

**Written Statement of Superintendent Enikia Ford Morthel, Berkeley Unified School District,
Before the United States House Committee on Education and the Workforce Subcommittee
on Early Childhood, Elementary, and Secondary Education
May 8, 2024**

WRITTEN STATEMENT

Chairman Bean, Ranking Member Bonamici, and members of the subcommittee,

Thank you for the opportunity to participate in this crucial conversation about antisemitism in K-12 schools – and the chance to describe how the Berkeley Unified School District is fighting against antisemitism, Islamophobia, and all other forms of hate in our school district.

My name is Enikia Ford Morthel. I am the Superintendent of the Berkeley public schools, a position I have held since July 1, 2022.

Berkeley Unified School District denounces antisemitism and all forms of hate

As a Black woman who grew up in Inglewood, California, I witnessed and directly experienced acts of discrimination and hate. No child should ever experience this type of treatment. As an educator and chief executive of our district, my administrative team and I are committed to working diligently to reject all forms of hate and discrimination in our schools, including antisemitism, and to facilitate and foster understanding, tolerance, and compassion.

The actions we've taken in our District demonstrate that these are more than just words. Hamas's horrific attack on Israeli civilians on October 7th, 2023 – and the horrible impact on Palestinian civilians from the Israeli government's response – has rocked our school community, as it has in communities throughout our country.

In our schools, we have Jewish students with loved ones in Israel and students of Islamic and other faiths with loved ones in Gaza. Some of our students have family or friends who died or were kidnapped during the October 7th Hamas attack, and they have deep concerns about what is happening there. Other students have family and friends who have died, been injured, are missing, or living under horrific conditions in Gaza. Most heartbreakingly, the death and suffering include children and other innocent civilians in both Israel and Gaza.

Many of our children, true to their developing minds, are trying to make sense of what happened and is happening in the Middle East. And like most children, they often depend on their families and teachers to support them in this process. As educators, this is not new to our profession. We are often called upon to address heart-wrenching events that occur far beyond the four walls of our classrooms.

Many of these children—with loved ones suffering on both sides of this conflict—sit side-by-side in our classrooms. Many of them are friends, and they all are part of our same Berkeley Unified school community.

The same is true of our staff. Some have loved ones who directly experienced the horror of the Hamas attacks on Israeli citizens, and others have experienced the horror that the fighting has inflicted on their loved ones in Palestine and Gaza. The reality of this deep diversity of experiences in our schools and surrounding community, however, is something we embrace, recognize, and sometimes grapple with.

Within days of the beginning of this tragedy unfolding – I made clear to our school community that our focus is on the health and safety of our children – and our staff. On October 11, 2023, I sent a message to our entire school community. In that message, I emphasized the need for kindness and care for our students and staff during the tragedy and conflict in Israel and Palestine:

Dear Berkeley Unified Community,

I want to acknowledge that there is heartbreaking conflict and tragedy at this moment. We are here—in community—to support our students, families, and staff as we experience the weight of recent events in Israel and Palestine. While we are all processing these events differently, we know that children are especially sensitive to this level of violence and turmoil.

Many of us in Berkeley are experiencing shock and sadness for those who are suffering. We know that these events are particularly difficult for members of our school community with family, friends and/or cultural ties to these regions. Children and adults may be experiencing a range of emotions at this time. BUSD is committed to offering safe and welcoming schools to each and every student and to all in our school community....

(Exhibit 1.)¹

Two days later, on October 13, 2023, I sent an internal communication to District staff stating, in part:

Dear Berkeley Unified Colleagues,

Each of you got into this work to support our students' academic achievement, often in your specific subject area(s) of expertise. However, you as educators are often called upon to address issues that go far beyond the four walls of your classroom. We recognize that when these moments arise, students look toward you to provide comfort and help make sense of things that they don't completely understand.

Today, we are in one of those moments, as we witness the escalating war between the government of Israel and Hamas. Learning of the death and injury of thousands, including many young children, and the exploitation of images of violence in the media is deeply disturbing. The concerning rise in

¹ Each exhibit is attached hereto.

antisemitic and Islamophobic incidents, a global call for protest today, and ongoing uncertainty about this war inevitably impacts our students and comes into our classrooms. I appreciate the many ways that you are holding space for students while also supporting each other, during this heartbreaking time.

(Exhibit 2, emphasis added.)

My October 13th communication also reminded our staff of the importance of treating controversial subjects in a balanced and thoughtful manner, and we provided our staff with links to resources that would help our educators support our children and support each other. Specifically, I reminded staff of the importance of making sure they (1) attune themselves to the emotional impact these events have on students; (2) pay close attention to students who are Palestinian or Israeli, Jewish or Muslim, those who may have family members in the region, or students who may be worried about how this crisis could impact them here in the United States, and to check in with them with a concern for their wellness, and (3) to never single students out to speak about or explain related topics.

On October 18, 2023, I reiterated our District's stance that students must be kept safe and free from all types of hate in our schools in multiple communications to our school community. (Exhibit 3.)

On October 18th, 2023, I also met with our Jewish Student Union on the Berkeley High School campus. (Exhibit 4, see 10.18.2023 BUSD Bd Mtg. clip 7:42 – 11:35.) I listened and engaged with them in a thoughtful and meaningful conversation. I am very proud of our students' depth of understanding and empathy for one another – regardless of their backgrounds or beliefs.

On October 31, 2023, in a video message to our entire school community, I made it clear and unequivocal that “BUSD stands against hate, we stand against Antisemitism and Islamophobia.” and I invited our Berkeley families to stand with us as well. (Exhibit 5, see 10.31.23 BUSD video message, clip 2:45 – 3:26.)

Our actions before October 7th also demonstrate my and Berkeley Unified's unequivocal opposition to antisemitism. For example, in March 2023, working with the school board, our District adopted a strong policy against hate speech. That policy expressly recognizes that:

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

(Exhibit 6.)

We recognized the need to teach our extraordinarily bright and diverse students to express their sincerely held yet sometimes different or conflicting beliefs with respect and civility. We

emphasized this both because it is seldom seen among our public figures today and because it equips our youth with the skills to be effective listeners and leaders as they mature into adulthood.

Our District has also celebrated Jewish American Heritage Month (JAHM) for the last three years. On May 1, 2023, for my first JAHM in the District, I stated the following clearly and directly:

In this month of May, it is important to unequivocally state that we as a district stand firmly united against all forms of hate, which includes antisemitism. We denounce the rise in anti-semitic rhetoric against Jewish people and are committed to teaching about contemporary and historical forms of antisemitism, including the Holocaust, and what we as a community can do to stand up against hate. We also recognize that the Jewish American community is more than the stories of the discrimination against them. This month, we take time to shine a light on contemporary Jewish artists and the resilience of the Jewish people.

(Exhibit 7.)

These and many other actions before and after October 7 make clear that we do not tolerate and will not tolerate antisemitism or any other form of hate in our District.² Accordingly, any suggestion or assertion that antisemitism is pervasive in BUSD is false.

We Embrace the Diversity of Our Berkeley Schools

The recognition and embracing of the rich diversity of our students, their families, and our staff – and the importance of keeping them safe when world events invade our classrooms – began long before I arrived in Berkeley. For many years, our District has implemented policies, programs, and practices that keep our students safe from harassment and discrimination based on their identity, including their race, religion, national origin, gender, gender orientation, disability, learning modality, income level, or economic status.

This history allowed the Vice President of the United States to ride the bus to a desegregated Berkeley Unified school when she was a small child because Berkeley was one of the first public school districts in the nation to adopt a voluntary desegregation plan. Our school district's history of activism is also reflected in the diverse school board we have today, who are elected by the voters of our city. They are African American, Asian, LatinX, and Anglo. We are proud of our diversity and our rich history.

This work is broad and vigorous to ensure our children are safe. It is critical in our district – and should be in every K-12 district – especially at this inflection point in history because for any child to learn effectively, they must first and foremost feel safe in school. Our youngest learners are four years old when they enter our schools, and they grow and mature as they move along the age

² Exhibit 8 reflects a list of just some of the other actions taken by the District and by me.

continuum to our high school seniors. Student learning is at the heart of our work as our children matriculate, and we know that their learning is optimized when they feel safe and welcome and are seen and heard in school.

We Respect and Seek to Teach Students to Understand Diverse Opinions and Find Shared Values

Public schools across our nation reflect the values and aspirations of their local communities; Berkeley is no different. The rich history of activism, civil rights, diversity, free speech, social justice, and inclusion in Berkeley schools is alive and well today. We hold these values dearly in Berkeley, and they are reflected in no small measure by the fact that as we sit here today, our students and staff back home are celebrating Jewish American Heritage Month. (Exhibit 9.)

In doing so, we recognize and celebrate the rich diversity within the Jewish community itself in Berkeley. Our Jewish community is not a monolith; we are enriched by the multiple experiences, perspectives, and opinions of our Jewish families, friends, and colleagues. As we celebrate and learn about this beautiful diversity, however, one thing we all agree upon is that antisemitism must be rejected and fought against and that our students must be taught to engage in robust, inclusive, and engaging public education experiences where they can thrive in a safe and nourishing learning environment.

