None
Time line for completion: February 2015

Accomplished. Mr. David Khalili (davidkhalili@berkeley.net) is the full time substance abuse counselor. All substance abuse incidents are referred to him as part of the discipline/intervention response.

**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**

Develop written protocol for information sharing systems among law enforcement, courts and student services.

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.

*Consult with other school districts to find best practices for developing information sharing protocols.

Assessment: Generation of written protocol for information sharing systems
Persons Responsible: Safety Committee members, BHS staff working with District personnel, including Student Services.

Budget Implications: None
Time line for completion: Ongoing. Subcommittee will work with Student Services.

**Strategy 5.2**

Review of existing protocols for handing criminal offenses on campus

*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 2015 to find out about implementation of these protocols
**Strategy 5.3**

Facilitate closed meetings between Student Services and criminal justice agencies to discuss crime prevention and supervising and counseling at-risk students.

*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: Ongoing

**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: Ongoing

**GOAL # 6**

Foster a safer environment for Berkeley High students by addressing issues of pedestrian safety, traffic control, and bicycle and bus transportation issues, around school as well as unlawful activity at the MLK Memorial Civic Center Park across from school

Significant progress made on all the strategies.

A. The Safety Committee actively pursued all Goal 6 strategies aimed at getting students to school safely and on time. The Committee accomplished nearly all goals as described (in red) below. The 2015-2016 goals and strategies (in black type) therefore have been updated and are intended to build upon the work done, and ensure the successful implementation of the goals and strategies.

Note: Implementing Goal 6 enables students to get to school independently and reliably and thus also significantly supports BHS programs to reduce tardiness and truancy.

1. **Strategy 6.1-6.2**: Consistent with its strategies aimed at getting students to school safely and on time, the Safety Committee developed a three-prong approach to help control vehicle and commercial traffic around BHS: (1) reduce traffic by increasing mass transit options for students; AC Transit bus lines to be synced with BHS morning school bell; (2) increase bicycle safety by reengineering Milvia bike lane; (3) better traffic engineering to: (a) increase the number of 8 to 9 am Drop-Off zones for students arriving by car and add one 10-minute green-zone near school’s main entrance; (b) install additional and high visibility crosswalks, school zone signage, and pedestrian-friendly traffic light signals; (c) remove/limit traffic and visibility obstructions (e.g., garbage trucks) that block visibility of bicycle traffic.
2. **Strategy 6.3**: The Safety Committee has not yet found grants to apply for directly. However, the Safety Committee’s student members are planning to be a part of a California Walks grant on student voices for transportation issues, to be worked on this year.

3. **Strategy 6.4**: The Safety Committee did outreach to students and have three student representatives, 2 from BHS Leadership. Our students through Leadership have conducted an important student transportation survey to be presented to AC Transit. (See below.)

4. **Strategy 6.5**: The Safety Committee prepared a transportation information document which was conveyed to the administration and ultimately sent to BHS families via etree.

5. **Strategies 6-1-6.5**: Safety Committee worked extensively on implementing goals in part as follows:
   (a) Safety Committee members supported efforts to obtain the new bike racks which were installed at BHS.
   (b) Outreach/consultation with: California Walks, Berkeley Downtown Association, YMCA, UC Berkeley Transportation Planning: all supportive of traffic/pedestrian Safety Goal. (Sept-Nov 2014);
   (c) Presentation to Berkeley Transportation Dept.: Department agreed to new green drop off zone near main (Allston/Milvia) entrance; new paint for existing cross-walks; support for new AC Transit schedule; reengineering Milvia bike lane; reclassification of residential permit parking zones to morning drop off zones on school side of MLK. (Sept. 25, 2014);
   (d) Presentation to Berkeley Transportation Commission: Presentation of three-prong approach issues re: traffic and pedestrian safety at BHS. (Nov. 2014);
   (e) Presentation to Berkeley Transportation Pedestrian Subcommittee: Goals discussed. (Dec. 2014);
   (f) Presentation to Berkeley Transportation Commission: Powerpoint presentation by students and Committee for Commission support for strategies in three-prong approach. Some positive response. Referral out to joint subcommittee (meeting pending) (Feb. 2015);
   (g) Contacted Assembly Member Thurmond’s office about setting up meeting with AC Transit: Assembly member office contacted AC Transit re: issue, and agreed to help set up meeting re: changes in AC Transit bus schedule that will enable students to get to school independently and reliably. (Jan-Feb. 2015)
   (h) Student Leadership Survey of Transportation Options written by student members: (Feb-March 2015): Interim results (198 responses).
   i. **Most students get to school by car (43%)**;
   ii. **Only 39% of students take the bus**
      --- 20% of bus takers report they are frequently late
      ---42% are sometimes late
   iii. The major reasons students do not take the bus are as follows:
       · 43%: Because of the bus schedule they would have to leave too early in the morning to take the bus
       · 18%: There is a bus they can take, but it is not reliable
       · 10%: There is a convenient bus to take, but the bus is too crowded
       · 5% There is no bus stop for a bus to school within a ten-minute walk of house
iv. Significantly, 65% of students would take the bus if there were a reliable bus that could get them to school between 8 and 8:15 a.m.

B. Strategy 6.6: The Committee has not received information related to the goal related to safety in Civic Center Park. This goal is ongoing

**Strategy 6.1 Implement proposals to help control vehicle and commercial traffic around BHS and for safe and reliable public transportation to and from Berkeley High, as well as infrastructure improvements such as school zone signage, more student drop off zones, well-marked cross-walks near school entrances, pedestrian traffic signals, and stop signs.**

*Work with local, county, and state agencies and legislators, and others as appropriate, to implement the items in the school’s three-prong approach to traffic and pedestrian issues: (1) reducing traffic by increasing mass transit options for students: AC Transit bus lines to be synced with BHS morning school bell (which also will help reduce tardiness and truancy); (2) increasing bicycle safety by reengineering Milvia bike lane which is also the school’s major drop off zone for students arriving by car; (3) better traffic engineering to: (a) increase the number of 8 to 9 am Drop-Off zones for students arriving by car, so they do not exit cars unsafely; (b) permit mid-block crosswalks similar to the one in front of Berkeley City College to allow students to get to school safely and efficiently, particularly on Allston between school’s mid-block entrance and park; (c) install high visibility cross walks; (d) install signage that BHS is a school zone; (e) install a short term, ten minute parking green zone near school’s main Allston/Milvia entrance; (f) upgrade light signals at Shattuck and Allston, and Allston and Milvia intersections to include a pedestrian only walk feature so that students can cross the street more safely; and (g) remove traffic and visibility obstructions: relocate AC transit bus zones for resting buses on Allston that block visibility of bicycle traffic; ask City to limit garbage pick up on streets adjacent to school from 8-8:30 a.m.

*Obtain letters as necessary in support of safety changes from principal.

* Obtain support from administrators and others involved in reducing tardiness and truancy because better transportation options for students helps students to get to school independently, reliably, and on time.

Assessment: Completion of projects by AC Transit, Berkeley Traffic Control and Transportation planning, and/or other government agencies and parties that can help address this issue.

Persons Responsible: Principal’s Designee (Dean of Students), Safety Committee

Budget Implications: None

Time line for completion: August 2015

**Strategy 6.2 Apply for relevant grants from local, state, or federal sources including those potentially available from California Active Transportation Program, to help secure resources to achieve this goal.**

Assessment: Report to Safety Committee

Persons Responsible for approving Grant application: Principal’s Designee (Dean of Students)

 Persons Responsible for writing Grant: Transportation and Traffic Sub-Committee

Budget Implications: None

Time line for completion: Grant deadlines as applicable

21
Strategy 6.3 Encourage student participation in describing scope of traffic and transportation problems to and from school, in helping with presentations to applicable agencies, and in formulating solutions to problems.

Assessment: Update on student participation
Persons Responsible: Safety Committee
Budget Implications: None
Time line for completion: Ongoing

Strategy 6.4 Publish/update information approved by BHS administration on safe transportation options and convey to the BHS community through website, summer mailing, and BHS etree to assist students and parents in planning safe transportation to and from school.

Assessment: Report to Safety Committee
Persons Responsible: Principal’s Designee (Dean of Students); Safety Committee
Budget Implications: None
Time line for completion: June 2015 for draft of material to be posted.

Strategy 6.5 Create and staff a "Harold Way Project" impact and mitigation Assessment Response Team to represent school interests.

*Encourage school to ensure school’s interests are represented in the meetings, discussions, and reports addressing environmental impacts of the proposed Harold Way Project on the school, including impacts on traffic, lighting, and air quality near school and that school actively seeks mitigation of any impacts on it.
*School and Safety Committee members to participate in city and state committees and in environmental review process, and any other relevant meetings and processes.
*School to assign appropriate officials to Assessment Response Team.

Assessment: Safety Committee and Project team response report and participation of school before city and state committees and in environmental review process.

Persons Responsible: Principal; Principal’s Designee (Dean of Students); Safety Committee; Facilities Operation Manager
Budget Implications: None
Time line for completion: Ongoing

Strategy 6.6 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: February 2016

GOAL #7 FOSTER HEALTHY, NON-TOXIC LEARNING ENVIRONMENT AT BHS CONSISTENT WITH CALIFORNIA LAW
Strategy 7.1 Ensure that Berkeley High School facility is maintained in “Good repair” as defined in Education Code Section 17002(d) (1) and as determined pursuant to the school facility inspection and evaluation instrument (aka the FIT) developed by the Office of Public School Construction (DGS OPSC) http://www.documents.dgs.ca.gov/opsc/Forms/Worksheets/FIT_wrksht_rev.xls

A. Obtain from the District the past BHS school facility assessment documents including the formal FIT Form underlying the rating summary published in the facility section of the BHS School Accountability Report Card (SARC) Facility Inspection Report http://www.berkeleyschools.net/wp-content/uploads/2013/01/2012_SARC_BHS.pdf

B. Obtain from the District if there is any time line for completing an updated SARC facility report;

C. Review the specific ratings that were made of the 15 facility system categories in the BHS FIT with the BHS facilities director and safety committee.

