

# ExCEL Behavioral Documentation and Support Manual



# Our Purpose

The purpose of the manual is to be a one stop shop for ExCEL's guidelines and protocols pertaining to behavioral documentation, intervention, and support.

# Our Philosophy

Our focus is improving supports for youth and families by responding to challenging behavior and incidents in a systematic and structured manner built on the foundations of Multi-Tiered Systems of Supports (MTSS) and rooted in the principles of Restorative Practices. We seek to dismantle traditional systems focused on punitive consequences which disproportionately affect our least served and greatly marginalized student and family populations and replace it with a Progressive Response System that focuses on strength-based partnership with youth and families to provide supports that promote independent learning and leadership. ExCEL's After School Program partners have always been leaders in innovative systems change and we aspire to provide a manual that outlines the logistics that are the springboard to continued success.

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## SOCIAL EMOTIONAL LEARNING IN SFUSD AND EXCEL



Social and Emotional Learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

SEL fuels our QAP bus and is a necessary component for both students and adults on our journey to create high quality learning experiences.

**SEL in SFUSD and ExCEL is centered on four research-based competencies:**



**GROWTH MINDSET (GM)** is the belief that one's abilities can grow with effort. Students with a growth mindset believe that their abilities, intelligence, and talents can be developed through effort. Students with a growth mindset see effort as necessary for success, embrace challenges, learn from criticism, and persist in the face of setbacks.



Students with strong **SELF-EFFICACY (SE)** have confidence in their ability to succeed and to exert control over their own motivation, behavior, and environment. Self-efficacy is the belief in one's own ability to succeed in achieving an outcome or reaching a goal, and reflects confidence in the ability to exert control over one's own motivation, behavior, and environment.



**SELF-MANAGEMENT (SM)** refers to a student's ability to regulate emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, delaying gratification, motivating oneself, and setting and working towards personal and academic goals. Students with strong self-management skills are attentive and can work independently with focus.



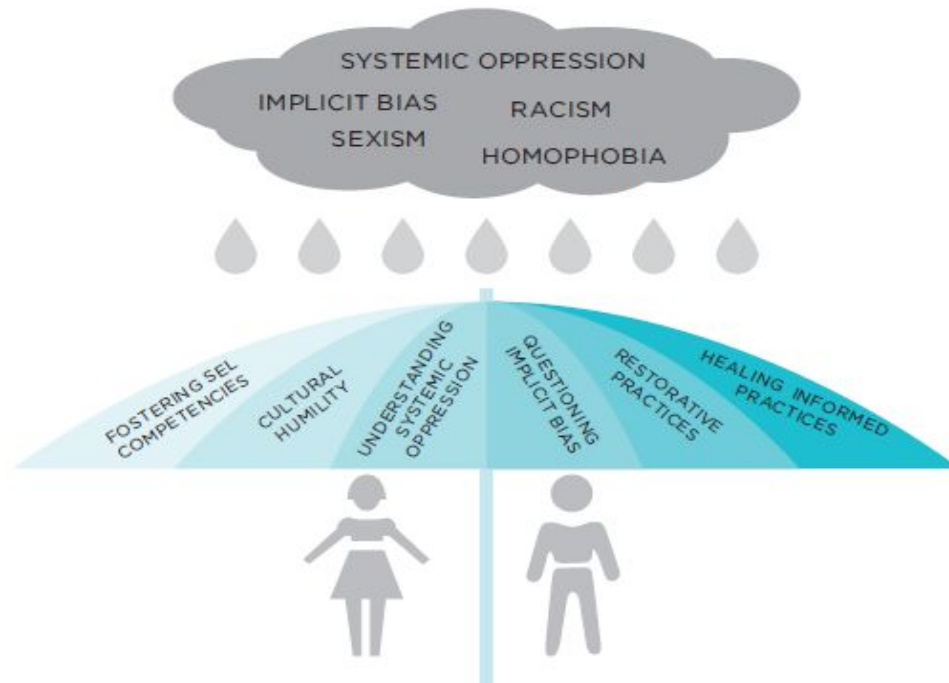
**SOCIAL AWARENESS (SA)** is the ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

## BEING A WARM DEMANDER: OUR EQUITY APPROACH



Who do we need to BE as adults to ensure we are embodying our commitment to Equity?

Warm demanders are leaders who hold themselves, their colleagues and students to high standards. They believe unequivocally that one's abilities, intelligence and talents can be developed through effort. They earn the right to hold high expectations through the practice of cultural humility. Warm Demanders build rapport and trust to move themselves and those they support from dependent to independent learners.



Warm Demanders personally exhibit and foster in others the following competencies:

**SOCIO-EMOTIONAL LEARNING (SEL).** Growth Mindset, Self-Efficacy, Social Awareness & Self-Management—to acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.



A deeper understanding of **IMPLICIT BIAS**, which refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. Our implicit biases often predict how we'll behave more accurately than our conscious values. Thoughts and feelings are "implicit" if we are unaware of them or mistaken about their nature. We have a bias when, rather than being neutral, we have a preference for (or aversion to) a person or group of people.



**CULTURAL HUMILITY**, the life long practice of critical self reflection and learning in community with colleagues and students. It is the practice of knowing your identity and what you bring to an interaction—including your power & privilege.



Use of **RESTORATIVE PRACTICES** based on principles and processes that emphasize positive relationships as central to building community and repairing relationships when harm has occurred.



A deep understanding of **SYSTEMIC OPPRESSION**, the condition of rules beliefs policies practices and laws that work in concert to maintain the privileges & advantages of those who pertain to dominant culture, namely the culture of white, male, middle- and upper class, heterosexual, cisgendered, able-bodied and -minded, Christian, English-speaking America, while simultaneously restricting access to those who have been historically underrepresented in positions of power, government, jobs, and other areas of society, namely people of color, women, people from backgrounds of poverty, LGBT people, non gender binary people, differently-abled people, people of faiths other than Christianity and of no faith, and speakers of languages other than English.