Two fundamental truths of the Berkeley community guide the work in our District. First, we serve a diverse community, and we value free speech. This combination means there are diverse and sometimes differing opinions. These strongly held differences can sometimes create discord and challenges in our schools. And there are times when the personal opinions of some are hurtful to others.

As an educator and a parent, I know firsthand that our schools and our children are not immune from hateful and hurtful behavior, and the bombardment of social media images to our children is not helping them navigate complex issues. I believe social media often exacerbates, accelerates, and distorts situations for our children that are better addressed through communication with parents and in schools that help build understanding, respect, empathy, and trust. When you work with youth, as we do, these moments provide opportunities for us to teach and help our students learn to distinguish between the intent and impact of their words and deeds.

These moments also provide us, as educators, the opportunity to rise to the occasion as adults in the classroom – and model and teach in a way that is balanced, respectful, and sensitive to deeply held beliefs and pain experienced by our students and their families on both sides of this conflict. It is not our role in public schools to indoctrinate. Our role is to educate our children in age-appropriate ways that give them the critical thinking skills to learn, understand, research, and reach their own conclusions about the complex world around them.

Diversity is a hallmark of our student body, with just over 9,000 bright and talented students from every imaginable background attending one of our 11 elementary schools, three middle schools,

or our two high schools. (Exhibit 10.) With this diversity comes the many varied experiences of our students and their families. This can sometimes create challenges, and the tragedy in the Middle East is one of those times.

Yet, we don't shy away from this work in the Berkeley Unified School District. We see and celebrate our school community's diversity, we see and value our differences, and we believe that a deep understanding and knowledge of our diversity builds strength because it reveals our common humanity and our common bond as citizens and residents in this nation. To do this work, we engage our parents and educators to be thoughtful about their values because a school district does not set its community's values. We also use our state guidelines and local Board policies and procedures to guide us in addressing controversial subjects in school.

Twelve Reported Incidents Since October 7, 2023, and Investigations

In doing this work, our staff are also not immune from missteps, which we don't ignore when they occur. We repeatedly urge that any antisemitic incident be reported to the district's Civil Rights and Compliance Office so we may investigate. We are aware of the allegations made in a letter sent to the United States Office of Civil Rights in late February. We became aware of the letter in March. While we have yet to receive any communication or actual complaint from the United States Office of Civil Rights about that letter or the allegations in the letter, we take seriously the allegations that several of our students have felt unsafe at school. We have not ignored the allegations in the letter.

Since October 7th, we have had specific allegations of antisemitism arising from 12 incidents. Nine of those incidents were within our district's jurisdiction to investigate. Certain investigations are underway, and certain ones have been concluded. When investigations show that an antisemitic incident has occurred, we take action to teach, correct, and redirect our students. We also do not publicly share our actions about these investigations because student information is private and legally protected under federal and state law. As a result, some believe we do nothing. This is not true.

Likewise, when an investigation shows that one of our educators has crossed a line, we take disciplinary action, including everything from warning, reassignment, suspension, or termination. In our state, personnel actions are also private and legally protected, and disciplinary proceedings are subject to state due process procedures. Accordingly, the actions we take or may take are not disclosed, which, once again, can be confused with inaction. Because of these factors, sometimes these investigations move slower than we like and slower than parents or the complainants want. We understand these concerns. Yet, inaction is never the case in our district when addressing antisemitism, Islamophobia, or any other form of hate.

These isolated incidents and allegations, and our prompt and firm response to them, further underscore that any suggestion that antisemitism is pervasive in our Berkeley schools is false.

Look Global, Act Local

In California, we have over 1000 local school districts. No two school districts work precisely the same way because no two communities are precisely the same. Our state provides grade-level academic and content standards for all students. The local school districts determine how those standards are taught and implemented. This principle of local control in California schools is underscored by the Local Control Accountability Plan, which obligates every public school district to formally and regularly engage their communities in discussions that help shape the educational and learning priorities within the district.

Recently, our State Legislature passed, and our Governor signed legislation requiring all school districts to adopt an ethnic studies curriculum. In Berkeley, we were excited by this development because it is consistent with our proud legacy of free speech, advancing civil rights, and recognizing in this great state the experiences and contributions of all ethnicities that seek to value all humanity.

Conclusion

I was drawn to the Berkeley Unified School District because it serves a community that does not tell its children what to think. Instead, we teach them to ask good questions, listen to others' viewpoints, and strive to build increased understanding and empathy for each other. In doing so, we also teach that hate in all its forms, including antisemitism and Islamophobia, has no place in our schools.

I am proud of the work that has been done, and I know that our work must continue until every student, employee, and family knows that they are safe, welcome, and respected and that their voice matters.

Thank you.

Enikia Ford Morthel,
Superintendent, Berkeley Unified School District

EXHIBIT 1

October 11, 2023

Acknowledging this Time of Conflict and Turmoil / Reconociendo este tiempo de Conflicto y Agitación

October 11, 2023

Dear Berkeley Unified Community,

I want to acknowledge that there is heartbreaking conflict and tragedy at this moment. We are here—in community—to support our students, families, and staff as we experience the weight of recent events in Israel and Palestine. While we are all processing these events differently, we know that children are especially sensitive to this level of violence and turmoil.

Many of us in Berkeley are experiencing shock and sadness for those who are suffering. We know that these events are particularly difficult for members of our school community with family, friends and/or cultural ties to these regions. Children and adults may be experiencing a range of emotions at this time. BUSD is committed to offering safe and welcoming schools to each and every student and to all in our school community. Each of our school communities has supports, including counseling, for students and staff. Our district's employee assistance program will be available for staff who are needing support as well. Additionally, here are some resources that parents/caregivers can review to support conversations they may wish to hold with their children.

- [How to Talk to Kids About Violence, Crime, and War](#) (Common Sense Media)
- [Resilience in a time of war: Tips for parents and teachers of elementary school children](#): (American Psychological Association)
- [Resilience in a time of war: Tips for parents and teachers of middle school children](#): (American Psychological Association)
- [Talking to Children About War](#) (National Child Traumatic Stress Network)

It is critically important that we hold one another during these times, empathetic to the different ways in which this might affect us as individuals and a community. What impacts one impacts all. During this time, we will continue to center our students as we also extend grace and compassion to one another.

In Community,

Enikia Ford Morthel
Superintendent

Octubre 11, 2023

Estimada Comunidad de Berkeley Unified:

Deseo reconocer que en este momento hay un conflicto desgarrador y una tragedia. Estamos aquí—en comunidad— para apoyar a nuestros estudiantes, familias y personal a medida que experimentamos el peso de los recientes acontecimientos en Israel y Palestina. Mientras que todos procesamos estos acontecimientos de forma diferente, sabemos que los niños son especialmente sensibles a este nivel de violencia y agitación.

Muchos de nosotros en Berkeley estamos experimentando conmoción y tristeza por los que están sufriendo. Sabemos que estos eventos son particularmente difíciles para los miembros de nuestra comunidad escolar con familia, amigos y/o vínculos culturales con estas regiones. Los niños y los adultos pueden experimentar una serie de emociones en este momento. BUSD está comprometido a ofrecer escuelas seguras y acogedoras a todos y cada uno de los estudiantes y a todos los miembros de nuestra comunidad escolar. Cada una de nuestras comunidades escolares cuenta con apoyos, incluyendo la consejería/orientación, para los estudiantes y el personal. El programa de asistencia al empleado (employee assistance program) de nuestro distrito estará disponible para el personal que también necesite apoyo. Además, aquí se presentan algunos recursos que los padres/cuidadores pueden consultar para apoyar las conversaciones que deseen mantener con sus hijos.

- [Cómo Hablar con los Niños acerca de la Violencia, el Crimen y la Guerra](#) (Common Sense Media)

- [Resiliencia en tiempos de guerra: Consejos para padres y maestros de niños en primaria](#): (American Psychological Association)
- [Resiliencia en tiempos de guerra: Consejos para padres y maestros de niños en primaria](#): (American Psychological Association)
- [Hablando con los Niños Acerca de la Guerra](#) (National Child Traumatic Stress Network)

Es de vital importancia que nos sostengamos unos a otros durante estos tiempos, con empatía hacia las diferentes formas en que esto puede afectarnos como individuos y como comunidad. Lo que afecta a uno afecta a todos. Durante este tiempo continuaremos centrando a nuestros estudiantes al mismo tiempo que extendemos la gracia y la compasión de unos a otros.

En Comunidad,

Enikia Ford Morthel
Superintendente

Article by [Trish McDermott](#) / [News Superinte](#)

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Anti-Bullying: [Board Policy](#) | [Administrative Regulation](#) | [Compliance](#)

Suicide Prevention: [Board Policy](#)

Notification of Non-Discrimination Policy:

The Berkeley Unified School District is committed to providing equal opportunity for all individuals in district programs and activities. Accordingly, BUSD programs and activities shall be free from discrimination, harassment, intimidation and bullying based on actual or perceived ancestry, age, color, disability, gender, gender identity, gender expression; nationality, race or ethnicity, religion, sex, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. The Board shall promote programs which ensure that discriminatory practices are eliminated in all district activities. (Board Policy 0410, Board Policy 1311, Board Policy 4030, Board Policy 5145.3, Board Policy 5145.7)

The Board also prohibits retaliation against any district employee or job applicant who complains, testifies or in any way participates in the district's complaint procedures instituted pursuant to this policy. (Board Policy 4030)

Complaint forms are available at school sites and on the district webpage at www.berkeleyschools.net/complaints.