D. Conduct an updated BHS (walkthrough) to identify changes to rating.

E. Suggested recommendations will be compiled after walkthrough to identify any feasible actions to improve the BHS rating from “good” to “exemplary” to facilities directors and safety committee.

F. Written report summarizing findings will be made and submitted to SSC and BUSD Facilities department.

In the absence of the BHS Facilities Manager we were directed to contact the BUSD Facilities department to obtain all related FIT documents. None of the related FIT documents have been located except for the summary results that are published in the BHS School Accountability Report Card (SARC) Facility Inspection Report http://www.berkeleyschools.net/wp-content/uploads/2013/01/2012_SARC_BHS.pdf

No known needed repairs or actions taken or planned have been identified from the 2010 evaluation. A new BHS Facilities Manager is now in place and initial discussions of the requested FIT documents has been made. An ongoing search for the 2010 FIT documents continues.

Strategy 7.2 Identify feasible “Best Practices” to reduce adverse exposures to mold, hazardous materials, radon, and EMF radiation exposures and any other toxic substance or hazardous materials on BHS campus including but not limited to janitorial cleaning products, pest control, HVAC, lighting, electronic device operations, wiring and wastes.

Work with BHS Safety, Facility and Custodial staff to:

1. Assess, evaluate and report on the toxic substances and hazardous materials on the BHS campus including science and art, custodial, maintenance, operations and food service rooms. Collect qualitative and quantitative measures of BHS Indoor Environmental Quality (IEQ) through walk through
evaluations.
Met with new BHS Facility Manager who provided copy of the 2010 Hazardous Materials Business Plan from ENV Inc. An updated Plan is being created by ENV Inc. A date for walkthrough was requested for Spring 2015.

2. Meet with local experts to discuss available and viable “Best Practices” including resource criteria from:
      [http://www.epa.gov/iaq/schools/actionkit.html](http://www.epa.gov/iaq/schools/actionkit.html)
   b. Collaborative of High Performance Schools (CHPS)
      [http://www.chps.net/dev/Drupal/node/212](http://www.chps.net/dev/Drupal/node/212)
   c. Green Schools Initiative (GSI) [http://greenschools.net/section.php?id=11](http://greenschools.net/section.php?id=11)
   d. Department of Toxic Substance and Control (DTSC)
   e. Other

Met face to face and discussed hazardous materials and toxic substances best practices with Executive director Deborah Moore from GSI on topics of green cleaners, waste management and recycling in November 2014 and with the DTSC Laboratory in December 2014 [https://www.dtsc.ca.gov/ECL/upload/2014_Seminar-Sched-p.pdf](https://www.dtsc.ca.gov/ECL/upload/2014_Seminar-Sched-p.pdf)

3. Prepare and distribute educational safety and precautionary information, signage and resources on hazardous and toxic substances and materials on the BHS campus including on the storage, use locations, and exposure scenarios based on best available “Best Practices” to minimize possible exposure of students, teachers, staff, and on-site workers

4. Develop recommendations for feasible alternative replacements for high priority hazardous materials that pose health and safety risks.

Persons Responsible: Antoinette Stein working with applicable school stakeholders.
Budget implications: Unknown
Time line for completion: February 2016

GOAL # 8

*Strategy 8.1

Work to educate District that OCI is an essential component of the BHS campus and should be fully integrated into the general budget of the school instead of relying on BSEP allocations

*Strategy 8.2

- Recommend that OCI’s clerical support be restored or that a counseling professional with strong clerical skills be added to the OCI staff in accordance with: (a) the documented need for such services; and (b) the recognition that the addition of intervention professionals will increase school safety while decreasing learning disruptions that can occur in the classroom setting; (c) the recognition that the BHS community is benefitted as a whole when students with addiction and behavioral problems are adequately responded to and assisted on campus; (d) Education Code goals, including those in Section 32228, that public schools “establish programs and strategies that promote school safety and emphasize violence prevention . . . ” and that “school sites. . .reduce incidents of violence at the school site with
an emphasis on prevention and early detection.”

Persons responsible: OCI Staff, Safety Committee Budget: None

Time line for completion: February 2015

Clerical Assistant (part time) was added through allocation of one-time funds for the second semester of the 2014-2015 school year. The goal is to have this clerical position funded as a full time position (this is a position that existed until 3 years ago).

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

Access this document under at the School Safety Committee link: 
bhs.berkeley.net (click on “About>Committees”)

See separate binder with this title
SECTION D

EMERGENCY CONTACTS
# Berkeley High School Emergency Phone Directory

<table>
<thead>
<tr>
<th>School Name</th>
<th>Berkeley High School</th>
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<tbody>
<tr>
<td><strong>School Address</strong></td>
<td>1980 Allston Way</td>
</tr>
<tr>
<td></td>
<td>Berkeley, California 94704</td>
</tr>
<tr>
<td><strong>School Phone</strong></td>
<td>510-644-6120/ 644-6121</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Location Code</th>
<th>510-644-4803</th>
</tr>
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<tbody>
<tr>
<td><strong>Principal</strong></td>
<td>Kristin Glenchur</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Erin Schweng</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Jorge Melgoza</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Daniel Nube</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Ashley Milton</td>
</tr>
<tr>
<td>Dean of Students</td>
<td>Ardarius McDonald</td>
</tr>
<tr>
<td>Dean of Attendance</td>
<td>Janelle Bugarini</td>
</tr>
<tr>
<td>Special Ed. Supervisor</td>
<td>Diane Colborn</td>
</tr>
<tr>
<td>Manager BHS School Facilities</td>
<td>David Kirwin</td>
</tr>
<tr>
<td>School Nurse</td>
<td>Ashley Moore</td>
</tr>
<tr>
<td>School Health Center</td>
<td>Lisa Sterner</td>
</tr>
</tbody>
</table>

## District

<table>
<thead>
<tr>
<th>Location Code</th>
<th>510-644-8764</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Superintendent</strong></td>
<td>Dr. Donald Evans</td>
</tr>
<tr>
<td>Asst. Superintendent</td>
<td>Pasquale Scuderi</td>
</tr>
<tr>
<td>Assistant Superintendent of Human Resources</td>
<td>Delia Ruiz</td>
</tr>
<tr>
<td>Director of Facilities</td>
<td>Lew Jones</td>
</tr>
<tr>
<td>Director of Student Services</td>
<td>Susan Craig</td>
</tr>
<tr>
<td>Child Welfare &amp; Attendance</td>
<td>Susan Craig</td>
</tr>
<tr>
<td>Risk Manager</td>
<td>Pamela Goo</td>
</tr>
<tr>
<td>Public Information Officer</td>
<td>Mark Coplan</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Location Code</th>
<th>510-644-6049</th>
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</thead>
<tbody>
<tr>
<td><strong>Risk Manager</strong></td>
<td>Pamela Goo</td>
</tr>
<tr>
<td><strong>Public Information Officer</strong></td>
<td>Mark Coplan</td>
</tr>
</tbody>
</table>

29
<table>
<thead>
<tr>
<th>Manager of Transportation</th>
<th>Bernadette Cormier</th>
<th>510-644-6182</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSD Office of Communications (SEMS)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-District</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Berkeley Police Department</td>
<td></td>
<td>911 or 981-5394</td>
</tr>
<tr>
<td>Fire And Medical Emergencies</td>
<td></td>
<td>911 or 981-5934</td>
</tr>
<tr>
<td>City of Berkeley Office of Emergency Services</td>
<td></td>
<td>510-981-3473</td>
</tr>
<tr>
<td>Alameda County Emergency Services Operations Center</td>
<td></td>
<td>925-803-7888</td>
</tr>
<tr>
<td>Office of Environmental Health and Safety</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Air Quality Management District</td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Red Cross</td>
<td></td>
<td>510-595-4400</td>
</tr>
<tr>
<td>Alameda County Sheriff’s Office of Emergency Services</td>
<td></td>
<td>925-803-7800</td>
</tr>
<tr>
<td>California Highway Patrol</td>
<td></td>
<td></td>
</tr>
<tr>
<td>County Department of Health Services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gas Company (PG&amp;E)</td>
<td>Alta Bates Summit, 2450 Ashby, Berkeley</td>
<td>510-204-2500</td>
</tr>
<tr>
<td>Local Hospital Emergency Rooms</td>
<td>Children’s Hospital, 747 52nd St., Oakland</td>
<td>510-428-3240</td>
</tr>
<tr>
<td>Highland Hospital, 1411 E. 31st St., Oakland</td>
<td>510-437-4559</td>
<td></td>
</tr>
<tr>
<td>Kaiser Oakland</td>
<td>510-752-7600</td>
<td></td>
</tr>
<tr>
<td>Sewer Authority</td>
<td>City of Berkeley Sewer Services</td>
<td></td>
</tr>
<tr>
<td>Water Company (EBMUD)</td>
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</tr>
</tbody>
</table>
SECTION E

List of Administration,
Discipline, and Crisis Teams
Multi Discipline and Safety Teams

**Administrative Team**
Kristin Glenchur, Principal  
Ashley Milton, Vice Principal  
Jorge Melgoza, Vice Principal  
Erin Schweng, Vice Principal  
Daniel Nube, Vice Principal  
Ardarius McDonald, Dean of Students  
Diane Colborn, Special Ed. Admin.  
Jana Jandra, Principal’s Assistant  
Janelle Bugarini, Dean of Attendance  
David Kirwin, Facility Manager

**Discipline Team**
Ardarius McDonald, Dean of Students  
Jasdeep Malhi, Intervention Coordinator  
David Luu, OCI Director  
Officer Matthew McGee, BPD School Resource Officer