Use of **HEALING INFORMED PRACTICES** (AKA Trauma Informed Practices). Healing informed practices utilize a multi-tiered system of supports (MTSS) framework to address trauma and chronic stress at the student level, staff level, and school organizational level. The goal is to build staff and school system capacities to support trauma-impacted students by increasing knowledge and practice of trauma-informed classroom and school-wide strategies to reduce disparities in disciplinary office referrals, suspensions, and expulsions.



# ExCEL's Incident Documentation At-A-Glance

Used for	<a href="#">Injury Google Form</a>	<a href="#">Referral Google Form</a>	<a href="#">Crisis Google Form</a>
	<p>Injury resulting from contact with the environment, self or others that requires MORE than basic first aid Examples: broken leg, head injury or injuries requiring visit to medical professional</p>	<p>Incident where the student is being removed from activity or space, has an incident with staff or peer(s), or otherwise requires support from the Site Coordinator. Examples: physical or verbal aggression, leaving designated space or program, misusing facilities or property</p>	<p>Incident that requires IMMEDIATE attention from Site Coordinator, Program Manager, ExCEL staff and potentially police/fire department Examples: lock-down, weapons present, sexual assault, inappropriate behavior with adults or youths, or fire</p>
<b>Site Based Response</b>	<p>1. Investigate Injury</p> <ol style="list-style-type: none"> <li>Context (Who, what, where, when and how)</li> <li>If injury was beyond first aid, how was it addressed?</li> <li>Did student have to go to hospital?</li> </ol> <ol style="list-style-type: none"> <li>Contact Parent/Guardian and Site Administrator if needed</li> <li>Use Injury Google Form to submit to ExCEL</li> <li>Complete the <a href="#">Injury Google Form</a> within 24-48 hours of incident</li> <li>Share the copy of the form with PM and Site Administrator</li> </ol>	<p>1. Investigate Referral</p> <ol style="list-style-type: none"> <li>Context of incident (Who, what, where, when and how)</li> <li><b>Do not</b> interview students together</li> <li>Interview students using the <a href="#">Trauma Informed Forensic Interviewing Concepts</a></li> </ol> <ol style="list-style-type: none"> <li>Contact parent and administrator if needed</li> <li>Use <a href="#">Referral Google Form</a> to submit to ExCEL</li> <li>If follow up is needed, please make sure to include the plan in the Google form</li> <li>Complete <a href="#">Referral Google Form</a> within 24-48 hours of incident</li> <li>Share the copy of the form with PM and Site Administrators</li> <li>Conduct follow up <ol style="list-style-type: none"> <li>Contact school day teacher and/or Social Worker</li> <li>Find out if student has existing supports for similar behavior during the school day</li> <li>If it is a repeated referral, see next steps on the <a href="#">ExCEL Behavior Matrix</a></li> </ol> </li> </ol>	<p>1. Investigate Crisis</p> <ol style="list-style-type: none"> <li>Context of incident (Who, what, where, when and how)</li> <li><b>Do not</b> interviewing students together</li> <li>Interview students using the <a href="#">Trauma Informed Forensic Interviewing Concepts</a></li> <li><b>Do not</b> interviewing student and staff together for adult/student related issues</li> </ol> <ol style="list-style-type: none"> <li>Contact Parent/Guardian and Site Administrator</li> <li>Witness statements are required for: <ol style="list-style-type: none"> <li>Physical Assault</li> <li>Sexual Harassment</li> <li>Inappropriate touch/contact</li> <li>Inappropriate adult/student boundaries</li> </ol> </li> <li>Develop follow up plan that will be included in the Google Form</li> <li>Complete the <a href="#">Crisis Google Form</a> within 24 hours or COB next day</li> <li>If form cannot be fully completed, send an email to <a href="mailto:excelasp@sfusd.edu">excelasp@sfusd.edu</a> to immediately inform us that incident has happened and report is pending.</li> <li>If related to a referral, see next steps on the <a href="#">ExCEL Behavior Matrix</a></li> </ol>

# CALL 911 FOR ANY LIFE THREATENING EMERGENCY!

## Examples of life-threatening emergencies:

- Injuries to the head\*, back or neck
- Severe eye injury
- Not breathing or difficulty breathing, shortness of breath, wheezing
- Facial swelling due to an allergic reaction
- Near drowning
- Unconscious, semi-conscious or unusually confused
- Uncontrolled bleeding
- Coughing or vomiting blood
- Chest pain or pressure that lasts more than 3-5 minutes
- Poisoning, drug overdose
- First time seizure, multiple consecutive seizures, or seizure lasting more than 5 minutes
- Fracture with bone deformity and/or bone exposure
- Sudden or persistent severe pain

Sources: American Red Cross and American College of Emergency Physician First Aid – How to Proceed in Case of Injury, San Diego USD

## DANGER SIGNS following a bump, blow or jolt to the head or body that require a 911 call:

- Drowsy or cannot be awakened
- Headache that gets worse and does not go away
- Weakness, numbness, or decreased coordination
- Repeated vomiting or nausea
- Slurred speech
- Convulsions or seizures
- Cannot recognize people or places
- Becomes increasingly confused, restless or agitated
- Has unusual behavior
- Loss of consciousness
- Uncontrollable crying, inability to be consoled
- Blood or fluid from nose and/or ears
- One pupil larger than the other

Source: Adapted from CDC Heads Up [www.cdc.gov/Concussion](http://www.cdc.gov/Concussion)