For inquiries or concerns regarding BUSD nondiscrimination policy 5145.3 or the filing of discrimination complaints please contact:
 Jasmina Viteskic, Title IX Coordinator/Compliance Officer
 2020 Bonar Street Room 116, Berkeley, CA 94702
 Phone: 510.486.9338 Email: nondiscrimination@berkeley.net

More information is available at www.berkeleyschools.net/non-discrimination/.

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EXHIBIT 2

Subject: Resources for Educators During this Time

October 13, 2023

Dear Berkeley Unified Colleagues,

Each of you got into this work to support our students' academic achievement, often in your specific subject area(s) of expertise. However, you as educators are often called upon to address issues that go far beyond the four walls of your classroom. We recognize that when these moments arise, students look toward you to provide comfort and help make sense of things that they don't completely understand.

Today, we are in one of those moments, as we witness the escalating war between the government of Israel and Hamas. Learning of the death and injury of thousands, including many young children, and the exploitation of images of violence in the media is deeply disturbing. The concerning rise in antisemitic and Islamophobic incidents, a global call for protest today, and ongoing uncertainty about this war inevitably impacts our students and comes into our classrooms. I appreciate the many ways that you are holding space for students while also supporting each other during this heartbreaking time.

After consulting various sources, we have compiled these resources to support you in this important work. These resources are not exhaustive, but they provide you with support to help students process their emotions, guide students in age-appropriate conversations about this conflict, and help them understand what is happening in Israel and Gaza within a broad historical context. I ask that you are critical of these resources and review them, using your discernment in determining which are appropriate for your students.

Setting Conditions

As educators we recognize that classrooms are communities where students need to feel safe, seen, felt, and heard. We understand the need for these spaces to be reflective of our diverse students, responsive, and humanizing. This enables students to learn, engage in critical thinking and explore and be exposed to experiences, ideas, and content.

As with all difficult and/or controversial topics, educators should be sure to:

- Attune themselves to the emotional impact these events have on students

- Pay close attention to students who are Palestinian or Israeli, Jewish or Muslim, those who may have family members in the region, and/or students who may be worried about how this crisis could impact them here in the United States. Check in with them with a concern for their wellness.
- Never single students out to speak about or explain related topics

Engaging in Critical Conversations in Class...

- [Teaching Controversial Issues: A Framework for Reflective Practice](#): This guide from Judy Pace, a teacher educator at the University of San Francisco, provides a research-based framework for teaching controversial issues.
- [Crucial Points: Talking Politics in Education, Tips for Educators and Everyone Else](#) This resource is primarily for best practices in having workplace conversations with peers around politically sensitive issues
- [Fostering Civil Discourse: How Do We Talk About Issues That Matter?](#): This guide from nonprofit Facing History and Ourselves gives educators ideas for how to prepare students to engage in reflective conversations on controversial topics.
- [Challenging Anti-semitism from a framework of collective liberation](#): PARCEO and Haymarket discussion on challenging antisemitism together with all forms of injustice.
- <https://www.challengeislamophobia.org>: Offers lesson plans and resources to assist educators and student rethink Islamophobia
- [In brief: Misinformation](#): This infographic from the News Literacy Project provides an overview of the pervasive use of misinformation and how people can be more critical readers of news and other information.

Middle East...

- [Teach Mideast.org](#): An aggregate of resources from background information to classroom activities that include multiple perspectives.
- [Making a Difference in the Midst of the Israeli-Palestinian Conflict | Wide Angle: Lesson Plan](#): This high-school-level lesson plan from PBS explores the history and complexity of the Palestinian-Israeli conflict through videos, websites, and interactive activities that provide more insight into the conflict.
- [How to Talk About the Israel Hamas War](#) This Ed Week article intends to help students understand “historical context, process current events, and use media

literacy skills to analyze news coverage and social media responses and misinformation about the conflict.”

- [Processing Attacks in Israel and the Outbreak of War in the Region](#) This post helps students process violence, terror, and the loss of life in the wake of attacks in Israel and Israel's declaration of war against Hama

Discussing with our students....

- [How do I talk to my kids about violence in the news?](#) and [Explaining the News to Our Kids](#): These two guides from Common Sense Media, a nonprofit that examines the impact of technology on children, provide age-appropriate tips on how to talk to kids about what’s happening in the news, especially when it involves violence.
- [How to talk to your children about conflict and war](#): This guide from UNICEF provides 8 tips on how to support and comfort children when war dominates headlines.
- [Handle With Care: Supporting Young People During Crises](#): Learning for Justice, a social justice and activism program for schools, provides ideas to support “meaningful” discussions about emotionally charged topics, with young people and potential follow-up steps and responses.

BUSD Teaching Guides

- Jewish American Heritage Month [TK-8 Teaching Guide](#), this guide is intended to be used throughout the school year.
- Arab American & SWANA Heritage Month [TK-8 Teaching Guide](#), this guide is intended to be used throughout the school year.

Books that Nourish Jewish and Palestinian Student Identities:

- [Not Your All American Girl](#) By Wendy Wan-Long Shang, Madelyn Rosenberg
- [Homeland: My Father Dreams of Palestine](#) by Hannah Moushabeck
- [A Place at the Table](#) By Saadia Faruqi
- [Baba What does My Name Mean?](#) By Rifk Ebeid
- [The Language of Angels](#) By Richard Michelson
- [These Olive Trees](#) By Aya Ghanameh
- [Passage to Freedom: The Sugihara Story](#) By Ken Mochizuki
- [Habibi](#) By Naomi Shihab Nye

We will continue to share resources with you as they become available and welcome you to share resources with your site teams.

In Community,

Enikia Ford Morthel
Superintendent

EXHIBIT 3

Select Language 

October 18, 2023

Caring for All Students During a Possible Student Walkout Today / Cuidando a Todos los Estudiantes Durante una Posible Manifestación Estudiantil el Día de Hoy



Excellence • Equity • Engagement • Enrichment

October 18, 2023

Dear Berkeley Unified Community,

We write first to acknowledge the difficult moment we are in and the unyielding and extreme pain some in our school community are experiencing due to the ongoing crisis in Israel and Gaza. BUSD's values include a focus on equity, diversity and inclusion. We honor the diversity of all of our students. We continue to be a community that is caring, responsive, and humanizing, and we feel deeply for all who are suffering, for all who have lost loved ones, and especially for our children.

We are aware of a call for a national student walkout at 10:30 am today. We respect and support the first amendment rights of our students to peacefully advocate for causes that are important to them. Here is some information relative to a potential walkout:

- This is not a district-sanctioned event.
- Because Berkeley Unified has a long tradition of students peacefully exercising their right to free speech, our educators are prepared, should BUSD students choose to participate.
- BUSD has guidance about how to respond to students walking out while continuing to make their classrooms safe learning spaces.
- On Friday, district teachers and administrators received resources for engaging in critical conversations that may arise in their classrooms in a manner that is age appropriate and supports the emotional well-being of all students, especially students who may feel particularly vulnerable. This included resources for challenging anti-semitism and islamophobia.
- We will continue to make space and provide counseling for students in need of support.
- If a student chooses to leave school as part of a walkout, staff will record the absence as unexcused in the attendance system. Parents/caregivers can excuse a student absence through the normal absence protocols.

Berkeley Unified stands against all forms of hate. We believe that classrooms are spaces where all students need to feel safe, seen, felt, and heard. We work to make these spaces responsive and humanizing for our diverse students, today and every day.

Regards,

Enikia Ford Morthel
Superintendent

[Translate »](#)

October 18, 2023

Estimado Comunidad de Berkeley Unified:

En primer lugar, les escribimos para reconocer el difícil momento en el que nos encontramos y el dolor inquebrantable y extremo que algunos miembro de nuestra comunidad escolar están experimentando debido a la crisis que continúa en Israel y Gaza. Los valores de BUSD incluyen un enfoque en la equidad, la diversidad y la inclusión. Nosotros honramos la diversidad de todos nuestros estudiantes. Continuamos siendo una comunidad solidaria, receptiva y humanizadora, y sentimos profundamente por todos los que sufren, por todos los que han perdido a seres queridos y, especialmente, por nuestros hijos.