**Crisis Team**
Lisa Sterner, Heath Center Director  
School Psychologists  
Administrative Team  
Safety Officers  
Office Matthew McGee, 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:
Kristin Glenchur, Principal
Administrative Team
School Psychologists
Health Center Director
Safety Officers
Matthew McGee, 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:

<table>
<thead>
<tr>
<th>School</th>
<th>Contact Person</th>
<th>Phone #'s</th>
<th>Nature of how students Affected</th>
</tr>
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<tbody>
<tr>
<td></td>
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</table>

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

<table>
<thead>
<tr>
<th>Staff position</th>
<th>Name</th>
<th>Contact Info.</th>
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<tbody>
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Delegated Responsibilities (if applicable)

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Contact Info.</th>
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</thead>
<tbody>
<tr>
<td>Media Liaison</td>
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<tr>
<td>Family/ Parent/ Community Liaison</td>
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<td></td>
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<tr>
<td>In charge of Memorial Information Area</td>
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<tr>
<td>Referrals for students</td>
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<tr>
<td>Liaison to other schools with affected students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing/ adapting letter to students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing/ adapting letter to staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing/ adapting parent letter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Translations of letter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liaison to outside Mental Health Practitioners</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Debriefing of Staff</td>
<td></td>
<td></td>
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<tr>
<td>---------------------</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Debriefing of Crisis Team</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>School</td>
<td>English Teacher Paired with</td>
</tr>
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</table>
### Interventions

<table>
<thead>
<tr>
<th>Intervention</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter read in first period class/ homeroom</td>
<td></td>
</tr>
<tr>
<td>Classroom intervention? (What? How extensive?)</td>
<td></td>
</tr>
</tbody>
</table>

### Memorial area

<table>
<thead>
<tr>
<th>What is being created</th>
<th>Details/ Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Memory book to give to family</td>
<td></td>
</tr>
<tr>
<td>Photos</td>
<td></td>
</tr>
<tr>
<td>Central Information site</td>
<td></td>
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<tr>
<td>Poster paper</td>
<td></td>
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<tr>
<td>Flowers, etc.</td>
<td></td>
</tr>
<tr>
<td>Will there be a parent meeting? (When? Where?</td>
<td></td>
</tr>
<tr>
<td>Who will lead it? Who else will be involved? –</td>
<td></td>
</tr>
<tr>
<td>e.g. School-based mental health staff discussing</td>
<td></td>
</tr>
<tr>
<td>response to death)</td>
<td></td>
</tr>
<tr>
<td>Will there be a school memorial (details)?</td>
<td></td>
</tr>
</tbody>
</table>

### Updates posted in information area

<table>
<thead>
<tr>
<th>Date/ Time Of update</th>
<th>Information to be posted/ source:</th>
<th>Posted?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

43
### Student Referrals

<table>
<thead>
<tr>
<th>Referral Source</th>
<th>Contact Info.</th>
<th>Name/ grade of student?</th>
<th>Follow-up/ Check in (Date?)</th>
<th>Referred To?</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

### Follow-up

<table>
<thead>
<tr>
<th>Activity</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Debriefing of Staff? (Where? Who is leading?)</td>
<td></td>
</tr>
<tr>
<td>Debriefing of crisis team? (Where? Who is leading?)</td>
<td></td>
</tr>
<tr>
<td>Follow-up meeting with school team (should be around a week later) to think about ways school’s crisis response can be improved.</td>
<td></td>
</tr>
<tr>
<td>Removal of student personal items to save for family (who?)</td>
<td></td>
</tr>
<tr>
<td>Students activity (grades, attendance, etc.) stopped from being sent to student’s home</td>
<td></td>
</tr>
</tbody>
</table>

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

This entire section on Child Abuse was been 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:

<table>
<thead>
<tr>
<th>Knives</th>
<th>skateboards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blades</td>
<td>baseball bats</td>
</tr>
<tr>
<td>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</td>
<td>brass knuckles</td>
</tr>
<tr>
<td>Sticks</td>
<td>chains</td>
</tr>
<tr>
<td>Mace</td>
<td>pipes</td>
</tr>
<tr>
<td>Weights</td>
<td>Any other instrument that can be, or is used as a weapon is prohibited on campus.</td>
</tr>
</tbody>
</table>

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
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.
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
  vomiting              saliva                  vomit
  menstrual flow        wound drainage          semen
  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 an 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

<table>
<thead>
<tr>
<th>Rating</th>
<th>Structural</th>
<th>Non-structural</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E</td>
<td></td>
<td></td>
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<tr>
<td>F</td>
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<tr>
<td>G</td>
<td></td>
<td></td>
</tr>
<tr>
<td>H</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIGH PRIORITY</td>
<td>1</td>
<td>Building has collapsed, partially collapsed, or moved off its foundation</td>
</tr>
<tr>
<td>--------------</td>
<td>---</td>
<td>---------------------------------------------------------------------</td>
</tr>
<tr>
<td>H1</td>
<td>2</td>
<td>Building or any story is leaning significantly</td>
</tr>
<tr>
<td>H2</td>
<td>3</td>
<td>Obvious severe damage to primary structure members, severe leaning of walls or other signs of severe distress present.</td>
</tr>
<tr>
<td>MODERATE PRIORITY</td>
<td>4</td>
<td>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.</td>
</tr>
<tr>
<td>M1</td>
<td>5</td>
<td>Obvious parapet, chimney, or other falling hazard present.</td>
</tr>
<tr>
<td>M2</td>
<td>6</td>
<td>Other hazard present (toxic spill, chemical spill, asbestos contamination, broken gas line, fallen power lines)</td>
</tr>
<tr>
<td>LOW PRIORITY</td>
<td>7</td>
<td>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.</td>
</tr>
<tr>
<td>L</td>
<td>8</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>Sites showing no or very minor damage</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>--------------------------------------</td>
<td></td>
</tr>
<tr>
<td>R</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NR</td>
<td>Sites where no report has been made</td>
<td></td>
</tr>
</tbody>
</table>
# COMPLETE DAMAGE ASSESSMENT FORM

<table>
<thead>
<tr>
<th>Building Description</th>
<th>Overall Rating (check one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name ______________________</td>
<td></td>
</tr>
<tr>
<td>Address ______________________</td>
<td></td>
</tr>
<tr>
<td>______________________</td>
<td></td>
</tr>
<tr>
<td>______________________</td>
<td></td>
</tr>
<tr>
<td># of stories __________</td>
<td></td>
</tr>
<tr>
<td>Basement: Yes____No____Unknown____</td>
<td></td>
</tr>
</tbody>
</table>

Inspector_____________________________________
Department___________________________________

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) __________________________________________________________

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

<table>
<thead>
<tr>
<th>Condition</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Collapse, partial collapse, or building off foundation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Building or story noticeably leaning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Severe racking of walls, obvious severe damage and distress.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Severe ground or slope movement present.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Chimney, parapet, or other falling hazard.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Other hazard.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Recommendations

_____ No further action needed.

_____ Detailed evaluation required

_____ Structural

_____ Geotechnical

_____ Other

Barricades needed in these areas:

______________________________________________________________

______________________________________________________________

Other (specify) ______________________________________________

Comments

______________________________________________________________

______________________________________________________________

______________________________________________________________
## Building Equipment Damage Assessment

<table>
<thead>
<tr>
<th>Equipment</th>
<th>OK</th>
<th>Operable</th>
<th>Inoperable</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main boilers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chillers (for HVAC)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emergency generators</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fuel tanks</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Battery racks</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fire pumps</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>On-site water storage</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication equipment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Main transformers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elevators</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Other Fixed Equipment

<table>
<thead>
<tr>
<th>Equipment</th>
<th>OK</th>
<th>Operable</th>
<th>Inoperable</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gas main</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Toxic chemical storage:

<table>
<thead>
<tr>
<th>Equipment</th>
<th>OK</th>
<th>Operable</th>
<th>Inoperable</th>
<th>Comments</th>
</tr>
</thead>
</table>

## Other

<table>
<thead>
<tr>
<th>Equipment</th>
<th>OK</th>
<th>Operable</th>
<th>Inoperable</th>
<th>Comments</th>
</tr>
</thead>
</table>

## Comments:

- 
- 
- 

## Geotechnical Hazards

<table>
<thead>
<tr>
<th>Hazard</th>
<th>OK</th>
<th>No</th>
<th>Unknown</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td>Slope failure, debris</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ground movement, fissures</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Non Structural Hazards

<table>
<thead>
<tr>
<th>Item</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parapets, ornamentation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cladding, glazing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ceilings, light fixtures</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interior walls, partitions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elevators</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stairs, exits</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electric, gas, other utilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| | | | |</p>
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
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### Preliminary Evaluation Criteria

<table>
<thead>
<tr>
<th>Condition</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Building has collapsed, partially collapsed, or moved off its foundation</td>
<td>DO NOT OCCUPY. Tag DANGEROUS. Prevent Access</td>
</tr>
<tr>
<td>- Building or any story is leaning significantly</td>
<td>DO NOT OCCUPY. Tag DANGEROUS. Prevent Access</td>
</tr>
<tr>
<td>- Obvious severe damage to primary structure members, severe leaning of walls or other signs of severe distress present.</td>
<td>DO NOT OCCUPY. Tag DANGEROUS. Prevent Access</td>
</tr>
<tr>
<td>- 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.</td>
<td>DO NOT OCCUPY. Tag DANGEROUS. Prevent Access</td>
</tr>
<tr>
<td>- Obvious parapet, chimney, or other falling hazard present.</td>
<td>Barricade to prevent access to the area. Rescuers may enter</td>
</tr>
<tr>
<td>- Other hazard present (toxic spill, chemical spill, asbestos contamination, broken gas line, fallen power lines)</td>
<td>Barricade to prevent access to the area. Once made as safe as possible, and with proper safety equipment, rescuers may enter</td>
</tr>
<tr>
<td>- 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.</td>
<td>Barricade to prevent access to area. Rescuers may enter with proper safety equipment.</td>
</tr>
<tr>
<td>- 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.</td>
<td>Barricade to prevent access to area. Rescuers may enter</td>
</tr>
</tbody>
</table>

**SEND COPY OF THIS FORM TO COMMAND POST**
BUILDING DETAILED EVALUATION FORM

Building Name and Address

________________________________________

________________________________________

________________________________________

________________________________________
Section L
Appendices
Appendix A

Student Discipline Data 2008-2014
State Schools Chief Tom Torlakson Releases First Detailed Data on Student Suspension and Expulsion Rates

Because the 2011-12 data is the first year of suspension and expulsion information extracted from CALPADS, it will serve as a baseline for this data collection. Also, the data and its interpretation will improve over time as districts become more familiar with entering information into CALPADS. The 2011-12 CALPADS data cannot be compared to prior year Uniform Management Information and Reporting System (UMIRS) reports. Caution must be used when interpreting the number of students suspended and expelled, and the number and types of incidents and offenses. This is because some students may have been both suspended or expelled multiple times, and some incidents may be comprised of several different offenses. CALPADS sorts this out by tracking individual students to produce unduplicated numbers to generate more accurate rates, compared to the former UMIRS system.