**If you are not sure when to call 911: “WHEN IN DOUBT, CALL ‘EM OUT”**

# Injury Form Guidance- For Injuries That Require MORE Than Basic First Aid

What to do?	On the ExCEL <a href="#">Injury Google Form</a>	Follow-Up
<ul style="list-style-type: none"> <li>Investigate - Who, what, where, when and how.</li> </ul>	<ul style="list-style-type: none"> <li><b>DO</b>- use objective language, describe what was seen/ event that happened to cause injury.</li> </ul>	<ul style="list-style-type: none"> <li>If injury was caused by physically aggressive behavior fill the <a href="#">Referral Google Form</a></li> </ul>
<ul style="list-style-type: none"> <li>Contact parent/guardian</li> </ul>	<ul style="list-style-type: none"> <li><b>DO NOT</b>- diagnose injury, describe how you thought the student felt.</li> </ul>	<ul style="list-style-type: none"> <li>Debrief- determine if environment should be altered, programmatic training or staff training should be implemented to prevent future injuries.</li> </ul>
<ul style="list-style-type: none"> <li>Did student have to go to the hospital?</li> </ul>	<ul style="list-style-type: none"> <li><b>DO</b>- describe what was done (first aid) and who was notified.</li> </ul>	<ul style="list-style-type: none"> <li>When in doubt, reach out to ExCEL</li> </ul>
<ul style="list-style-type: none"> <li>Complete <a href="#">Injury Google Form</a></li> </ul>	<ul style="list-style-type: none"> <li><b>DO</b> - provide responses from medical professionals and parents.</li> </ul>	
	<ul style="list-style-type: none"> <li>If two or more are students involved complete a second form for other student(s).</li> </ul>	



# Program Manager Injury Follow Up Question

Incident	Common Scenarios	Common Response Questions
Injury	<ul style="list-style-type: none"> <li>• Playground injuries</li> <li>• Fights</li> </ul>	<p><b>Investigate:</b></p> <ul style="list-style-type: none"> <li>• Can you describe it more?</li> <li>• What first-aid was given?</li> </ul> <p><b>Support:</b></p> <ul style="list-style-type: none"> <li>▪ Parents if need assistance on medical bills if they go to doctor or hospital.</li> <li>▪ Communicate:</li> </ul> <p><b>Communicate:</b></p> <ul style="list-style-type: none"> <li>▪ Notify PM, Site Administrator, and ExCEL</li> <li>▪ Notify parent/guardian</li> </ul>

Best Practices	Student Support Needs	Environmental Support Needs
	<ul style="list-style-type: none"> <li>• Is this a repeated incident for youth?</li> <li>• Does the <a href="#">ExCEL Behavior Matrix</a> needs to be consulted?</li> <li>• Has data from previous interventions been reviewed?</li> </ul>	<ul style="list-style-type: none"> <li>• Does the <a href="#">ExCEL Behavior Matrix</a> need to be consulted?</li> <li>• Has the site coordinator taken the <a href="#">Behavior Matrix Self-Guided Module</a>?</li> <li>• Has site coordinator taken the <a href="#">Incident Documentation Self-Guided Module</a>?</li> <li>• Is this a repeated incident for a particular staff person?</li> <li>• Is this a repeated incident in a particular environment?</li> <li>• Is there a protocol for how to respond to incident?</li> <li>• Was it followed?</li> <li>• Are relevant staff training needs addressed?</li> </ul>

# Referral Form Guidance - When a student is removed from activity or space (including peer or staff altercation)

What to do?	On the ExCEL <a href="#">Referral Google Form</a>	Follow-Up
<ul style="list-style-type: none"> <li>Investigate- Who, what , where, when and how.</li> </ul>	<ul style="list-style-type: none"> <li><b>DO-</b> describe the incident using objective language (what staff saw/heard)</li> </ul>	<ul style="list-style-type: none"> <li>If a student was injured as a result of this referral fill out a separate Google Injury Form.</li> </ul>
<ul style="list-style-type: none"> <li>Interview students in separate locations; they should not be able to see or hear the other student.</li> </ul>	<ul style="list-style-type: none"> <li><b>DO NOT-</b> write in how the student was feeling. (Unless the student says, “I felt _____”)</li> </ul>	<ul style="list-style-type: none"> <li>Share a copy of form with Administrator</li> </ul>
<ul style="list-style-type: none"> <li>Interview students using the <a href="#">Trauma Informed Forensic Interviewing Concepts</a></li> </ul>		<ul style="list-style-type: none"> <li>DO- contact ExCEL and/or use the <a href="#">Student Intervention Tier 2 Matching form</a> to help develop Tier 2 Interventions.</li> </ul>
<ul style="list-style-type: none"> <li>Use <a href="#">Referral Google Form</a> to submit to ExCEL within 48 hours of incident.</li> </ul>		<ul style="list-style-type: none"> <li>Contact school day teacher and/or school social worker.</li> </ul>
<ul style="list-style-type: none"> <li>If this is a second or third referral, see next steps on <a href="#">ExCEL Behavior Matrix</a></li> </ul>		<ul style="list-style-type: none"> <li>Obtain any existing supports for student during school day.</li> </ul>
<ul style="list-style-type: none"> <li>Contact Parent and Site Administrator if needed.</li> </ul>		

# Program Manager Referral Follow Up Question

Best Practices	Student Support Needs	Environmental Support Needs
	<ul style="list-style-type: none"> <li>Is this a repeated incident for youth?</li> <li>Does the <a href="#">ExCEL Behavior Matrix</a> needs to be consulted?</li> <li>Has data from previous interventions been reviewed?</li> </ul>	<ul style="list-style-type: none"> <li>Does the <a href="#">ExCEL Behavior Matrix</a> need to be consulted?</li> <li>Has the site coordinator taken the <a href="#">Behavior Matrix Self-Guided Module</a>?</li> <li>Has site coordinator taken the <a href="#">Incident Documentation Self-Guided Module</a>?</li> <li>Is this a repeated incident for a particular staff person?</li> <li>Is this a repeated incident in a particular environment?</li> <li>Is there a protocol for how to respond to incident?</li> <li>Was it followed?</li> <li>Are relevant staff training needs addressed?</li> </ul>