Estamos conscientes de la convocatoria de un paro estudiantil nacional a las 10:30 am el día de hoy. Nosotros respetamos y apoyamos el derecho de nuestros estudiantes a defender pacíficamente las causas que consideren importantes. A continuación, se ofrece información relativa a una posible manifestación:

- Este no es un evento sancionado por el distrito.
- Debido a que Berkeley Unified tiene una larga tradición de estudiantes que ejercen pacíficamente su derecho a la libertad de expresión, nuestros educadores están preparados, en caso de que los estudiantes de BUSD decidan participar.
- BUSD cuenta con una guía acerca de cómo responder a los estudiantes que se marchan del salón sin dejar de hacer de sus salones de clase espacios seguros de aprendizaje.
- El viernes, los maestros y administradores del distrito recibieron recursos para entablar las conversaciones críticas que puedan surgir en sus salones de clase de una forma adecuada a la edad y que favorezca el bienestar emocional de todos los estudiantes, especialmente de aquellos que pueda sentirse especialmente vulnerables. Esto incluye recursos para combatir el antisemitismo y la islamofobia.
- Seguiremos haciendo espacios y ofreciendo consejería a los estudiantes que se encuentren en necesidad de apoyo.
- Si un estudiante decide abandonar la escuela como parte de una manifestación, el personal registrará la ausencia como injustificada en el sistema de asistencia. Los padres/cuidadores pueden justificar la ausencia de un estudiante a través de los protocolos normales de ausencia.

Berkeley Unified está en contra de todas las formas de odio. Creemos que los salones de clase son espacios donde todos los estudiantes necesitan sentirse seguros, vistos, sentidos y escuchados. Trabajamos para que estos espacios sean receptivos y humanizadores para nuestros diversos estudiantes, hoy y todos los días.

Saludos,

Enikia Ford Morthel
Superintendente

Article by [Trish McDermott](#) / [News, Superinte](#)

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Notification of Non-Discrimination Policy:

The Berkeley Unified School District is committed to providing equal opportunity for all individuals in district programs and activities. Accordingly, BUSD programs and activities shall be free from discrimination, harassment, intimidation and bullying based on actual or perceived ancestry, age, color, disability, gender, gender identity, gender expression; nationality, race or ethnicity, religion, sex, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. The Board shall promote programs which ensure that discriminatory practices are eliminated in all district activities. (Board Policy 0410, Board Policy 1311, Board Policy 4030, Board Policy 5145.3, Board Policy 5145.7)

The Board also prohibits retaliation against any district employee or job applicant who complains, testifies or in any way participates in the district's complaint procedures instituted pursuant to this policy. (Board Policy 4030)

Complaint forms are available at school sites and on the district webpage at www.berkeleyschools.net/complaints.

For inquiries or concerns regarding BUSD nondiscrimination policy 5145.3 or the filing of discrimination complaints please contact:
Jasmina Viteskic, Title IX Coordinator/Compliance Officer
2020 Bonar Street Room 116, Berkeley, CA 94702
Phone: 510.486.9338 Email: nondiscrimination@berkeley.net

More information is available at www.berkeleyschools.net/non-discrimination/.

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October 18, 2023

Community Update on Today's Student Walkout/Actualización Comunitaria acerca de la Manifestación Estudiantil el Día de Hoy



Excellence • Equity • Engagement • Enrichment

October 18, 2023

Dear Berkeley Unified Community,

I am writing with an update on the student walkout at Berkeley High School (BHS) this morning.

At approximately 10:30 am, about 150 BHS students left campus and crossed the street to Civic Center Park. I, along with district staff and BHS administrators, followed the students to monitor for safety. Student speakers engaged the group in an orderly manner. After gathering at the park, the students briefly marched to the UC Berkeley Campus, again accompanied by staff and administrators. Student organizers reminded students to stay on sidewalk and proceed safely. Students returned to campus at around 11:30 am.

While some BHS students exercised their first amendment right by participating in the walkout, more than 3,000 other students remained on campus—some enjoying a Latinx assembly, attending a performance of the BHS Jazz Band, or engaging in learning in their classrooms. I was at BHS throughout the day and was also able to visit with our Jewish Student Union who met during lunch today as well as check in with numerous other students and staff.

I want to thank our staff for continuing to hold space for our students and for their continued commitment to provide a safe and welcoming learning community for all BUSD students.

Finally, the district is receiving numerous requests about tonight's regular School Board meeting, asking that the Board not approve a resolution. I want to clarify that there is no resolution relative to the crisis in Israel-Gaza on the agenda for tonight's regular School Board meeting. [Here is a link to the Board meeting information page](#) where you can access the agenda for tonight's meeting. The Board can only address and vote on items that are on the posted agenda, per the Brown Act. The Brown Act also requires the Board to allow time for public comments on items that are on and not on the agenda.

In Community,

Enikia Ford Morthel
Superintendent

October 18, 2023

Estimada Comunidad de Berkeley Unified:

Les escribo con una actualización acerca de la manifestación estudiantil en Berkeley High School (BHS) esta mañana.

[Translate »](#)

Aproximadamente a las 10:30 de la mañana, unos 150 estudiantes de BHS abandonaron el plantel escolar y cruzaron la calle para dirigirse al Civic Cent Park. Yo, junto con el personal del distrito y los administradores de BHS, seguimos a los estudiantes para vigilar su seguridad. Los estudiantes oradores involucraron al grupo de forma ordenada. Tras reunirse en el parque, los estudiantes marcharon brevemente hacia el plantel de UC Berkeley, acompañados nuevamente por personal y administradores. Los organizadores estudiantiles les recordaron a los estudiantes que debían permanecer en la acera y circ con seguridad. Los estudiantes regresaron al plantel escolar alrededor de las 11:30 am.

Mientras que algunos estudiantes de BHS ejercieron su derecho a la primera enmienda participando en la manifestación, otros más de 3.000 estudiantes permanecieron en el plantel escolar, algunos disfrutando de una asamblea Latinx, asistiendo a una actuación de la Banda de Jazz de BHS, o participando en el aprendizaje dentro de sus salones de clase. Estuve en BHS durante todo el día y también pude visitar a nuestra Unión de Estudiantes Judíos, que se reunió durante el almuerzo el día de hoy, así como también con otros muchos estudiantes y miembros del personal.

Deseo dar las gracias a nuestro personal por seguir manteniendo el espacio para nuestros estudiantes y por su continuo compromiso de proporcionar una comunidad de aprendizaje segura y acogedora para todos los estudiantes de BUSD.

Por último, el distrito está recibiendo numerosas peticiones acerca de la reunión ordinaria del School Board de esta noche, solicitando que el Board no apruebe una resolución. Deseo aclarar que no hay ninguna resolución relativa a la crisis en Israel-Gaza en la agenda de la reunión regular del School Board de esta noche. [Aquí se encuentra un enlace para la página de información acerca de la reunión del Board](#) donde usted podrá tener acceso a la agenda de la reunión de esta noche. El Board únicamente puede tratar y votar en los puntos que figuran en la agenda publicada, en conformidad con la Ley Brown (Brown Act). El Brown Act también requiere que el Board conceda tiempo para comentarios del público relacionados con los puntos incluidos y no incluidos en la agenda.

En Comunidad,

Enikia Ford Morthel
Superintendente

Article by [Trish McDermott](#) / [News, Superintendente](#)

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2020 Bonar Street Room 116, Berkeley, CA 94702
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EXHIBIT 4



Berkeley USD School Board Meeting - October 18, 2023



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<https://www.youtube.com/watch?v=a9htRIYn9kA&t=215s>

EXHIBIT 5



<https://www.youtube.com/watch?v=KN-GGE90obc>

EXHIBIT 6

Policy 5145.9: Hate-Motivated Behavior

Status: ADOPTED

Original Adopted Date: 03/08/2023 | **Last Reviewed Date:** 03/08/2023

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

The Governing Board is committed to providing a safe learning environment that protects students from discrimination, harassment, intimidation, bullying, and other behavior motivated by a person's hostility towards another person's real or perceived ethnicity, national origin, immigrant status, sex, gender, sexual orientation, religious belief, age, disability, or any other physical or cultural characteristic.

Defining Hate-Motivated Behavior

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

Hate-motivated violence (hate crimes) is a criminal act motivated by bias and prejudice based on real or perceived ethnicity, national origin, immigrant status, sex, gender, sexual orientation, religious belief, age, disability, or any other physical or cultural characteristic. These acts include threats of or physical injuries to an individual or damages to property (Cal. Ed. Code § 233(e)). Hate-motivated violence comprises two distinct elements: it is an act that constitutes an offense under criminal law; and in committing the act, the perpetrator acts on the basis of prejudice or bias.

Prevention and Interventions

The Superintendent or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents if they occur.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. Such collaborative efforts shall focus on ensuring efficient use of District and community resources, developing effective prevention strategies and response plans, providing assistance to students affected by hate-motivated behavior, and/or educating students who have perpetrated hate-motivated acts.

The District shall provide students with age-appropriate instruction that includes the development of social-emotional learning, promotes their understanding of and respect for human rights, diversity, and acceptance in a multicultural society, and provides strategies to manage conflicts constructively.

As necessary, the District shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

The Superintendent or designee shall ensure that the rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident are provided to students and parents/guardians.

The Superintendent or designee shall provide staff with training on recognizing and preventing hate-motivated behavior and on effectively enforcing rules for appropriate student conduct.

Complaint Process

A student or parent/guardian who believes the student is a victim of hate-motivated behavior is strongly encouraged to report the incident to a teacher, the principal, or other staff members.