The 2011-12 suspension and expulsion, as well as truancy reports are available on the California Department of Education's DataQuest. The reports may be viewed by the state, county, district, and school level. Reports on the most serious federal offense are available as part of the persistently dangerous school reporting requirement under the federal Elementary and Secondary Education Act. Reports are also available specifically on California Education Code Section 48900(k) related to defiance, which comprise the majority of student offenses. Downloadable data sheets will be available in about two weeks.

(Excerpted from California Department of Education News Release)
## Suspension and Expulsion Report For 2013-14

**Total Offenses Committed**  
Berkeley High (01611430131177)

### Glossary

**General Description of this Report**  
This report provides a total count of California Education Code section violations committed by students and reported to CALPADS for all incidents\(^1\) during the academic year, not just the most severe offense (see Glossary) each student committed within a given incident. This report also includes a student-level disciplinary outcome (suspension or expulsion\(^2\)) associated with the incidents in which these offenses occurred.

\(^1\)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.

### List of district and independently reporting charters that did not certify their 2013-14 CALPADS End-of-Year 3 - Discipline submission.

---

### Berkeley High Report

<table>
<thead>
<tr>
<th>EdCodeSection</th>
<th>Offense Description</th>
<th>Total Number of Offenses Involved in Expulsions</th>
<th>Total Number of Offenses Involved in Suspensions</th>
<th>Total Number of Offenses Involved in Other Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>48900(a)(1)</td>
<td>Caused, Attempted, or Threatened Physical Injury</td>
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<td>49</td>
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<tr>
<td>48900(a)(2)</td>
<td>Used Force or Violence</td>
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<td>13</td>
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<tr>
<td>48900(b)</td>
<td>Possession, Sale, Furnishing a Firearm or Knife</td>
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<td>1</td>
<td>0</td>
</tr>
<tr>
<td>48900(c)</td>
<td>Possession, Use, Sale, or Furnishing a Controlled Substance, Alcohol, Intoxicant</td>
<td>1</td>
<td>47</td>
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<td>48900(f)</td>
<td>Property Damage</td>
<td>0</td>
<td>2</td>
<td>0</td>
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<tr>
<td>48900(g)</td>
<td>Property Theft</td>
<td>0</td>
<td>9</td>
<td>0</td>
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<tr>
<td>48900(j)</td>
<td>Obscene Acts, Profanity, and Vulgarity</td>
<td>0</td>
<td>10</td>
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<tr>
<td>48900(k)</td>
<td>Disruption, Defiance</td>
<td>1</td>
<td>87</td>
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<tr>
<td>48900(l)</td>
<td>Received Stolen Property</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>48900(o)</td>
<td>Harassment, Intimidation of a Witness</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>48900(r)</td>
<td>Bullying</td>
<td>0</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>48900(t)</td>
<td>Aided or Abetted Physical Injury</td>
<td>0</td>
<td>1</td>
<td>0</td>
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<tr>
<td>Code</td>
<td>Description</td>
<td>Expulsions</td>
<td>Suspensions</td>
<td>Other Actions</td>
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<td>------------</td>
<td>-----------------------------------------------------</td>
<td>------------</td>
<td>-------------</td>
<td>--------------</td>
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<td>48900.4</td>
<td>Harassment or Intimidation</td>
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<td>0</td>
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<tr>
<td>48915(a)(1)</td>
<td>Caused Physical Injury</td>
<td>0</td>
<td>2</td>
<td>0</td>
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<tr>
<td>48915(a)(2)</td>
<td>Possession of a Knife or Dangerous Object</td>
<td>1</td>
<td>4</td>
<td>0</td>
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<tr>
<td>48915(a)(3)</td>
<td>Possession of Controlled Substance</td>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>48915(a)(4)</td>
<td>Robbery or Extortion</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>48915(a)(5)</td>
<td>Committed Assault or Battery on a School Employee</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>48915(c)(2)</td>
<td>Brandishing a Knife</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>48915(c)(3)</td>
<td>Sale of Controlled Substance</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

**Report Total**

<table>
<thead>
<tr>
<th>Level</th>
<th>Code</th>
<th>Total Number of Offenses Involved in Expulsions</th>
<th>Total Number of Offenses Involved in Suspensions</th>
<th>Total Number of Offenses Involved in Other Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Berkeley High</td>
<td>0131177</td>
<td>8</td>
<td>251</td>
<td>0</td>
</tr>
</tbody>
</table>

**Download Data**

Download a tab-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 program for analysis.

**Viewing this Report**

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For this report, all student offenses are aggregated by the incident-level outcome for each student involved in the incident. If a student committed three offenses in an incident for which they were suspended, a suspension is counted for each offense listed in the report even though the student was suspended only once for the incident. As a result, the total number of disciplinary outcomes in this report exceeds the actual number disciplinary outcomes during the academic year. For the actual numbers of suspensions and expulsions associated with an incident, please consult the Suspension and Expulsion reports.

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The "Total Number of Offenses Involved in Suspensions" column provides the total number of offenses committed by students involved in incidents for which they were suspended.

The "Total Number of Offenses Involved in Other Actions" column provides the total number of offenses committed by students involved in incidents for which they were not removed from school.

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**

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Type: All Students

Report generated: 3/5/2015 3:15 PM
Source: California Longitudinal Pupil Achievement Data System (CALPADS)

Top of Form
California Department of Education
Data Reporting Office

Suspension and Expulsion Report For 2012-13
Total Offenses Committed
Berkeley High (01611430131177)

Glossary

General Description of this Report
This report provides a total count of California Education Code section violations committed by students and reported to CALPADS for all incidents during the academic year, not just the most severe offense (see Glossary) each student committed within a given incident. This report also includes a student-level disciplinary outcome (suspension or expulsion) associated with the incidents in which these offenses occurred.

An incident is defined as one or more students committing one or more offenses on the same date at the same time.

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.

List of district and independently reporting charters that did not certify their 2012-13 CALPADS End-of-Year 3 - Discipline submission.

Berkeley High Report

<table>
<thead>
<tr>
<th>EdCodeSection</th>
<th>Offense Description</th>
<th>Total Number of Offenses Involved in Expulsions</th>
<th>Total Number of Offenses Involved in Suspensions</th>
<th>Total Number of Offenses Involved in Other Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>48900(a)(1)</td>
<td>Caused, Attempted, or Threatened Physical Injury</td>
<td>0</td>
<td>74</td>
<td>0</td>
</tr>
<tr>
<td>48900(a)(2)</td>
<td>Used Force or Violence</td>
<td>0</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>48900(b)</td>
<td>Possession, Sale, Furnishing a Firearm or Knife</td>
<td>0</td>
<td>2</td>
<td>0</td>
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<tr>
<td>48900(c)</td>
<td>Possession, Use, Sale, or Furnishing a Controlled Substance, Alcohol, Intoxicant</td>
<td>0</td>
<td>80</td>
<td>0</td>
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<tr>
<td>48900(f)</td>
<td>Property Damage</td>
<td>0</td>
<td>2</td>
<td>0</td>
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<tr>
<td>48900(g)</td>
<td>Property Theft</td>
<td>0</td>
<td>15</td>
<td>0</td>
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<tr>
<td>48900(h)</td>
<td>Possession or Use of Tobacco Products</td>
<td>0</td>
<td>1</td>
<td>0</td>
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<tr>
<td>48900(j)</td>
<td>Obscene Acts, Profanity, and Vulgarity</td>
<td>0</td>
<td>5</td>
<td>0</td>
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<td>48900(j)</td>
<td>Offering, Arranging, or Negotiating Sale of Drug Paraphernalia</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>48900(k)</td>
<td>Disruption, Defiance</td>
<td>0</td>
<td>69</td>
<td>0</td>
</tr>
<tr>
<td>48900(l)</td>
<td>Received Stolen Property</td>
<td>0</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>48900(m)</td>
<td>Possession of an Imitation Firearm</td>
<td>0</td>
<td>1</td>
<td>0</td>
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<tr>
<td>48900(o)</td>
<td>Harassment, Intimidation of a Witness</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>48900(q)</td>
<td>Hazing</td>
<td>0</td>
<td>4</td>
<td>0</td>
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</table>
Report Total

<table>
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<tr>
<th>Level</th>
<th>Code</th>
<th>Total Number of Offenses Involved in Expulsions</th>
<th>Total Number of Offenses Involved in Suspensions</th>
<th>Total Number of Offenses Involved in Other Actions</th>
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</thead>
<tbody>
<tr>
<td>Berkeley High</td>
<td>0131177</td>
<td>0</td>
<td>311</td>
<td>0</td>
</tr>
</tbody>
</table>

Download Data

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Type: All Students
### Glossary