Incident	Common Scenarios	Common Response Questions
Referral	<ul style="list-style-type: none"> <li>Fights</li> <li>Student Elopement</li> <li>Physical Aggression</li> <li>Verbal Aggression</li> <li>Property Damage</li> </ul>	<p><b>Investigate:</b></p> <ul style="list-style-type: none"> <li>Can you tell me more about this situation?</li> <li>Is this happening during the school day?</li> <li>Does student have an IEP? A behavior support plan?</li> <li>Does student have a Tier II intervention during school day?</li> <li>If a restraint was used -- Do you or your staff have certification to use Safety Care?</li> </ul> <p><b>Support:</b></p> <ul style="list-style-type: none"> <li>Have you reached out to school day? Family? Teacher? Administrator? School Social Worker? In order to gather more information to create a plan?</li> <li>If this is a repeat referral -- Are there multiple referrals for one program leader? Is it a matter of further training or shadowing day school teacher?</li> </ul> <p><b>Communicate:</b></p> <ul style="list-style-type: none"> <li>Have you brought it up during SAP/CARE team meeting?</li> <li>If suspension, has the parent been notified?</li> </ul>

**Crisis Form Guidance - Incident requiring immediate attention from Site Coordinator, Program Manager, ExCEL staff and potentially police/ fire department. Examples: Lock-down, weapons present, sexual assault, threats of self harm, any incident requiring physical management. (see [Safety Care FAQ](#)).**

What to do?	On the ExCEL <a href="#">Crisis Google Form</a>	Follow-Up
<ul style="list-style-type: none"> <li>Investigate- Who, what , where, when and how)</li> </ul>	<ul style="list-style-type: none"> <li><b>DO-</b> describe the incident using objective language (what staff saw/heard)</li> </ul>	<ul style="list-style-type: none"> <li>Share a copy of form with Administrator.</li> </ul>
<ul style="list-style-type: none"> <li>Interview students/adults in separate locations, they should not be able to see or hear the other student.</li> </ul>	<ul style="list-style-type: none"> <li>Witness statements are required for: Physical Assault, Sexual Harassment, Inappropriate touch/contact, Inappropriate student/ adult boundaries. <a href="#">Title IX Presentation</a></li> </ul>	<ul style="list-style-type: none"> <li>Contact school day teacher and/or school social worker.</li> </ul>
<ul style="list-style-type: none"> <li>Interview students using the <a href="#">Trauma Informed Forensic Interviewing Questions</a></li> </ul>	<ul style="list-style-type: none"> <li>Document any physical management used.</li> </ul>	<ul style="list-style-type: none"> <li>Obtain any existing supports for student during school day.</li> </ul>
<ul style="list-style-type: none"> <li>Use <a href="#">Crisis Google Form</a> within 24 hours. If form cannot be completed email ExCEL at <a href="mailto:excelasp@sfusd.edu">excelasp@sfusd.edu</a> and describe the incident.</li> </ul>		<ul style="list-style-type: none"> <li>Determine if further training is needed by staff. <a href="#">Safety Care FAQ</a></li> </ul>
<ul style="list-style-type: none"> <li>Contact parent and administrator.</li> </ul>		

# Program Manager Crisis Follow Up Question

Best Practices	Student Support Needs	Environmental Support Needs
	<ul style="list-style-type: none"> <li>Is this a repeated incident for youth?</li> <li>Does the <a href="#">ExCEL Behavior Matrix</a> needs to be consulted?</li> <li>Has data from previous interventions been reviewed?</li> </ul>	<ul style="list-style-type: none"> <li>Does the <a href="#">ExCEL Behavior Matrix</a> need to be consulted?</li> <li>Has the site coordinator taken the <a href="#">Behavior Matrix Self-Guided Module</a>?</li> <li>Has site coordinator taken the <a href="#">Incident Documentation Self-Guided Module</a>?</li> <li>Is this a repeated incident for a particular staff person?</li> <li>Is this a repeated incident in a particular environment?</li> <li>Is there a protocol for how to respond to incident?</li> <li>Was it followed?</li> <li>Are relevant staff training needs addressed?</li> </ul>

Incident	Common Scenarios	Common Response Questions
Crisis	<ul style="list-style-type: none"> <li>Lock down</li> <li>Stranger on campus</li> <li>Sexual Assault</li> <li>Cyberbullying</li> <li>Suicide Threats</li> <li>Weapons on campus</li> <li>Staff incidents</li> <li>Cross school incidents (fights)</li> </ul>	<p><b>Investigate:</b></p> <ul style="list-style-type: none"> <li>Has the situation be resolved?</li> <li>Witness statements collected?</li> <li>Police and/or CPS report filed?</li> <li>If incident was hearsay, did you investigate if incident actually occurred?</li> <li>If incident is confirmed, did you get statements from ALL those involved?</li> <li>If incident required police, did you get police report number?</li> <li>If incident involved staff-to-student incidents, did you:               <ul style="list-style-type: none"> <li>gather witness statements,</li> <li>interview separately (potentially have School Social Worker do interview)</li> <li>communicate with PM/Site Administrator</li> <li>make a decision on next steps</li> <li>communicated next steps to all parties</li> </ul> </li> <li>If incident involved student-to-staff incidents, did you:               <ul style="list-style-type: none"> <li>gather witness statements,</li> <li>interview separately (potentially have School Social Worker do interview),</li> <li>communicate with PM/Site Administrator</li> <li>make a decision on next steps,</li> <li>communicate next steps to all parties?</li> </ul> </li> <li>If it is sexual harassment/assault related, did you start a Title IX investigation?</li> </ul> <p><b>Support:</b></p> <ul style="list-style-type: none"> <li>School day, CBO or ExCEL to follow up?</li> </ul> <p><b>Communicate:</b></p> <ul style="list-style-type: none"> <li>Site Administrator, SW or nurse.</li> <li>Was Site Administrator contacted?</li> <li>Was ExCEL contacted?</li> <li>If incident involves self-injurious or threats to self, did you report to school social worker and/or counselor?</li> </ul>

# What Is Title IX?

Title IX of the Education Amendments of 1972 prohibits sex discrimination in education, including K-12 schools. Title IX is a federal law that has been used to promote equity in education by ensuring that girls and women receive equal resources and treatment in the classroom and provides protections for students who are sexually harassed and discriminated against and/or bullied based on their gender.