Any staff member who is notified that hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident shall immediately contact the principal or the compliance officer responsible for

coordinating the District's response to complaints and complying with state and federal civil rights laws. As appropriate, District staff shall also contact law enforcement.

Any student who feels that they are a victim of "hate-motivated" behavior shall immediately contact the principal or any trusted staff member with whom the student has a relationship. Reports can be made in writing or verbally and all complaints should be reported to a site administrator. If the student believes that the situation has not been remedied by the principal or designee, the student may file a complaint with the District's Civil Rights and Compliance Office in accordance with District Uniform Complaint Procedures (Board Policy and Administrative Regulation 1311).

If, during the investigation, it is determined that a complaint is about nondiscriminatory behavior, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

Disciplinary Actions

Any student who engages in hate-motivated behavior at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action and in accordance with California Education Code § 48900, et. seq. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Any staff member found to have engaged in hate-motivated behavior toward any other staff member or any student shall be subject to discipline up to and including dismissal in accordance with applicable policies, laws, and/or collective bargaining agreements.

Any non BUSD student or staff who engages in hate-motivated behavior at District schools or at school-sponsored or school-related activity and are in violation of this policy, shall be referred to law enforcement as appropriate.

Record Keeping

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

EXHIBIT 7



May 1, 2023

Join BUSD in Celebrating Jewish American Heritage Month / Únase a BUSD para Celebrar el Mes de la Herencia Judía Estadounidense



May 1, 2023

Dear BUSD community,

May is a rich month of heritage celebrations which includes the upliftment of Jewish American Heritage Month. Since 2006, May has been proclaimed a Jewish American Heritage Month. As is true of any community, there is no single way of being Jewish. In Berkeley Unified School District, we have a beautiful spectrum of the Jewish community represented by our students and families.

The Bay Area has an especially proud history of Jewish activism and spirituality embodying the Jewish concept of Tikkun Olam– healing the world to make it a better place for all. It is in this spirit of Tikkun Olam, that we offer these resources, found below, to our community. And it is in this spirit that we honor all the ways that people are connected to Judaism and Jewish American history and culture here in BUSD: through birth, adoption, marriage/partnership conversion, and secular and religious ties—we celebrate the diversity of the Jewish American community. Through these resources we also strive to center Jewish community members who are too often marginalized: Mizrahi and Sephardic Jews, Jews of color, Jews with disabilities, LGBTQ+ Jews, and your Jewish voices.

In this month of May, it is important to unequivocally state that we as a district stand firmly united against all forms of hate, which includes antisemitism. We denounce the rise in anti-semitic rhetoric against Jewish people and are committed to teaching about contemporary and historical forms of antisemitism, including the Holocaust, and what we as a community can do to stand up against hate. We also recognize that the Jewish American community is more than the stories of the discrimination against them. This month, we take time to shine a light on contemporary Jewish artists and the resilience of the Jewish people.

BUSD's Jewish American Heritage Month Resources

Family Guides

Please take advantage of BUSD's Family Guide for Celebrating Jewish American Heritage Month, compiled by the office of Equity, Achievement and Belonging. It provides resources for families to *Listen, Learn, and Lift Up*, as they celebrate Jewish American Heritage Month throughout May and beyond.

Among the resources shared, you will find first person stories and biographies of creatives representing some of the many ways that people connect to Judaism and Jewish heritage. Some members of the Jewish community are recognizable by the clothes (kippah/yarmulke, tallit, tefillin) or symbols they wear (Star of David), and others you will only know by asking and listening to their stories.

[PDF of Family Guide in English](#)

[Family Guide in Arabic](#)

[Family Guide in Spanish](#)

THREE THINGS YOU CAN DO TO CELEBRATE JEWISH AMERICAN HERITAGE MONTH BUSD FAMILY GUIDE

Compiled by the Equity Achievement & Belonging Department with BUSD Jewish community members



Portrait of Judith Neumann by Jen White-Johnson, Bay Area artist

1. LISTEN

Listen to the Lived Experiences of Jewish American People

- **ARTICLE** 20 Black Jews You Should Know
- **ARTICLE** 1 Grew Up Jewish, But That's Not How the World Sees Me
- **WATCH** LUNAR Ep5: Jewish Enough, Asian Enough.
- **ARTICLE** 16-Year-Old Creates 'Tikkun Olam Means Black Lives Matter' Line For Charity
- **LISTEN** Podcast "Conversation on Race and Jews of Color with Ilana Kaufman"
- **ARTICLE** "Yes, You Can Be Native & Jewish"
- **ESSAY** on Latinx & Jewish identity
- **ARTICLE** "American Jews are taking a hard look at racism in their midst"

2. LEARN

Learn About Jewish American Experiences & Local Organizations

- **VIDEO** of Hedy Epstein, Holocaust Survivor, on Social Activism
- **VIDEO** Kids Meet a Holocaust Survivor (middle school and up)
- **RESOURCES** from Jewish American Heritage Month website
- **EXPLORE** resources by the Contemporary Jewish Museum in San Francisco
- **LEARN** resources for learning Hebrew
- **Camp** Be'chol Lashon
- **Camp** Tawanga
- **Olamim**-Latinx Jewish belonging for families
- **Urban** Adamah
- **Jewish Community Center of the East Bay**
- **Jewish Youth for Community Action (JYCA)**

Jewish American Reading List from the BUSD Library



3. LIFT UP

Lift Up and Celebrate Jewish American Culture With Your Family

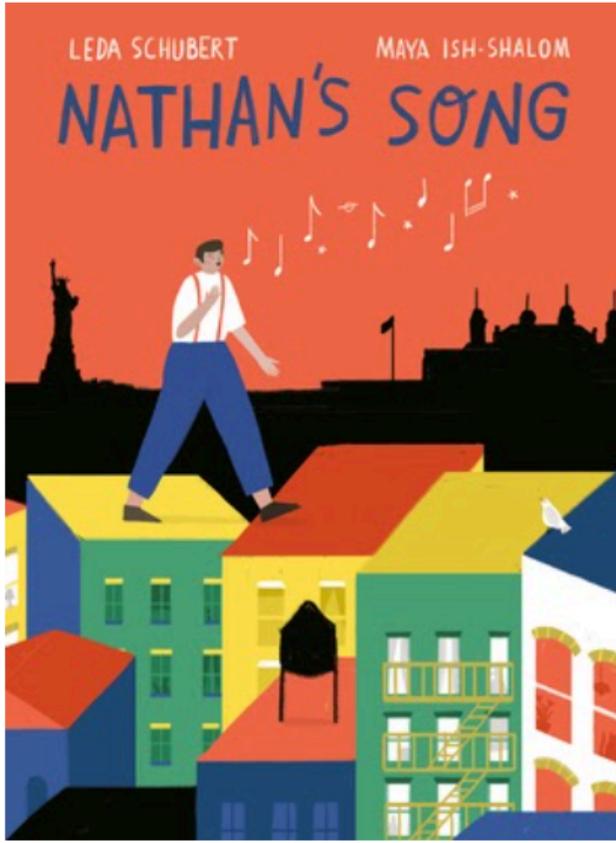
- **LISTEN** Spotify Playlist: Mi Granjita by Olamim, Latinx Jewish belonging for families
- **LISTEN** to Berkeley music group, Octopretzell!
- **ENJOY** this video of BUSD alum, Daveed Diggs returning to Berkeley High School
- **VISIT** The Magnes Collection, Contemporary Jewish Museum
- **CHECK OUT** the Jewish Community Center East Bay event calendar

Reading Lists

These [reading lists](#), organized by grade level, represent recently published books that celebrate Jewish-American heritage, affirm identity, and promote cultural awareness. Sharing these books is one part of our effort to develop a diverse consciousness within and for our youth and ensure they know they are not alone, and that they can speak up to help stop the spread of bigotry.

Click on each book to access the associated list.