**General Description of this Report**

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### Berkeley High Report

<table>
<thead>
<tr>
<th>EdCodeSection</th>
<th>Offense Description</th>
<th>Total Number of Offenses Involved in Expulsions</th>
<th>Total Number of Offenses Involved in Suspensions</th>
<th>Total Number of Offenses Involved in Other Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>48900(a)(1)</td>
<td>Caused, Attempted, or Threatened Physical Injury</td>
<td>3</td>
<td>92</td>
<td>0</td>
</tr>
<tr>
<td>48900(a)(2)</td>
<td>Used Force or Violence</td>
<td>3</td>
<td>53</td>
<td>1</td>
</tr>
<tr>
<td>48900(b)</td>
<td>Possession, Sale, Furnishing a Firearm or Knife</td>
<td>1</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>48900(c)</td>
<td>Possession, Use, Sale, or Furnishing a Controlled Substance, Alcohol, Intoxicant</td>
<td>2</td>
<td>100</td>
<td>0</td>
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<tr>
<td>48900(f)</td>
<td>Property Damage</td>
<td>0</td>
<td>2</td>
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<tr>
<td>48900(g)</td>
<td>Property Theft</td>
<td>0</td>
<td>24</td>
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<tr>
<td>48900(h)</td>
<td>Possession or Use of Tobacco Products</td>
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<td>1</td>
<td>0</td>
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<tr>
<td>48900(j)</td>
<td>Obscene Acts, Profanity, and Vulgarity</td>
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<tr>
<td>48900(j)</td>
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<td>2</td>
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<tr>
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<tr>
<td>48900(l)</td>
<td>Received Stolen Property</td>
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<td>19</td>
<td>0</td>
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<tr>
<td>48900(m)</td>
<td>Possession of an Imitation Firearm</td>
<td>0</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>48900(o)</td>
<td>Harassment, Intimidation of a Witness</td>
<td>1</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>48900(q)</td>
<td>Hazing</td>
<td>0</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>48900(r)</td>
<td>Bullying</td>
<td>1</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>48900(t)</td>
<td>Aided or Abetted Physical Injury</td>
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<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Code</td>
<td>Description</td>
<td>Expulsions</td>
<td>Suspensions</td>
<td>Other Actions</td>
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<td>------------------------------------------</td>
<td>------------</td>
<td>-------------</td>
<td>---------------</td>
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<td>Harassment or Intimidation</td>
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<tr>
<td>48915(a)(2)</td>
<td>Possession of a Knife or Dangerous Object</td>
<td>2</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>48915(a)(3)</td>
<td>Possession of Controlled Substance</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>48915(a)(4)</td>
<td>Robbery or Extortion</td>
<td>2</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>48915(c)(2)</td>
<td>Brandishing a Knife</td>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>48915(c)(3)</td>
<td>Sale of Controlled Substance</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

**Report Total**

<table>
<thead>
<tr>
<th>Level</th>
<th>Code</th>
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<th>Total Number of Offenses Involved in Suspensions</th>
<th>Total Number of Offenses Involved in Other Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Berkeley High</td>
<td>0131177</td>
<td>25</td>
<td>534</td>
<td>3</td>
</tr>
</tbody>
</table>

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The "Total Number of Offenses Involved in Suspensions" column provides the total number of offenses committed by students involved in incidents for which they were suspended.

The "Total Number of Offenses Involved in Other Actions" column provides the total number of offenses committed by students involved in incidents for which they were not removed from school.

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: 3/5/2015 10:05 PM
Source: California Longitudinal 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 SPapas@cde.ca.gov

<table>
<thead>
<tr>
<th>October 2010 CBEDS Enrollment:</th>
<th>Number of students with an unexcused absence or tardy of more than 30 minutes on 3 or more days (truants).</th>
<th>Truancy Rate (Number of Truants/Enrollment).</th>
</tr>
</thead>
<tbody>
<tr>
<td>3,417</td>
<td>2,079</td>
<td>60.84%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ed Codes</th>
<th>Ed Code Text</th>
<th>Number of Expulsions</th>
<th>Number of Suspensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>48900(a)(1)</td>
<td>Related to physical injury to another person</td>
<td></td>
<td>70</td>
</tr>
<tr>
<td>48900(a)(2)</td>
<td>Related to use of force or violence</td>
<td></td>
<td>31</td>
</tr>
<tr>
<td>48900(b)</td>
<td>Related to firearms, knives, explosive devices, etc.</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>48900(c)</td>
<td>Related to possession or sale of controlled substances, alcohol, or intoxicants.</td>
<td></td>
<td>51</td>
</tr>
<tr>
<td>48900(f)</td>
<td>Caused or attempted to cause damage to school property or private property</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>48900(g)</td>
<td>Stole or attempted to steal school property or private property</td>
<td></td>
<td>29</td>
</tr>
<tr>
<td>48900(i)</td>
<td>Committed an obscene act or engaged in habitual profanity or vulgarity</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>48900(j)</td>
<td>Related to possession or sale of drug paraphernalia</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>48900(k)</td>
<td>Related to disruption of school activities or willfull defiance</td>
<td></td>
<td>63</td>
</tr>
<tr>
<td>48900(o)</td>
<td>Related to intimidation of a witness</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>48900(q)</td>
<td>Engaged in, or attempted to engage in, hazing as defined in Section 32050 of the Education Code</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>48900(r)</td>
<td>Related to bullying and bullying through electronic means</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>48900.2</td>
<td>Related to sexual harassment</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>48900.4</td>
<td>Related to harassment, threats, or intimidation</td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>48915(a)(2)</td>
<td>Possession of any knife or other dangerous object of no reasonable use to the pupil</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>48915(a)(4)</td>
<td>PDS-Robbery or extortion</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>48915(a)(5)</td>
<td>PDS-Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>48915(c)(1)</td>
<td>PDS-Related to possessing, selling, or otherwise furnishing a firearm</td>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

108
| 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: [http://www.cde.ca.gov fg.aa.co/](http://www.cde.ca.gov fg.aa.co/)

| | 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 SPapas@cde.ca.gov

<table>
<thead>
<tr>
<th>October 2009 CBEDS Enrollment:</th>
<th>Number of students with an unexcused absence or tardy of more than 30 minutes on 3 or more days (truants).</th>
<th>Truancy Rate (Number of Truants/Enrollment).</th>
</tr>
</thead>
<tbody>
<tr>
<td>3,349</td>
<td>2,648</td>
<td>79.07%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ed Codes</th>
<th>Ed Code Text</th>
<th>Number of Expulsions</th>
<th>Number of Suspensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>48900(a)(1)</td>
<td>Related to physical injury to another person</td>
<td>88</td>
<td></td>
</tr>
<tr>
<td>48900(a)(2)</td>
<td>Related to use of force or violence</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>48900(b)</td>
<td>Related to firearms, knives, explosive devices, etc.</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>48900(c)</td>
<td>Related to possession or sale of controlled substances, alcohol, or intoxicants.</td>
<td>2</td>
<td>54</td>
</tr>
<tr>
<td>48900(e)</td>
<td>Committed or attempted to commit robbery or extortion</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>48900(f)</td>
<td>Caused or attempted to cause damage to school property or private property</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>48900(g)</td>
<td>Stole or attempted to steal school property or private property</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>48900(i)</td>
<td>Committed an obscene act or engaged in habitual profanity or vulgarity</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>48900(j)</td>
<td>Related to possession or sale of drug paraphernalia</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>48900(k)</td>
<td>Related to disruption of school activities or willfull defiance</td>
<td></td>
<td>63</td>
</tr>
<tr>
<td>48900(l)</td>
<td>Knowingly received stolen school property or private property</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>48900(o)</td>
<td>Related to intimidation of a witness</td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>48900.2</td>
<td>Related to sexual harassment</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>48900.4</td>
<td>Related to harassment, threats, or intimidation</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>48900.7</td>
<td>Related to terroristic threats</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>48915(a)(1)</td>
<td>PDS-Causing serious physical injury to another person, except in self-defense</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>48915(a)(2)</td>
<td>Possession of any knife or other dangerous object of no reasonable use to the pupil</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Code</td>
<td>Description</td>
<td>Count</td>
<td>Total</td>
</tr>
<tr>
<td>----------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>48915(a)(4)</td>
<td>PDS-Robbery or extortion</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>48915(a)(5)</td>
<td>PDS-Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>48915(c)(1)</td>
<td>PDS-Related to possessing, selling, or otherwise furnishing a firearm</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>48915(c)(3)</td>
<td>PDS-Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Co</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>48915(c)(4)</td>
<td>PDS-Related to committing a sexual assault</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>48915(c)(5)</td>
<td>PDS-Possession of an explosive</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th></th>
<th>Overall Total</th>
<th>Violence/Drug Total</th>
<th>Violence/Drug Rate (Violence/Drug Total / Enrollment)</th>
<th>Total of Persistently Dangerous Expulsions Only</th>
<th>Number of Non-Student Firearm Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8</td>
<td>8</td>
<td>.24%</td>
<td>3</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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 Unified
**CD Code:** 0161143
**School:** Berkeley High
**School Code:** 0131177