## WHAT IS TITLE IX?

**“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”**

**— Title IX, Education Amendments of 1972**

## Districts Must Have

- Sexual Harassment Policies and Procedures For Investigating
- Title IX Coordinator (Title IX Site Officers)

## School's Responsibility Once it Received a Report:

- To complete a fair and equitable investigation
- To take sufficient steps to make sure the behavior/harassment stops
- Provide supports for students to they feel safe and supported
- Written Notice of Outcome

# ExCEL After School Title IX Guide

## What Is Covered Under Title IX?

- Sexual Harassment (Unwanted, unwelcome, sexual in nature) by students
- Sexual Harassment (Unwanted, unwelcome, sexual in nature) by adults
- Sexual Battery
- Sexual Assault
- Discrimination/Harassment/Bullying based on Gender

## What Is Covered Under Title IX?

- All school activities
- Athletics
- After school programs
- School-based CBO programs activities
- Off campus conduct that “interferes with or limits student’s ability to participate in or benefit from the school’s program.”

## Who is Protected by Title IX?

- All genders
- Protection from 3<sup>rd</sup> parties
- Students and Staff

## What Is Covered Under Title IX?

- Sexual Harassment (unwanted/unwelcome)
- Sexual Battery & Assault
- Discrimination/Harassment/Bullying based on Gender, Sexual Orientation, Gender Identity, etc.

# Defining Sexual Battery & Sexual Assault

## Sexual Battery

Nonconsensual touching of intimate part of the body with intent to arouse or gratify the sexual desire of the offender

*i.e. over-the-clothes groping, butt slapping, breast grabbing*

## Sexual Assault

Act involving penetration, in which person is coerced or physically forced to engage against their will

*i.e. forced oral copulation or penetration with fingers, rape*

## Why are these distinctions important:

- Expulsion/ed code
- Police reporting
- Appropriate interventions and supports
- It is hard to determine “intent” for younger students -

## Distinguish Sexual Battery from Physical Sexual Harassment Some keys for determining intent:

- Language used
- Past incidents
- In private v. in public
- Age
- Luring/blocking the path/coercion

*Whenever there is physical touch, the team must reach out to Office of Equity to consult about the investigation process. If you are an After School program reach out to the ExCEL Office, we will contact the Office Of Equity..*



# Defining Sexual Harassment

**Definition of Sexual Harassment:** Sexual harassment includes verbal, visual or physical conduct of a sexual nature which may have a negative impact upon the victim's academic or work performance or creates an intimidating, hostile, or offensive educational/work environment

## Examples of Sexual Harassment

1. Making comments or jokes about student's body
2. Online or text message, sharing of pictures or videos of a sexual nature
3. Insults about a student's dating, romantic, or sexual history
4. Writing notes, letter, or graffiti that are sexual explicit
5. Making obscene gestures or suggestive body movements that are sexual
6. Unwanted hugging, kissing, or other forms of unwanted sexual contact
7. Touching an intimate part of another person's body without consent
8. Dating Violence
9. Sexual Assault

# Maintaining Professional Adult/Student Boundaries

What are professional boundaries?

*Professional boundaries are the parameters that describe the limits of a relationship where one person entrusts their welfare and safety to a professional and often in circumstances where a power imbalance might exist.*

- We have a collective commitment, responsibility, and duty to protect students and provide a safe and secure learning environment.
- Maintaining professional boundaries with students helps us meet this commitment.
- Knowledge of professional boundaries helps recognize potential violations and increases our ability to prevent more serious violations.
- Violation of boundaries when it serves **no legitimate educational purpose**.
- **“Legitimate Educational Purposes:”** related to teaching, counseling, athletics, extracurricular activities, treatment of a student's physical injury or other medical needs, school administration, or other purposes within the scope of the adult's employment duties.

## Resources:

- ❑ [Board Policy 4019.1, Professional Adult/Student Boundaries](#)
- ❑ [Administrative Regulation 4019.1, Professional Adult/Student Boundaries](#)
- ❑ [Staff Training Resource](#)

# Maintaining Professional Adult/Student Boundaries

<b>Physical Affection with Students Do's:</b>	<b>Physical Affection with Students Don'ts</b>
Patting student on head, back or shoulder	Any form of unwanted affection
Side hugs	Full frontal hugs
Fist bumps and high fives'	Hands in students' pockets
Holding hands while walking young children	Laying down or sleeping beside youths
	Letting students cling to the legs
	Holding students on the lap
	Massages given by students or adults
	Patting students on the bottom or the thigh
	Tickling or wrestling
	Kissing

# Electronics: Adult/Student Boundaries

“Adults Shall not maintain personal contact with a student outside of school by phone, letter, electronic communication (including text and social media) or other means (beyond legitimate educational purposes) without including the parent/guardian and /or school principal; and when available District email and communication devices shall be used.”

“All electronic communications from coaches and advisors to team or club members shall be sent in a single communication to all participating team or club members, except for communications concerning an individual student’s medical or academic privacy matters, in which case the communications will be copied to the school principal.”

<https://archive.sfusd.edu/en/assets/sfusd-staff/SFCSD/SFUSD%20Handbook/SFUSD%20Handbook%202018-19/2018-2019%20SF%20Handbook%20FINAL-%20English%20..pdf>

# What is a After School staff's role in a Title IX Investigation?

*If the incident occurred or in the After School, After School staff are the lead investigators and should be the individuals conducting important steps such as collecting statements and writing up the report.*

When you receive a report of gender based bullying, harassment, or assault:

- Report to the school site administrator and your agency director (preferably in writing) AND complete and submit to the [Crisis Google Form](#)
- Find out who the Title IX Site Officer is for the school and coordinate the investigation.