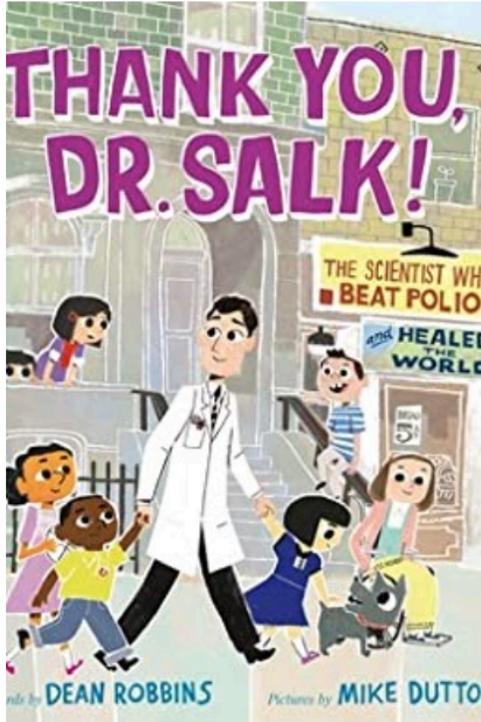
Preschool-TK List



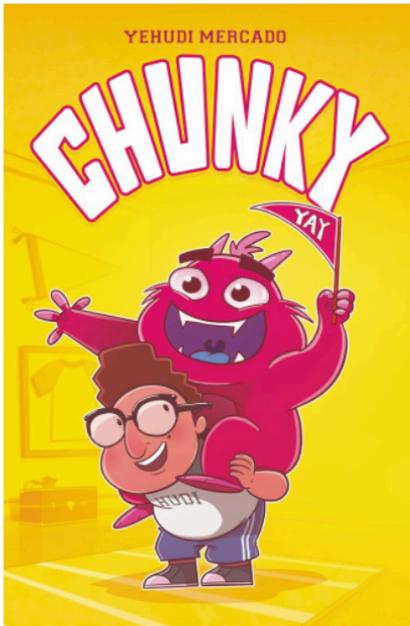
K-1st Grade List



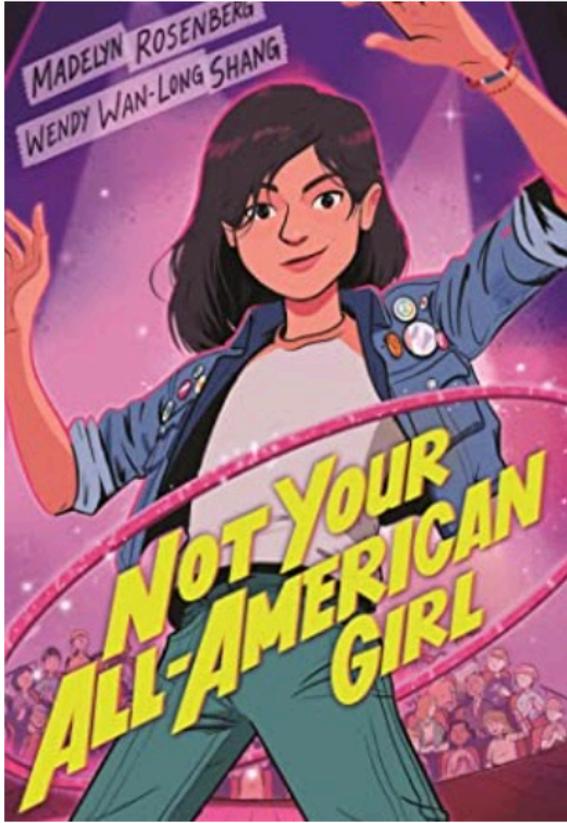
2nd-3rd Grade List



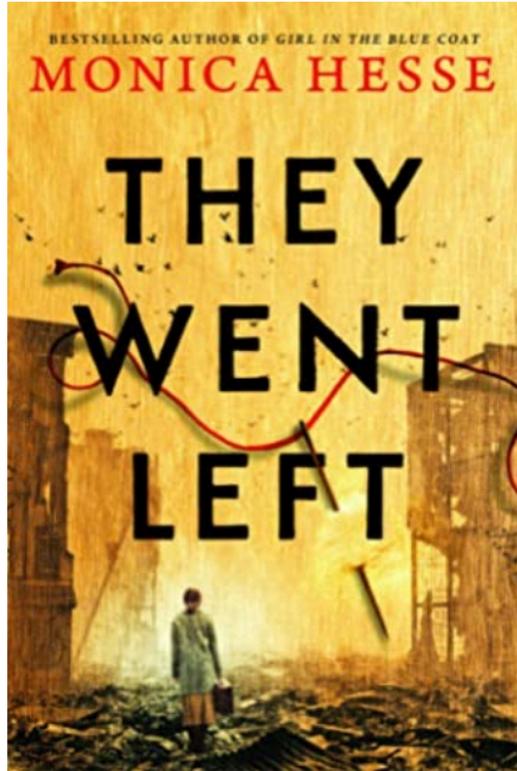
4th-5th Grade List



Middle School



High School



Additional BUSD Jewish American Heritage Month Resources

Please also take a moment to review BUSD’s [Jewish American Heritage Month TK-8 Teaching Guide](#) and to visit the district’s [Jewish American Heritage Month resources webpage](#).

In celebration of our Jewish American school community, we are happy to present “Lifting Up BUSD Staff Jewish American Voices.” This is a poster campaign which shares stories and experiences of our Jewish American staff members with our students and community. Thank you to the staff memt who participated in this campaign.

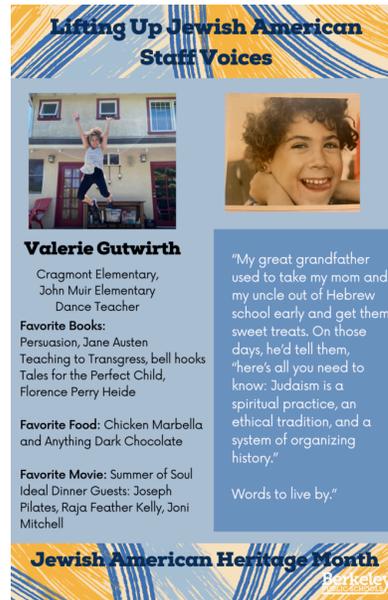
Lifting Up Jewish American Staff Voices

Emily Hill
Longfellow Middle School
Vice Principal

"I think it's important to learn about and celebrate Jewish history and culture so that we know more than misinformation and stereotypes. Jews are actually very diverse and live all over the world! Jews have always faced challenges and persecution, but we continue to persevere and bring positive contributions to society. Jewish values include being helpful to those who are in need and an obligation to make the world a better place. Living according to these values has brought a lot of meaning and joy to my life, especially as an educator!"

Jewish American Heritage Month
Berkeley

Translate »



These posters will be displayed at schools, work sites, on the [BUSD website](#), and in district publications throughout the month. We hope by sharing these narratives with our students, it will allow them to deepen their connections with Jewish American staff across the district.

In unity and שלום (shalom),

Enikia Ford Morthel
Superintendent

Mayo 1, 2023

Estimada Comunidad en BUSD:

Mayo es un mes repleto de celebraciones de la herencia, entre las que destaca el Mes de la Herencia Judía Estadounidense. Desde 2006, mayo ha sido proclamado como el Mes de la Herencia Judía Estadounidense. Como ocurre en cualquier comunidad, no hay una única forma de ser Judío. En Berkeley Unified School District, tenemos un hermoso espectro de la comunidad Judía representada por nuestros estudiantes y familias.

El Área de la Bahía tiene una historia especialmente orgullosa de activismo y espiritualidad Judía que encarnan el concepto Judío de Tikkun Olam– sanar mundo para convertirlo en un lugar mejor para todos. Con este espíritu de Tikkun Olam, ofrecemos estos recursos a nuestra comunidad. Y es en este espíritu que honramos todas las formas en que las personas están conectadas con el Judaísmo y la historia y cultura Judía Estadounidense aquí en BU. A través del nacimiento, adopción, matrimonio/pareja, conversión y lazos seculares y religiosos–celebramos la diversidad de la comunidad Judía Estadounidense. A través de estos recursos también nos esmeramos por centrarnos en los miembros de la comunidad Judía que con demasiada frecuencia son marginados: Mizrahi y Sephardic Judíos, Judíos de color, Judíos con discapacidades, Judíos LGBTQ+, y las voces de los Judíos jóvenes.

En este mes de mayo, es importante afirmar que sin equivocación, como distrito, nos mantenemos firmemente unidos contra todas las formas de odio, incluido el antisemitismo. Denunciamos el aumento de la retórica antisemita contra el pueblo Judío y nos comprometemos a enseñar las formas contemporáneas e históricas de antisemitismo, incluido el Holocausto, y lo que podemos hacer como comunidad para oponernos al odio. También reconocemos que la comunidad Judía Estadounidense es algo más que las historias de discriminación de las que son objeto. Este mes dedicamos un tiempo a los artistas Judíos contemporáneos y a la resistencia de las personas Judías.

Recursos Mes de la Herencia Judía Estadounidense en BUSD

Guías Familiares

Por favor tome ventaja de la Guía Familiar de BUSD para Celebrar el Mes de la Herencia Judía Estadounidense, recopilada por la oficina de Equidad, Rendimiento y Pertenencia. Ofrece recursos para que las familias Escuchen, *Aprendan*, *Eleven* y *Amen* mientras celebran el Mes de la Herencia Judía Estadounidense a través de mayo y posteriormente.

Entre los recursos compartidos, usted encontrará historias en primera persona y biografías de creativos representando algunas de las muchas formas en que la gente conecta con el Judaísmo y la herencia Judía. Algunos miembros de la comunidad Judía son reconocibles por la ropa (kippah/yarmulke, tal tefillin) o símbolos que usan (La Estrella de David (Star of David)), y otros que sólo usted conocerá preguntando y escuchando sus historias.