**CDE Contact:** Stephanie Papas - 916-445-8441 [SPapas@cde.ca.gov](mailto:SPapas@cde.ca.gov)

<table>
<thead>
<tr>
<th>October 2008 CBEDS Enrollment:</th>
<th>Number of students with an unexcused absence or tardy of more than 30 minutes on 3 or more days (truants).</th>
<th>Truancy Rate (Number of Truants/Enrollment).</th>
</tr>
</thead>
<tbody>
<tr>
<td>3,329</td>
<td>1,113</td>
<td>33.43%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ed Codes</th>
<th>Ed Code Text</th>
<th>Number of Expulsions</th>
<th>Number of Suspensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>48900(a)(1)</td>
<td>Related to physical injury to another person</td>
<td>1</td>
<td>143</td>
</tr>
<tr>
<td>48900(a)(2)</td>
<td>Related to use of force or violence</td>
<td>3</td>
<td>42</td>
</tr>
<tr>
<td>48900(b)</td>
<td>Related to firearms, knives, explosive devices, etc.</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>48900(c)</td>
<td>Related to possession or sale of controlled substances, alcohol, or intoxicants.</td>
<td>2</td>
<td>46</td>
</tr>
<tr>
<td>48900(d)</td>
<td>Related to sale of controlled substances, alcohol, or intoxicants.</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>48900(e)</td>
<td>Committed or attempted to commit robbery or extortion</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>48900(f)</td>
<td>Caused or attempted to cause damage to school property or private property</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>48900(g)</td>
<td>Stole or attempted to steal school property or private property</td>
<td>3</td>
<td>27</td>
</tr>
<tr>
<td>48900(h)</td>
<td>Related to possession or use of tobacco products</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>48900(i)</td>
<td>Committed an obscene act or engaged in habitual profanity or vulgarity</td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>48900(j)</td>
<td>Related to possession or sale of drug paraphernalia</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>48900(k)</td>
<td>Related to disruption of school activities or willfull defiance</td>
<td>3</td>
<td>288</td>
</tr>
<tr>
<td>48900(l)</td>
<td>Knowingly received stolen school property or private property</td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>48900(o)</td>
<td>Related to intimidation of a witness</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>48900(s)</td>
<td>Related to aiding or abetting the infliction or attempted infliction of physical injury</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>48900.2</td>
<td>Related to sexual harassment</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>48900.3</td>
<td>PDS-Related to hate violence</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Code</td>
<td>Incident Description</td>
<td>Value</td>
<td>Key</td>
</tr>
<tr>
<td>--------------</td>
<td>---------------------------------------------</td>
<td>-------</td>
<td>-----</td>
</tr>
<tr>
<td>48900.4</td>
<td>Related to harassment, threats, or intimidation</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>48915(a)(4)</td>
<td>PDS-Robbery or extortion</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th></th>
<th>Overall Total:</th>
<th>Value</th>
<th>Key</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>16</td>
<td>606</td>
<td></td>
</tr>
<tr>
<td>Violence/Drug Total:</td>
<td>10</td>
<td>260</td>
<td></td>
</tr>
<tr>
<td>Violence/Drug Rate (Violence/Drug Total / Enrollment):</td>
<td>.3%</td>
<td>7.81%</td>
<td></td>
</tr>
<tr>
<td>Total of Persistently Dangerous Expulsions Only:</td>
<td>3</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Number of Non-Student Firearm Incidents:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>CD Code</th>
<th>School Code</th>
<th>Enrollment*</th>
<th>Number of Students with Unexcused Absence or Tardy on 3 or More Days (truants)</th>
<th>Truancy Rate</th>
<th>Expulsion s</th>
<th>Suspension s</th>
<th>Total Persistently Dangerous Expulsions</th>
<th>Number of Non-Student Firearm Incidents</th>
<th>Expulsion s</th>
<th>Suspension s</th>
<th>Overall T</th>
</tr>
</thead>
<tbody>
<tr>
<td>0161143</td>
<td>0131177</td>
<td>3,417</td>
<td>2,079</td>
<td>60.84%</td>
<td>7</td>
<td>197</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td></td>
<td></td>
</tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>9,397</td>
<td>4,749</td>
<td>50.54%</td>
<td>13</td>
<td>522</td>
<td>9</td>
<td>14</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>214,895</td>
<td>75,037</td>
<td>34.92%</td>
<td>299</td>
<td>16,281</td>
<td>77</td>
<td>350</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>6,174,717**</td>
<td>1,837,830</td>
<td>29.76%</td>
<td>15,930</td>
<td>319,597</td>
<td>2,594</td>
<td>143</td>
<td>18,649</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Does not include NPS data.
** Not all agencies submitted data
### Year:

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

<table>
<thead>
<tr>
<th>School</th>
<th>CD Code</th>
<th>School Code</th>
<th>Enrollment *</th>
<th>Number of Students with Unexcused Absence or Tardy on 3 or More Days (truants)</th>
<th>Truancy Rate</th>
<th>Expulsion s</th>
<th>Suspension s</th>
<th>Total Persistently Dangerous Expulsions</th>
<th>Number of Non-Student Firearm Incidents</th>
<th>Expulsion s</th>
<th>Overall Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>016114</td>
<td>013117</td>
<td>3,349</td>
<td>2,648</td>
<td>79.07%</td>
<td>8</td>
<td>207</td>
<td>3</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State</td>
<td></td>
<td></td>
<td>6,183,307**</td>
<td>1,751,399</td>
<td>28.32%</td>
<td>17,525</td>
<td>331,425</td>
<td>2,878</td>
<td>4,557</td>
<td></td>
<td>21,147</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>9,137</td>
<td>6,288</td>
<td>68.82%</td>
<td>20</td>
<td>781</td>
<td>10</td>
<td>22</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>213,225</td>
<td>66,938</td>
<td>31.39%</td>
<td>391</td>
<td>10,268</td>
<td>126</td>
<td>92</td>
<td></td>
<td>442</td>
</tr>
</tbody>
</table>

* Does not include NPS data.

** Not all agencies submitted data.
# Berkeley High School Expulsion, Suspension, and Truancy Information for 2008-09

<table>
<thead>
<tr>
<th>School</th>
<th>Code</th>
<th>Code</th>
<th>Enrollment*</th>
<th>Number of Students with Unexcused Absence or Tardy on 3 or More Days</th>
<th>Truancy Rate</th>
<th>Violence/Drug</th>
<th>Total Persistently Dangerously Expulsion</th>
<th>Number of Non-Student Firearm Incidents</th>
<th>Overall Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Berkeley High</td>
<td>016</td>
<td>013</td>
<td>3,329</td>
<td>1,113</td>
<td>33.4%</td>
<td>10</td>
<td>260</td>
<td>3</td>
<td>16</td>
</tr>
<tr>
<td>Berkeley Unified District</td>
<td>8,922</td>
<td>2,985</td>
<td>33.46%</td>
<td>31</td>
<td>920</td>
<td>8</td>
<td>47</td>
<td>2,124</td>
<td></td>
</tr>
<tr>
<td>County</td>
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* Does not include NPS data.
** Not all agencies submitted data.
## Appendix B

**Campus Crime Statistics 2009-2014**  
Source: Berkeley Police School Resource Officer

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<td>Assault</td>
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<td>Bomb threat</td>
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<td><strong>Brandishing weapon 417</strong></td>
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### Sexual crimes

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<td>Bothering/molesting child</td>
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### Crimes against property

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<td>Arson 451(b)</td>
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<td>Theft, grand 487</td>
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<td>Trespass 626</td>
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### Vandalism 594
- 2(2)

### Crimes of possession

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<td>Possession of a controlled substance/narcotic H&amp;S 11350</td>
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### Possession/drugs

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<td>Public intoxication 647</td>
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### Crime & police code

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<td>Possession, illegal fireworks HS12671</td>
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<td>Possession, stolen property</td>
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### Miscellaneous crimes

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<td><em>Restraining order violation 166(a)(4)</em></td>
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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.
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</table>
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 Google Mail are also used to communicate interventions.

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 detailed description of Safety Officer posts can be found in appendix D (Safety Officer Coverage
Appendix D
<table>
<thead>
<tr>
<th>Name</th>
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<td>Allston</td>
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<td>Sara Garcia</td>
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<td>#35</td>
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<td>Walter Mitchell</td>
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</tr>
<tr>
<td>Raul Garcia</td>
<td>8:00-4:00</td>
<td>M Building</td>
<td>M Building</td>
<td>Milvia</td>
</tr>
<tr>
<td>#18</td>
<td></td>
<td>Plaza Green</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mark Griffin</td>
<td>7:30 – 3:30</td>
<td>Student Union</td>
<td>Courtyard</td>
<td>Off duty</td>
</tr>
<tr>
<td>#31</td>
<td></td>
<td>Courtyard</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vacant</td>
<td>8:30 – 4:30</td>
<td>3rd &amp; 4th Floor C Bldg</td>
<td>3rd &amp; 4th Floor C Bldg</td>
<td>Courtyard</td>
</tr>
<tr>
<td>Juan Ochoa</td>
<td>8:00 – 4:00</td>
<td>P.E. Areas</td>
<td>P.E. Areas</td>
<td>Plaza Green</td>
</tr>
<tr>
<td>#21</td>
<td></td>
<td>Plaza Green</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Robin Cummings</td>
<td>8:00 – 4:00</td>
<td>P.E. Areas</td>
<td>LUNCH</td>
<td>Plaza Green</td>
</tr>
<tr>
<td>#16</td>
<td></td>
<td>LUNCH</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vacant</td>
<td>8:30-4:30</td>
<td>2nd Floor C</td>
<td>2nd Floor C</td>
<td>Courtyard</td>
</tr>
<tr>
<td>Rodney McNab</td>
<td>10:00 – 6:00</td>
<td>2nd and 3rd Floor G</td>
<td>2nd and 3rd Floor G/H</td>
<td>Entire Campus</td>
</tr>
<tr>
<td>#38</td>
<td></td>
<td>Courtyard</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Steve Saunders</td>
<td>8:30-4:30</td>
<td>A/D Buildings Theater</td>
<td>Allston</td>
<td>A Gate</td>
</tr>
<tr>
<td>#24</td>
<td></td>
<td>A/D Buildings Theater</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eric Riley</td>
<td>8:00 – 4:00</td>
<td>2nd and 3rd Floor H Bldg</td>
<td>2nd and 3rd Floor G &amp; H</td>
<td>Courtyard</td>
</tr>
<tr>
<td>#30</td>
<td></td>
<td>Student Union</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 and 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, sniff, 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 sufficiently 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 (c) 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 6th 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