After School Program Must	How to gather Information	Support During/After Title IX Investigation
Communicate with Site Administrator, Program Manager, Director and ExCEL (preferably in writing) AND to the ExCEL Crisis Form.	<b>DO NOT-</b> interview students together in the same space or in each other's presence.	The administrator/Title IX officer should be consulted for parent meetings and making disciplinary decisions based on the <a href="#">matrix</a> , creating <a href="#">behavior plans</a> and <a href="#">safety support plans</a> .
Connect with your sites Title IX Site Officer to coordinate investigation.	Ensure that the accused is provided an opportunity to tell their side of the story.	The site administrator is responsible to send out the outcome letter. There are sample letters depending on the outcome of the investigation.
Review <a href="#">Mandatory Reporting</a> requirements.	Interview students using the <a href="#">Trauma Informed Forensic Interviewing Concepts</a>	Check-ins are helpful to maintain a safe and supportive environment for youth and staff following an incident.
Review the <a href="#">Trauma Informed Forensic Interviewing Concepts</a> before interviewing students.		Connect with the School Social Worker to discuss outside supports available for involved parties or witnesses.
Collect physical evidence of the allegations (e.g. texts, emails, voice recordings, etc.) if available.		
Be sure to only collect facts from those directly involved and do not rely on hearsay/second hand information.		

# Self Harm and Suicide Definitions

## What Self Harm?

- Deliberate self-inflicted harm resulting in tissue damage **without the conscious intent of suicide**
- *Also called Self-Injury (SI) or Non-Suicidal Self Injury (NSSI)*

## What is Suicide?

- Suicide  
Death caused by self-directed injurious behavior with any intent to die as a result of the behavior.
- Suicide attempt  
A non-fatal self-directed potentially injurious behavior with any intent to die as a result of the behavior. A suicide attempt may or may not result in injury.
- Suicidal ideation  
Thinking about, considering, or planning for suicide.

# Behavior Patterns

## SELF-HARM

**Includes: cutting, scratching, burning, hitting or biting oneself, head banging, interfering with healing**

- Many report they were discouraged from expressing emotion, particularly anger and sadness
- May attempt to conceal injuries
- May also struggle with eating disorders, substance and/or alcohol abuse, depression, OCD and others

## SUICIDE

**Include (but are not limited to):**

- Thinking about, planning or talking about wanting to die or kill oneself
- Withdrawing/Disconnecting from supports systems (family and/or friends) or social media
- Chronically self destructive behavior
- Giving away possessions

***\*Peers are important in learning about behavior patterns\****

# ExCEL After School Guide to Responding to Reports of Suicidal Ideation, Attempts, or Self-Harm

A.C.T.P.R.O Steps	What It Looks Like
<p><b><u>A</u>ssess</b></p>	<p>Ask some initial questions to assess level of risk</p> <p><b>SUICIDE:</b>            What is the student’s concept of death?            What does the student mean when they say _____?            (Student’s statement about suicide)            What would happen if they died/killed themselves?            Does the student have any future plans?            How are you aligning with a student to get information needed?</p> <p><b>SELF-HARM:</b>            •How, When, Where</p>
<p><b><u>C</u>onsult</b></p>	<p>Ask your direct supervisor for support and contact Child Crisis for further support if needed.</p>
<p><b><u>T</u>ell Team</b></p>	<p>Immediately contact family and site administrator so you can be on the same page and gather all resources.</p>
<p><b><u>P</u>lan of Safety &amp; Support</b></p>	<p>Work with site administrator, school social workers, etc. to determine if your program can provide or align supports.</p>
<p><b><u>R</u>ecord and Document</b></p>	<p>Record all facts of disclosure and responses to assessment. Submit documentation to the ExCEL team and forward to Site Administrator</p>
<p><b><u>O</u>ngoing Support</b></p>	<p>Participate in any short term and ongoing Plan of safety and support for youth.</p>



# Child Abuse Reporting Information Sheet

## **Child Abuse/Neglect is defined as:**

- Physical injury/death inflicted by other than accidental means
- Neglect
- Sexual abuse
- Willful harm/injury of a child or endangering of the person or health of a child

**Who is responsible:** Any employee who has reasonable suspicion that a child is being abused must call the CES/CPS reporting line: 415) 558-2650 or (800) 856-555

**Why:** To ensure all SFUSD staff are aware of and are implementing Child Abuse Reporting requirements as stated by The CALIFORNIA CHILD ABUSE and NEGLECT REPORTING ACT (Penal Code, Article 2.5). To clarify what school staff can and cannot share with either Child Welfare Workers who are investigating a child abuse case, or with Court Appointed Attorneys who may arrive at the school site requesting information about a student

# Commercial, Sexual Exploitation of Children (CSEC), and Human Trafficking Protocol

## **‘At Risk’ Factors and Indicators for Emotional or Physical Abuse and Neglect:**

### **Physical:**

- Bruises, welts, and bite marks
- Burns
- Fractures
- Head injuries

### **Behavioral:**

- Fear of going home
- Reports injury by parents
- Wearing clothing inappropriate to season
- Suicide attempts

## **‘At Risk’ Factors and Indicators for Sexual Exploitation Include:**

- Student exhibits behaviors or otherwise indicates they are being controlled or groomed
- Student spends time with people known to be involved in commercial sex industry
- Student’s internet, cell phone, social media use involves social/sexual behavior that is atypical for their age
- Student has a history or unstable housing, homelessness, foster care placement, or running away
- Student has had involvement with the juvenile justice system
- Student is frequently tardy or absent
- Student’s relationships are of concern, placing them at risk or in danger of exploitation
- Student has a history of substance abuse