[Inglés](#)

[Translate »](#)

TRES FORMAS DE CELEBRAR EL MES DE LA HERENCIA JUDÍA ESTADOUNIDENSE SEGUN LA GUÍA DE LA FAMILIA DEL DISTRITO ESCOLAR UNIFICADO DE BERKELEY (BERKELEY UNIFIED SCHOOL DISTRICT, BUSD)

Elaborado por el Departamento de Equidad, Progreso y Pertenencia en conjunto con miembros de la comunidad judía del BUSD

Retrato de Judith Neumann por Jen White-Johnson, artista de Bay Area

1. ESCUCHA

Escucha las experiencias de vida de personas judías estadounidenses

- **ARTÍCULO** 20 Black Jews You Should Know (20 judíos negros que deberías conocer)
- **ARTÍCULO** I Grew Up Jewish, But That's Not How the World Sees Me (Crecí siendo judío, pero el mundo no me ve así)
- **VE LUNAR** episodio: Jewish Enough (Lo suficientemente judío). Asian Enough (Lo suficientemente asiático).
- **ARTÍCULO** 16-Year-Old Creates Tikun Olam Means Black Lives Matter' Line For Charity (Una joven de 16 años crea la línea de beneficencia "Tikun Olam significa que las vidas de las personas negras importan")
- **ESCUCHA** el podcast "Conversation on Race and Jews of Color with Ilana Kaufman" (Conversación sobre raza y judíos de color con Ilana Kaufman)
- **ARTÍCULO** "Yes, You Can Be Native & Jewish" (Sí, se puede ser nativo y judío)
- **ENSAYO** sobre la identidad latina y judía
- **ARTÍCULO** "American Jews are taking a hard look at racism in their midst" (Los judíos estadounidenses analizan a fondo el racismo en su entorno)

2. CONOCE

Conoce las experiencias de judíos estadounidenses y las organizaciones locales

- **VIDEO** de Hedy Epstein, sobreviviente del holocausto, sobre activismo social
- **VIDEO** Kids Meet a Holocaust Survivor (Niños y niñas conocen a un sobreviviente del holocausto) (secundaria en adelante)
- **RECURSOS** de la página web del Mes de la herencia judía estadounidense
- **EXPLORA** recursos del Museo Judío Contemporáneo de San Francisco
- **INFORMATE** sobre los recursos para aprender hebreo
- **Campamento Be'chol Lashon**
- **Campamento Tawanga**
- **Olamim: Pertenencia judía latina para familias**
- **Programa Urban Adamah**
- **Jewish Community Center of the East Bay**
- **Organización Juventud judía por la acción comunitaria (Jewish Youth for Community Action, JYCA)**

Lista de lecturas judías estadounidenses de la biblioteca del BUSD

3. PARTICIPA

Participa y celebra la cultura judía estadounidenses con tu familia

- **ESCUCHA** la lista de reproducción de Spotify: Mi Granjita de Olamim, Pertenencia judía latina para familias
- **ESCUCHA** al grupo musical de Berkeley ¡Octopretzell!
- **DISFRUTA** este video del antiguo alumno del BUSD, Daveed Diggs, regresando a Berkeley High School
- **VISITA** la Colección Magnes del Museo Judío Contemporáneo
- **CONSULTA** el calendario de eventos del Centro Comunitario Judío de East Bay

[Árabe](#)

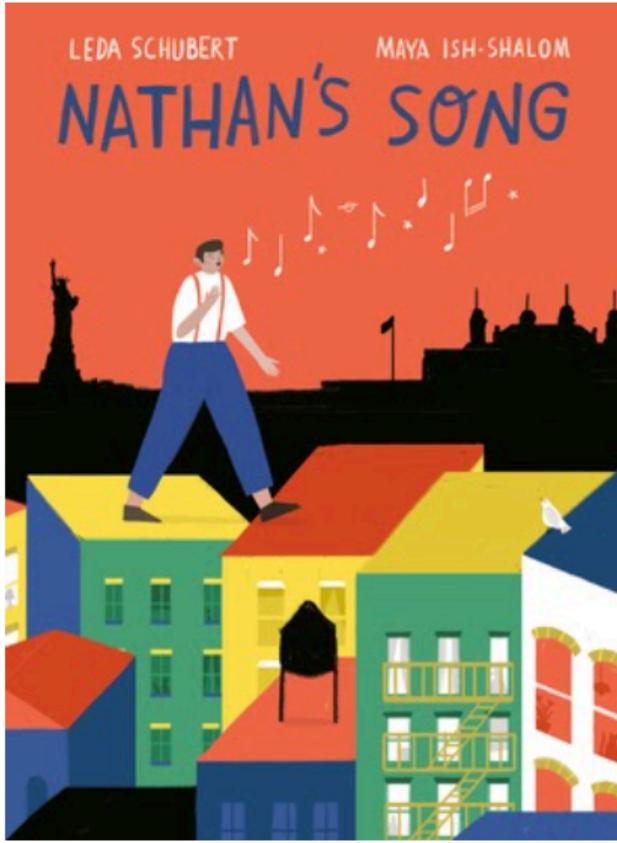
[Español](#)

Listas de Lectura

Estas [listas de lectura](#), organizadas por nivel de grado, representan libros publicados en los últimos años los cuales están dedicados a realzar la historia de los Asiático-Estadounidenses y de los Oriundos de las Islas del Pacífico, celebrando la herencia, afirmando la identidad y promoviendo el antirracismo. El compartir estos libros es una parte de nuestro esfuerzo por desarrollar una conciencia antirracista con y para nuestros jóvenes y garantizar que sepan que no están solos y que pueden hablar para ayudar a detener la propagación del fanatismo/intolerancia.

Haga clic en cada libro para acceder a la lista asociada.