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

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**

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

**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!*
<table>
<thead>
<tr>
<th>Misbehavior</th>
<th>Minimum Consequence</th>
<th>Maximum Consequence</th>
<th>BPD Referral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcohol, possession or use</td>
<td>3 day suspension*</td>
<td>5 day suspension*</td>
<td>Conditional</td>
</tr>
<tr>
<td>Argument, no contact</td>
<td>1 day suspension*</td>
<td>5 day suspension*</td>
<td>Conditional</td>
</tr>
<tr>
<td>Arson</td>
<td>5 day suspension; expulsion hearing</td>
<td>Expulsion hearing</td>
<td>YES</td>
</tr>
<tr>
<td>Battery: with no injury</td>
<td>3 day suspension</td>
<td>Expulsion hearing</td>
<td>YES</td>
</tr>
<tr>
<td>Assault: with injury</td>
<td>5 day suspension</td>
<td>Expulsion hearing</td>
<td>YES</td>
</tr>
<tr>
<td>Bikes, skateboards, etc., riding on campus</td>
<td>1 day OCS</td>
<td>3 day suspension</td>
<td></td>
</tr>
<tr>
<td>Bomb threat</td>
<td>5 day suspension</td>
<td>Expulsion hearing</td>
<td>YES</td>
</tr>
<tr>
<td>Cars on campus</td>
<td>3 day suspension + towing of car</td>
<td></td>
<td>Ticketed</td>
</tr>
<tr>
<td>Cell phone use</td>
<td>1 period OCS</td>
<td>3 day suspension</td>
<td></td>
</tr>
<tr>
<td>Cheating (including using a computer to cheat)</td>
<td>F or 0 on exam; parent conference; discipline referral</td>
<td>3 day suspension</td>
<td>Conditional</td>
</tr>
<tr>
<td>Cutting class/out of class</td>
<td>1 period OCS</td>
<td>SART/2 day suspension</td>
<td></td>
</tr>
<tr>
<td>Defiance</td>
<td>Detention or 1 day OCS</td>
<td>5 day suspension</td>
<td>Conditional</td>
</tr>
<tr>
<td>Disruption</td>
<td>Detention or 1 day OCS</td>
<td>5 day suspension</td>
<td>Conditional</td>
</tr>
<tr>
<td>Drugs, possession or use</td>
<td>3 day suspension*</td>
<td>5 day suspension</td>
<td>Conditional</td>
</tr>
<tr>
<td>Electronic Signaling Devices, Use of</td>
<td>1 period OCS</td>
<td>5 day suspension</td>
<td></td>
</tr>
<tr>
<td>Explosive device</td>
<td>5 day suspension; expulsion hearing</td>
<td>Expulsion hearing</td>
<td>YES</td>
</tr>
<tr>
<td>Fighting without injury</td>
<td>2 day suspension; counseling</td>
<td>3 day suspension; counseling</td>
<td></td>
</tr>
<tr>
<td>Fighting with injury</td>
<td>3 day suspension; counseling</td>
<td>5 day suspension</td>
<td>Conditional</td>
</tr>
<tr>
<td>Forged signature, note</td>
<td>1 week detention</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gambling</td>
<td>3 day suspension*</td>
<td>5 day suspension*</td>
<td>Conditional</td>
</tr>
<tr>
<td>Graffiti, act of or possession of devices</td>
<td>5 day suspension</td>
<td>Expulsion</td>
<td>Conditional</td>
</tr>
<tr>
<td>Habitually tardy</td>
<td>Parent conference</td>
<td>SST/SART/2 day suspension</td>
<td></td>
</tr>
<tr>
<td>Misbehavior</td>
<td>Minimum Consequence</td>
<td>Maximum Consequence</td>
<td>BPD Referral</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>-------------------------</td>
<td>---------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Harassment, threats, intimidation</td>
<td>3 day suspension</td>
<td>5 day suspension; expulsion hearing</td>
<td>Conditional</td>
</tr>
<tr>
<td>Hate violence/threat,</td>
<td>5 day suspension;</td>
<td>5 day suspension; expulsion hearing</td>
<td>YES</td>
</tr>
<tr>
<td>Intimidation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Robbery or extortion</td>
<td>5 day suspension;</td>
<td>Expulsion hearing</td>
<td>YES</td>
</tr>
<tr>
<td></td>
<td>expulsion hearing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sales or distribution of drugs/alcohol</td>
<td>5 day suspension</td>
<td>Expulsion hearing</td>
<td>YES</td>
</tr>
<tr>
<td>Sexual harassment (see p. 25 for policy)</td>
<td>3-5 day suspension</td>
<td></td>
<td>Conditional</td>
</tr>
<tr>
<td>Smoking</td>
<td>3 day suspension*</td>
<td>5 day suspension*</td>
<td></td>
</tr>
<tr>
<td>Tardy</td>
<td>Teacher intervention</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Terrorist threat</td>
<td>5 day suspension</td>
<td>Expulsion hearing</td>
<td>YES</td>
</tr>
<tr>
<td>Theft</td>
<td>5 day suspension</td>
<td>Expulsion hearing</td>
<td>YES</td>
</tr>
<tr>
<td>Vandalism</td>
<td>5 day suspension</td>
<td>Expulsion hearing</td>
<td>YES</td>
</tr>
<tr>
<td>Verbal assault</td>
<td>OCS or suspension (conditional)</td>
<td>5 day suspension; expulsion hearing</td>
<td>Conditional</td>
</tr>
<tr>
<td>Water play</td>
<td>3 day suspension;</td>
<td>5 day suspension; confiscation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>confiscation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weapons</td>
<td>5 day suspension;</td>
<td>Expulsion hearing</td>
<td>YES</td>
</tr>
<tr>
<td></td>
<td>expulsion hearing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* 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 a 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 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 shirts, 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 teach 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
Appendix K

Sexual Harassment Complaint Form

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<th>Name of Complainant</th>
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<th>School/Department</th>
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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.

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<th>Complainant's Signature</th>
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**TO BE COMPLETED BY DISTRICT**

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*Form 102, created August, 1993*
Appendix L

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 site – notification shall be by e-mail
✓ Copy of notification received from the probation department that a student is on probation to be forwarded to Principal when received by Student Services

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

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

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

Alternative Schools: Principal is responsible for the confidential binder.
Appendix J
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:

- **Verbal:** Hurtful name-calling, teasing, gossiping, making threats, making slurs or epithets, making rude noises, or spreading hurtful rumors. This policy excludes constitutionally protected speech (Education Code 48950). Speech that poses a threat or danger to the safety of students, employees or District property, or that materially and substantially disrupts the school environment, is not constitutionally protected.

- **Nonverbal:** Posturing, making gang signs, leering, staring, stalking, destroying property, insulting or threatening notes, using graffiti or graphic images, or exhibiting inappropriate and/or threatening gestures or actions.

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

- **Emotional (Psychological):** Rejecting, terrorizing, extorting, defaming, intimidating, humiliating, blackmailing, manipulating friendships, isolating, shunning, ostracizing, using peer pressure, or rating or ranking personal characteristics.
Cyberbullying: Bullying committed by means of an electronic act, the transmission of a communication, including but not limited to, a message, text, sound, or image by means of an electronic device, including but limited to, a computer phone, wireless telephone, or other wireless communication device, computer, or pager.

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

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

Jurisdiction:

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

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

California Education Code “School Safety Plans”