# Child Abuse Reporting Information (CPS)

After School Program Must	How to Gather Information	Support During/After
<p>Communicate with Site Administrator, Program Manager, Director and ExCEL (preferably in writing) AND to the <a href="#">ExCEL Referral Form</a> or the <a href="#">ExCEL Crisis Form</a> if necessary.</p>	<p>The mandated reporter may redact their name and signature from the copy of the report submitted to site administration, if the reporter does not wish to reveal his/her identity</p>	<p>The administrator should be consulted for parent meetings and making disciplinary decisions based on the <a href="#">matrix</a>, creating <a href="#">behavior plans</a> and <a href="#">safety support plans</a>.</p>
<p><b>A Verbal report should be made by calling: (415) 558-2650 or (800) 856-555</b></p>	<p>If the report concerns alleged abuse by a District employee or student during the school day, the site administrator, in collaboration with HR and/or LEAD, should conduct an investigation of the allegations to the extent necessary to determine appropriate disciplinary or personnel action to ensure pupil safety.</p>	<p>Check-ins are helpful to maintain a safe and supportive environment for youth and staff following an incident.</p>
<p><b>A Written report</b>, using “Suspected Child Abuse Report” form (SS8572-11166PC), must be submitted <b>within 36 hours</b> of the verbal report.</p>	<p>Community Partners providing services on a school site, who file a CPS report, hold or “own” the report. However, as a courtesy, SFUSD requests our partners inform the Wellness Coordinator/other Support Services Staff who in turn will inform the site administrator.</p>	<p>Connect with the School Social Worker to discuss outside supports available for involved parties or witnesses.</p>
<p><b>Fax the report to 415-557-5351</b> (or send the written report to: Children’s Emergency Services, P.O. Box 7988, San Francisco, CA 94120.</p>	<p>The reporting duties of mandated reporters are individual and cannot be delegated to another person. When 2 or more people have joint knowledge of suspected child abuse or neglect, one person may be selected by mutual assent to make and sign a single report.</p>	
<p>A duplicate copy is to remain at the school site in a locked confidential file cabinet centrally located in a secure place. <b><u>NEVER PLACE THE WRITTEN COPY IN THE STUDENT’S CUMULATIVE file, Synergy record, or the Wellness Program Office.</u></b> The site administrator’s office is a logical place for the files.</p>		

# ExCEL After School Programs Behavior Matrix

**The most effective alternative to suspension is through the prevention of concerning behaviors through the intentional creation of positive, relationship-based after school community.**

In alignment with SFUSD and the Safe and Supportive Schools Resolution, ExCEL has committed to providing community-based partners with tools to positively engage students. In conjunction with the agency’s behavior expectations and policies, this behavior matrix can be used as a resource for best practices around interventions and suspensions.

To maximize the use of this matrix, a site must have these systems in place:

[Defined Classroom Managed vs Site Coordinator Managed Behaviors](#) (Activity)

[Progressive Response to Challenging Behavior](#) (Presentation)

[Active Member of the SAP Team](#) (Information)

To maximize the use of this matrix, a site would benefit from having these systems in place:

[Program At A Glance](#) (Presentation)

[Program At A Glance](#) (Activity)

Interventions to Try Before Making an Out of Class/activity Referral	Teaming	Behavioral RTI and Restorative Practices <i>Consider One of the Following</i>	Environmental
Potentially Disruptive Classroom Behaviors includes but is not limited to: <i>Not following directions, being off task, use of profanity, talking back, verbal argument with peers or adults</i>	<ul style="list-style-type: none"> <li>•Connect with Site Coordinator</li> <li>•Connect with other staff who have worked with student in past to see if there are tips</li> </ul>	<ul style="list-style-type: none"> <li>•Corrective Feedback: De-escalate, teach/reteach appropriate skills, and facilitate role play</li> <li>•Revisit Behavior Expectations using <a href="#">Restorative Practice Circle</a></li> <li>•<a href="#">Positive Behavior Contract</a> (if ____, then you earn____)</li> </ul>	<ul style="list-style-type: none"> <li>•Use <a href="#">Environmental Checklist</a> to see if there are structures that may support the prevention of situations that could trigger problem behavior</li> </ul>

# ExCEL After School Programs Behavior Matrix

Out of Class/activity Referrals	Teaming	Behavioral RTI and Restorative Practices	Environmental
<p><b><u>First Time Referral</u></b>            You may want to have a Restorative Conversation with Site Coordinator and Parent/Guardian</p> <p>Complete <a href="#">referral</a> form</p>	<ul style="list-style-type: none"> <li>•<a href="#">You may want to connect with School Day SAP/CARE/COST Team</a></li> <li>•Identify if student has 504 or IEP supports (<a href="#">ExCEL and ADA</a>)</li> <li>•You may want to connect with School Day Teacher(s) to collaborate on strategies</li> </ul>	<ul style="list-style-type: none"> <li>•Corrective Feedback: De-escalate, teach/reteach appropriate skills, and facilitate role play</li> <li>•Revisit Behavior Expectations using <a href="#">Restorative Practice Circle</a></li> <li>•<a href="#">Positive Behavior Contract</a> (if ____, then you earn____)</li> </ul>	<ul style="list-style-type: none"> <li>•May want to use <a href="#">Environmental Checklist</a> to see if there are structures that may support the prevention of situations that could trigger problem behavior</li> <li>•Staff Training</li> </ul>
<p><b><u>Second Time Referral</u></b>            Schedule Restorative Conversation with Site Coordinator and Parent/Guardian</p> <ol style="list-style-type: none"> <li>1.Discuss incident(s)</li> <li>2.What does the agency plan to do (e.g., meet with school day, put a plan together)?</li> <li>3.If there is a plan in place, when will the team follow up?</li> <li>4.Share with family the protocol for next steps if incidents continue</li> </ol> <p>Complete <a href="#">referral</a> form</p> <p>Choose at least <b>one</b> Behavior RTI and Restorative Practices Intervention, as well as <b>one</b> Environmental Intervention and document intervention/plans</p>	<ul style="list-style-type: none"> <li>•<b>Must</b> connect with School Day SAP/CARE/COST Team to discuss if student has school day interventions</li> <li>•<b>Must</b> connect with Parent/Guardian(s)</li> <li>•Site Coordinator may want to reach out to Program Manager for support</li> <li>•Consult with ExCEL After School Team</li> </ul>	<ul style="list-style-type: none"> <li>•Corrective Feedback: De-escalate, teach/reteach appropriate skills, and facilitate role play</li> <li>•Revisit Behavior Expectations using <a href="#">Restorative Practice Circle</a></li> <li>•<a href="#">Positive Behavior Contract</a> (if ____, then you earn____)</li> <li>•School Home Note</li> <li>•Positive Peer Reporting</li> </ul>	<ul style="list-style-type: none"> <li>•Use <a href="#">Environmental Checklist</a> to see if there are structures that may support the prevention of situations that could trigger problem behavior</li> <li>•Staff Training</li> </ul>
<p><b><u>Third/Repeated Referral(s)</u></b>            Schedule In Person Restorative Conference with Site Coordinator and Parent/Guardian</p> <ol style="list-style-type: none"> <li>1.Discuss incident(s)</li> <li>2.Follow up on agency’s plan (including the BRTI/RP Intervention &amp; Environmental Intervention)</li> <li>3.Any changes to the plan needed?</li> <li>4.Share with family the next steps</li> </ol> <p>Complete <a href="#">referral</a> form</p>	<ul style="list-style-type: none"> <li>•<b>Must</b> connect with Program Manager for support and next steps</li> <li>•<b>Must</b> continue to consult with SAP/CARE/COST team</li> <li>•<b>Must</b> consult with ExCEL After School Team</li> </ul>	<ul style="list-style-type: none"> <li>•Corrective Feedback: De-escalate, teach/reteach appropriate skills, and facilitate role play</li> <li>•Revisit Behavior Expectations using <a href="#">Restorative Practice Circle</a></li> <li>•<a href="#">Positive Behavior Contract</a> (if ____, then you earn____)</li> <li>•School Home Note</li> <li>•Positive Peer Reporting</li> <li>•If it is a student with a 504 or an IEP, consult with ExCEL regarding a</li> </ul>	<ul style="list-style-type: none"> <li>•Check fidelity of <a href="#">Environmental Checklist</a></li> <li>•Staff Training</li> </ul>

# Suspensions

- This reference sheet can be used in conjunction with CBO agency policies
- Suspension of any kind (in-house or otherwise) can severely impact relationships between staff, student and families so to stay restorative, the team may decide on [alternative consequences to suspension](#)

Suspension	Teaming	Behavioral RTI and Restorative Practices	Environment
<p>1. Inform parent/guardian(s) as soon as possible to allow them to plan for alternative child care for the suspension duration</p> <p>2. Schedule re-entry meeting at the time of suspension</p>	<ul style="list-style-type: none"> <li>• <b>Must</b> complete an <a href="#">injury</a>, <a href="#">referral</a> or <a href="#">crisis</a> report that corresponds to incident and submit to ExCEL</li> <li>• <b>Must</b> inform Site Administrator (e.g. Principal) and/or SAP team</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Must</b> hold an re-entry meeting with parent/guardian and student</li> <li>• <a href="#">Guidelines for Re-Entry Following Suspension</a></li> </ul>	<ul style="list-style-type: none"> <li>• Staff will de-brief incident that resulted in suspension</li> <li>• What happened?</li> <li>• If it happened again today, what system needs to be in place to address the situation?</li> </ul>

# Sample FlowChart for Problem Behavior

- Offer choice in activities
- Use group point system
- Move student elsewhere in room
- Prompt alternate behavior that will be incompatible with problem behavior
- Utilize cool down area
- Prompt to take a break
- Remind student of any behavior contract in place

Try these interventions to address disruptive behavior.

Observe Problem Behavior- Can it be managed in the group?

**YES**

**NO**

When a behavior is potentially dangerous.

1. Elicit support of Site Coordinator and/or Safety Care Trained personnel.
2. Contact School day for coordination of behavior supports. (SAP/SSW) etc.

# Safety Care Information

- Office of Pupil Services | CBO Partners

IF	THEN
<ul style="list-style-type: none"> <li>• A school site is asking for members of their school to get trained that work for a CBO (e.g. YMCA, ASEP, Edgewood, RDNC)</li> </ul>	<ul style="list-style-type: none"> <li>• Redirect them to ask their CBO supervisor if there are Safety Care trainers certified to train at their CBO</li> <li>• Most large CBOs should have their OWN trainers</li> <li>• (List of CBOs with Trainers TBA)</li> </ul>
<ul style="list-style-type: none"> <li>• A school site is saying the CBO staff works during the school day</li> </ul>	<ul style="list-style-type: none"> <li>• Ask if they are employed with SFUSD or by the CBO</li> <li>• If they are employed by SFUSD, then sure, we can train</li> <li>• If they are employed by the CBO, then no, QBS will not let us certify them</li> </ul>
<ul style="list-style-type: none"> <li>• A CBO <b>does not</b> have their own QBS certified trainer but work during the school day and need the training</li> </ul>	<ul style="list-style-type: none"> <li>• Depending on the CBO size, they might be able to fill out a <a href="#">Third Party Rider</a></li> <li>• CBO would submit to QBS</li> <li>• CBO would pay any incurring fees</li> </ul>
<ul style="list-style-type: none"> <li>• A CBO <b>does have</b> their own QBS certified trainer, but want to co-train or attend an SFUSD training</li> </ul>	<ul style="list-style-type: none"> <li>• Pending approval by SFUSD, the CBO will need to complete the <a href="#">Collaborative Training Application</a></li> <li>• CBO would submit to QBS</li> <li>• CBO would pay any incurring fees</li> </ul>



Resource Page :

[The Student Intervention Matching Form for Tier 2 interventions](#) is a tool to help direct educators to match the characteristics of the child to the Tier 2 intervention(s) more likely to be effective.