SECTION 32280-32289

32280. It is the intent of the Legislature that all California public schools, in kindergarten, and grades 1 to 12, inclusive, operated by school districts, in cooperation with local law enforcement agencies, community leaders, parents, pupils, teachers, administrators, and other persons who may be interested in the prevention of campus crime and violence, develop a comprehensive school safety plan that addresses the safety concerns identified through a systematic planning process. For the purposes of this section, law enforcement agencies include local police departments, county sheriffs' offices, school district police or security departments, probation departments, and district attorneys' offices. For purposes of this section, a “safety plan” means a plan to develop strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on the school campus. 32281. (a) Each school district and county office of education is responsible for the overall development of all comprehensive school safety plans for its schools operating kindergarten or any of grades 1 to 12, inclusive. (b) (1) Except as provided in subdivision (d) with regard to a small school district, the schoolsite council established pursuant to former Section 52012, as it existed before July 1, 2005, or Section 52852 shall write and develop a comprehensive school safety plan relevant to the needs and resources of that particular school. (2) The schoolsite council may delegate this responsibility to a school safety planning committee made up of the following members: (A) The principal or the principal's designee. (B) One teacher who is a representative of the recognized certificated employee organization. (C) One parent whose child attends the school. (D) One classified employee who is a representative of the recognized classified employee organization. (E) Other members, if desired. (3) The schoolsite council shall consult with a representative from a law enforcement agency in the writing and development of the comprehensive school safety plan. (4) In the absence of a schoolsite council, the members specified in paragraph (2) shall serve as the school safety planning committee. (c) Nothing in this article shall limit or take away the authority of school boards as guaranteed under this code. (d) (1) Subdivision (b) shall not apply to a small school district, as defined in paragraph (2), if the small school district develops a districtwide comprehensive school safety plan that is applicable to each schoolsite. (2) As used in this article, "small school district" means a school district that has fewer than 2,501 units of average daily attendance at the beginning of each fiscal year. (e) (1) When a principal or his or her designee verifies through local law enforcement officials that a report has been filed of the occurrence of a violent crime on the schoolsite of an elementary or secondary school at which he or she is the principal, the principal or the principal's designee may send to each pupil's parent or legal guardian and each school employee a written notice of the occurrence and general nature of the crime. If the principal or his or her designee chooses to send the written notice, the Legislature encourages the notice be sent no later than the end of business on the second regular work day after the verification. If, at the time of verification, local law enforcement officials determine that notification of the violent crime would hinder an ongoing investigation, the notification authorized by this subdivision shall be made within a reasonable period of time, to be determined by the local law enforcement agency and the school district. For purposes of this section, an act that is considered a "violent crime" shall meet the definition of Section 67381 and be an act for which a pupil could or would be expelled pursuant to Section 48915. (2) Nothing in this subdivision shall create any liability in a school district or its employees for complying with paragraph (1). (f) (1) Notwithstanding subdivision (b), a school district or county office of education may, in consultation with law enforcement officials, elect not to have its schoolsite council develop and write those portions of its comprehensive school safety plan that include tactical responses to criminal incidents that may result in death or serious bodily injury at the schoolsite. The portions of a school safety plan that include tactical responses to criminal incidents may be developed by administrators of the school district or county office of education in consultation with law enforcement officials and with a representative of an exclusive bargaining unit of employees of that school district or county office of education, if he or she chooses to participate. The school district or county office of education may elect not to disclose those portions of the comprehensive school safety plan that include tactical responses to criminal incidents. (2) As used in this article, "tactical responses to criminal incidents" means steps taken to safeguard pupils and staff, to secure the affected school premises, and to apprehend the criminal perpetrator or perpetrators. (3) Nothing in this subdivision precludes the governing
board of a school district or county office of education from conferring in a closed session with law enforcement officials pursuant to Section 54957 of the Government Code to approve a tactical response plan developed in consultation with those officials pursuant to this subdivision. Any vote to approve the tactical response plan shall be announced in open session following the closed session. (4) Nothing in this subdivision shall be construed to reduce or eliminate the requirements of Section 32282. 32282. (a) The comprehensive school safety plan shall include, but not be limited to, both of the following: (1) Assessing the current status of school crime committed on school campuses and at school-related functions. (2) Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school’s procedures for complying with existing laws related to school safety, which shall include the development of all of the following: (A) Child abuse reporting procedures consistent with Article 2.5 (commencing with Section 11164) of Chapter 2 of Title 1 of Part 4 of the Penal Code. (B) Disaster procedures, routine and emergency, including adaptations for pupils with disabilities in accordance with the federal Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12101 et seq.). The disaster procedures shall also include, but not be limited to, both of the following: (i) Establishing an earthquake emergency procedure system in every public school building having an occupant capacity of 50 or more pupils or more than one classroom. A school district or county office of education may work with the Office of Emergency Services and the Seismic Safety Commission to develop and establish the earthquake emergency procedure system. The system shall include, but not be limited to, all of the following: (I) A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of pupils and staff. (III) A drop procedure whereby each pupil and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools. (III) Protective measures to be taken before, during, and following an earthquake. (IV) A program to ensure that pupils and both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system. (ii) Establishing a procedure to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The school district or county office of education shall cooperate with the public agency in furnishing and maintaining the services as the school district or county office of education may deem necessary to meet the needs of the community. (C) Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations pursuant to Article 1 (commencing with Section 48900) of Chapter 6 of Part 27 of Division 4 of Title 2. (D) Procedures to notify teachers of dangerous pupils pursuant to Section 49079. (E) A discrimination and harassment policy consistent with the prohibition against discrimination contained in Chapter 2 (commencing with Section 200) of Part 1. (F) The provisions of any schoolwide dress code, pursuant to Section 35183, that prohibits pupils from wearing "gang-related apparel," if the school has adopted that type of a dress code. For those purposes, the comprehensive school safety plan shall define "gang-related apparel." The definition shall be limited to apparel that, if worn or displayed on a school campus, reasonably could be determined to threaten the health and safety of the school environment. Any schoolwide dress code established pursuant to this section and Section 35183 shall be enforced on the school campus and at any school-sponsored activity by the principal of the school or the person designated by the principal. For purposes of this paragraph, "gang-related apparel" shall not be considered a protected form of speech pursuant to Section 48950. (G) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school. (H) A safe and orderly environment conducive to learning at the school. (I) The rules and procedures on school discipline adopted pursuant to Sections 35291 and 35291.5. (b) It is the intent of the Legislature that schools develop comprehensive school safety plans using existing resources, including the materials and services of the partnership, pursuant to this chapter. It is also the intent of the Legislature that schools use the handbook developed and distributed by the School/Law Enforcement Partnership Program entitled "Safe Schools: A Planning Guide for Action" in conjunction with developing their plan for school safety. (c) Each schoolsite council or school safety planning committee in developing and updating a comprehensive school safety plan shall, where practical, consult, cooperate, and coordinate with other schoolsite councils or school safety planning committees. (d) The comprehensive school safety plan may be evaluated and amended, as needed, by the school safety planning committee, but shall be evaluated at least once a year to ensure that the comprehensive school safety plan is properly implemented. An updated file of all safety-related plans and materials shall be readily available for inspection by the public. (e)
As comprehensive school safety plans are reviewed and updated, the Legislature encourages all plans, to the extent that resources are available, to include policies and procedures aimed at the prevention of bullying. (f) The comprehensive school safety plan, as written and updated by the schoolsite council or school safety planning committee, shall be submitted for approval under subdivision (a) of Section 32288. 32282.1. (a) As comprehensive school safety plans are reviewed and updated, the Legislature encourages all plans, to the extent that resources are available, to include clear guidelines for the roles and responsibilities of mental health professionals, community intervention professionals, school counselors, school resource officers, and police officers on school campuses, if the school district uses these people. (b) The guidelines developed pursuant to subdivision (a) are encouraged to include both of the following: (1) Primary strategies to create and maintain a positive school climate, promote school safety, and increase pupil achievement, and prioritize mental health and intervention services, restorative and transformative justice programs, and positive behavior interventions and support. (2) Consistent with paragraph (2) of subdivision (a) of Section 32282, protocols to address the mental health care of pupils who have witnessed a violent act at any time, including, but not limited to any of the following: (A) While on school grounds. (B) While going to or coming from school. (C) During a lunch period whether on or off campus. (D) During, or while going to or coming from, a school-sponsored activity. 32282.5. (a) The department shall electronically distribute disaster preparedness educational materials and lesson plans that are currently available to school districts and county offices of education. (b) The department shall ensure that the disaster preparedness materials are available in at least the three most dominant primary languages spoken by English learners in California, according to the language census. (c) The department shall coordinate with the Office of Emergency Services to make sure that all materials are reviewed and updated annually. 32283. The Department of Justice and the State Department of Education, in accordance with Section 32262, shall contract with one or more professional trainers to coordinate statewide workshops for school districts, county offices of education, and schoolsite personnel, and in particular school principals, to assist them in the development of their respective school safety and crisis response plans, and provide training in the prevention of bullying as defined in subdivision (r) of Section 48900. The Department of Justice and the State Department of Education shall work in cooperation with regard to the workshops coordinated and presented pursuant to the contracts. Implementation of this section shall be contingent upon the availability of funds in the annual Budget Act. 32283.5. The department shall develop an online training module to assist all school staff, school administrators, parents, pupils, and community members in increasing their knowledge of the dynamics of bullying and cyberbullying. The online training module shall include, but is not limited to, identifying an act of bullying or cyberbullying, and implementing strategies to address bullying and cyberbullying. 32284. The comprehensive school safety plan may also include, at local discretion of the governing board of the school district and using local funds, procedures for responding to the release of a pesticide or other toxic substance from properties located within one-quarter mile of a school. No funds received from the state may be used for this purpose. 32286. (a) Each school shall adopt its comprehensive school safety plan by March 1, 2000, and shall review and update its plan by March 1, every year thereafter. A new school campus that begins offering classes to pupils after March 1, 2001, shall adopt a comprehensive school safety plan within one year of initiating operation, and shall review and update its plan by March 1, every year thereafter. (b) Commencing in July 2000, and every July thereafter, each school shall report on the status of its school safety plan, including a description of its key elements in the annual school accountability report card prepared pursuant to Sections 33126 and 35256. 32287. If the Superintendent of Public Instruction determines that there has been a willful failure to make any report required by this article, the superintendent shall do both of the following: (a) Notify the school district or the county office of education in which the willful failure has occurred. (b) Make an assessment of not more than two thousand dollars ($2,000) against that school district or county office of education. This may be accomplished by deducting an amount equal to the amount of the assessment from the school district’s or county office of education’s future apportionment. 32288. (a) In order to ensure compliance with this article, each school shall forward its comprehensive school safety plan to the school district or county office of education for approval. (b) (1) Before adopting its comprehensive school safety plan, the schoolsite council or school safety planning committee shall hold a public meeting at the schoolsite in order to allow members of the public the opportunity to express an opinion about the school safety plan. (2) The schoolsite council or school safety planning committee shall notify, in writing, the following persons and entities, if available, of the public meeting: (A) The local mayor. (B) A representative of the local school employee organization. (C) A representative of each parent organization at the schoolsite, including the parent teacher.
association and parent teacher clubs. (D) A representative of each teacher organization at the schoolsite. (E) A representative of the student body government. (F) All persons who have indicated they want to be notified. (3) The schoolsite council or school safety planning committee is encouraged to notify, in writing, the following persons and entities, if available, of the public meeting: (A) A representative of the local churches. (B) Local civic leaders. (C) Local business organizations. (c) In order to ensure compliance with this article, each school district or county office of education shall annually notify the State Department of Education by October 15 of any schools that have not complied with Section 32281. 32289. A complaint of noncompliance with the school safety planning requirements of Title IV of the federal No Child Left Behind Act of 2001, 20 U.S.C. Sec. 7114(d)(7), may be filed with the department under the Uniform Complaint Procedures as set forth in Chapter 5.1 (commencing with Section 4600) of Title 5 of the California Code of Regulations. 32289. A complaint of noncompliance with the school safety planning requirements of Title IV of the federal No Child Left Behind Act of 2001 (20 U.S.C. Sec. 7114 (d)(7)) may be filed with the department under the Uniform Complaint Procedures as set forth in Chapter 5.1 (commencing with Sections 4600) of Title 5 of the California Code of Regulations.