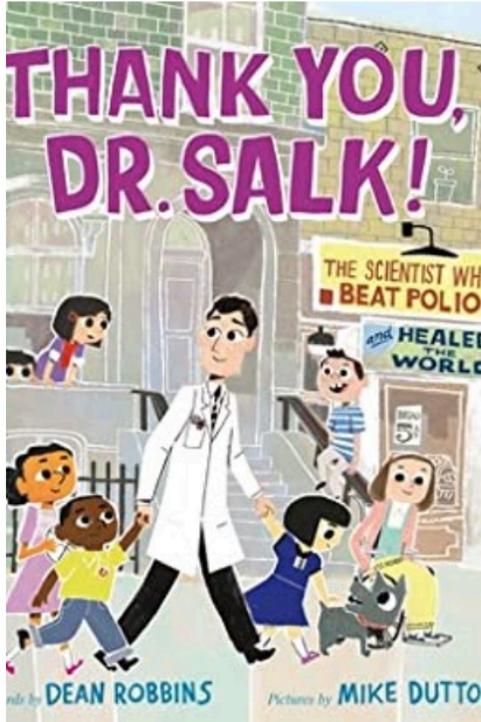
Preschool-TK List



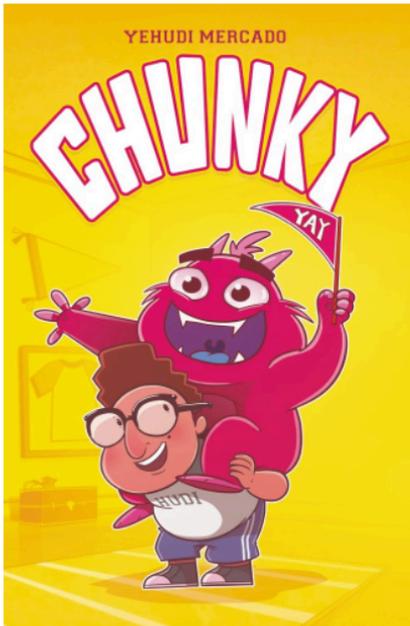
K-1st Grade List



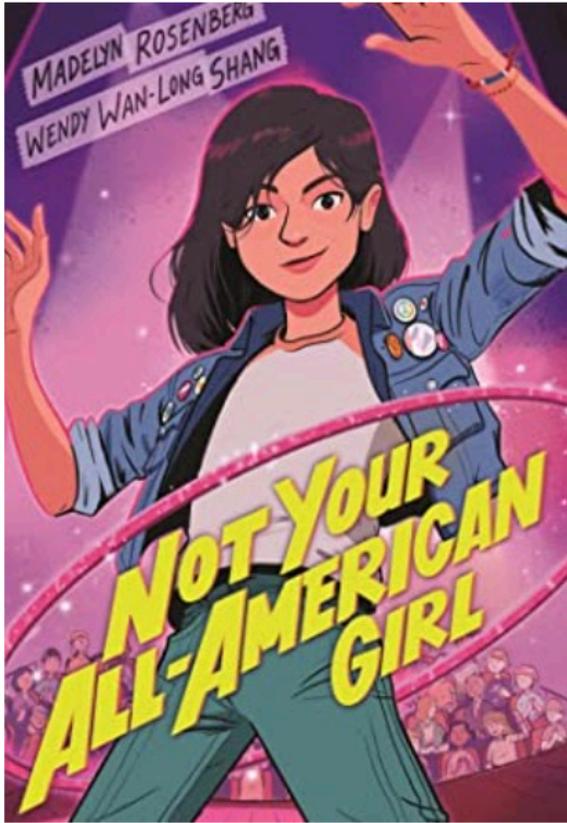
2nd-3rd Grade List



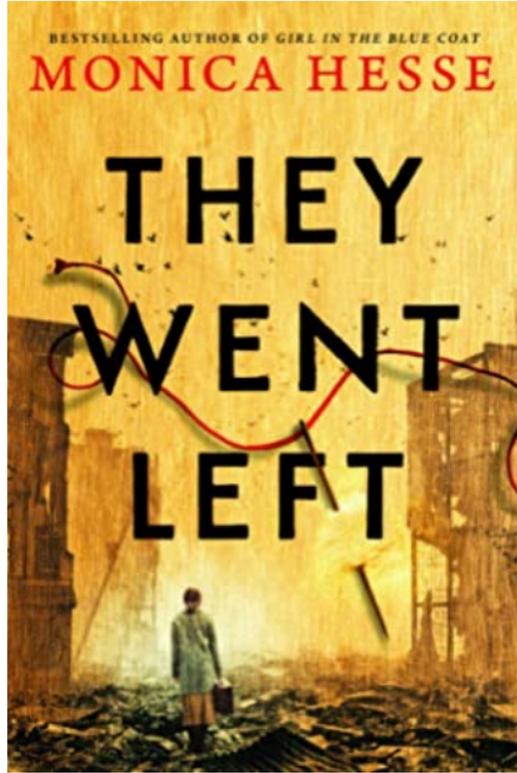
4th-5th Grade List



Middle School



High School



Recursos Adicionales del Mes de la Herencia Judía Estadounidense

Por favor, tome usted también un momento para revisar [la Guía de Enseñanza del Mes de la Herencia Judía Estadounidense de BUSD para los grados T](#) y para visitar [la página web de Recursos del Mes de la Herencia Judía Estadounidense](#).

En celebración de nuestra comunidad escolar Judía Estadounidense, nos complace presentar "Lifting Up BUSD Staff Jewish American Voices". Esta es campaña de posters en la que se comparten historias y experiencias de los miembros de nuestro personal Judío Estadounidense con nuestros estudia y la comunidad. Nuestro agradecimiento a los numerosos miembros del personal que han participado en esta campaña.

Lifting Up Jewish American Staff Voices



Emily Hill
Longfellow Middle School
Vice Principal

"I think it's important to learn about and celebrate Jewish history and culture so that we know more than misinformation and stereotypes. Jews are actually very diverse and live all over the world! Jews have always faced challenges and persecution, but we continue to persevere and bring positive contributions to society. Jewish values include being helpful to those who are in need and an obligation to make the world a better place. Living according to these values has brought a lot of meaning and joy to my life, especially as an educator!"



Jewish American Heritage Month
Berkeley

Translate »



Estos posters serán exhibidos en las escuelas, en los lugares de trabajo, en el [sitio web de BUSD](#), y en las publicaciones del distrito durante todo el. Esperamos que el compartir estos relatos con nuestros estudiantes les permita profundizar sus conexiones con el personal Judío Estadounidense en t el distrito.

En unidad y שלום (shalom),

Enikia Ford Morthel
Superintendente

Article by [Trish McDermott](#) / [News](#), [Superinte](#)

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Anti-Bullying: [Board Policy](#) | [Administrative Regulation](#) | [Compliance](#)

Suicide Prevention: [Board Policy](#)

Notification of Non-Discrimination Policy:

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Jasmina Viteskic, Title IX Coordinator/Compliance Officer

2020 Bonar Street Room 116, Berkeley, CA 94702

Phone: 510.486.9338 Email: nondiscrimination@berkeley.net

More information is available at www.berkeleyschools.net/non-discrimination/.

[Translate »](#)

EXHIBIT 8

Exhibit 8 to Written Statement of Superintendent Enikia Ford Morthel, Berkeley Unified School District, Before the United States House of Committee on Education and the Workforce Subcommittee on Early Childhood, Elementary, and Secondary Education
 May 8, 2024
 Page 1

Date	Sender	Superintendent Communications
July - October 2022	Ford Morthel	<p><i>Superintendent's Entry Plan:- Listening and Learning</i></p> <ul style="list-style-type: none"> Engaged over 300 members of the Berkeley Community, including Jewish community members. Engagement sessions' purpose was to lift the voices, perspectives and experiences of the Berkeley community
11/ 15/ 22	Ford Morthel	<p>United Against Hate Week message includes an invitation to attend a BUSD community webinar to learn about and practice a strategy for speaking out against bias and hate: interrupt, question, educate, and echo.</p>
05/ 01/ 23	Ford Morthel	<p>Message From Supt: Celebrating Jewish American Heritage Month</p> <ul style="list-style-type: none"> Denounce the rise in antisemitic rhetoric against Jewish people and commitment to teaching about contemporary and historical forms of antisemitism, including the Holocaust, and what we as a community can do to stand up against hate.
10/ 11/ 23	Ford Morthel	<p>Acknowledging this Time of Conflict and Anguish</p> <ul style="list-style-type: none"> Acknowledges the heartbreaking tragedy of the moment Provides resources that parents can review to support conversations they may wish to hold with their children.
10/ 13/ 23	Ford Morthel	<p>Resources for educators during this time</p> <ul style="list-style-type: none"> Engaging in critical conversations in class Discussing the Middle East Teaching guides Books that nourish Jewish and Palestinian students' identities
10/ 18/ 23	Ford Morthel	<p>Meeting with the Jewish Student Union</p> <ul style="list-style-type: none"> Stance against hate Reporting incidence of intolerance Available supportive resources
10/ 31/ 23	Ford Morthel	<p>What's Happening in BUSD: November 2023</p> <ul style="list-style-type: none"> Stance against Hate Stance against Islamophobia and antisemitism

11/ 1/ 23	Ford Morthel	<p>Board Meeting Supt Comment (5:39)</p> <ul style="list-style-type: none"> ● Stance against Hate ● Complaint Process <p><i>“I say again and unequivocally that we stand up against all forms of hate at BUSD, including antisemitism and Islamophobia.</i></p> <p><i>If any of our families are reporting incidents and not receiving a response from the school site, I invite you to forward those reports to our Civil Rights and Compliance Office at complaints@berkeley.net.</i></p> <p><i>Responding to and investigating anonymous reports without any verifiable information can be challenging and result in ineffective response to very serious and harmful incidents.”</i></p>
11/ 3/ 23	Ford Morthel	<p>Berkeleyside Article on District Response to Israel/ Hamas War</p> <ul style="list-style-type: none"> ● “I say again, and unequivocally, that BUSD — that we, together — stand against all forms of hate, including antisemitism and Islamophobia,” Superintendent Enikia Ford Morthel said at a board meeting Wednesday to a tense audience largely split among supporters of Israel and Palestine. ● School board director Jennifer Shanoski said at the board meeting Wednesday that she condemned antisemitism and Islamophobia and felt it was important for teachers to be able to have “hard conversations” with students about the war between Israel and Hamas in Gaza.
11/ 7/ 23	Ford Morthel	<p>November & United Against Hate Week</p> <ul style="list-style-type: none"> ● stance against all forms of hate, including Islamophobia and antisemitism. ● Invitation to a film screening and student panel for United Against Hate Week, held in partnership with the Berkeley Mayor’s Office and Not In Our Town.
11/ 15/ 23	Ford Morthel	<p>Board Meeting Supt Comment (4m in, 5sec mark)</p> <ul style="list-style-type: none"> ● stance against all forms of hate ● Policy on Controversial Issues
11/ 17/ 23	Ford	<p>Jacket Article on Student Wellness</p>

Exhibit 8 to Written Statement of Superintendent Enikia Ford Morthel, Berkeley Unified School District, Before the United States House of Committee on Education and the Workforce Subcommittee on Early Childhood, Elementary, and Secondary Education
 May 8, 2024
 Page 3

	Morthel	<ul style="list-style-type: none"> • “We together stand against all forms of hate, including antisemitism and islamophobia,” said Enikia Ford Morthel, the Berkeley Unified School District superintendent.
11/ 30/ 23	A+News	Feature on United Against Hate Week
12/ 21/ 23	Ford Morthel	A Little Light Before We Leave for Winter Break <ul style="list-style-type: none"> • Acknowledge the suffering • Israel/ Gaza conflict
02/ 13/ 24	Ford Morthel	Meeting w/ Jewish Families <ul style="list-style-type: none"> • Stance against hate and commitment to inclusion • Discussed teacher-developed lesson set
03/ 21/ 24	Ford Morthel	Meeting with BUSD SSWANA Parents <ul style="list-style-type: none"> • Stand against hate • Acknowledging the crisis • Expressed support for our students and teachers
03/ 29/ 24	Ford Morthel	April video <ul style="list-style-type: none"> • Stand against hate • Acknowledging the crisis
3/ 29/ 24	BUSD	Arab American & SSWANA Heritage Month Resources Webpage
5/ 01/ 24	Ford Morthel	Message From Supt: Celebrating Jewish American Heritage Month <ul style="list-style-type: none"> • Denounce the rise in Antisemitic rhetoric against Jewish people and commitment to teaching about contemporary and historical forms of antisemitism, including the Holocaust, and what we as a community can do to stand up against hate. • Invites community to a free day at the Magnes Museum of Jewish Life and Culture on May 19, 2024
5/ 01/ 24	Ford Morthel	Video, in English and Spanish , introducing Jewish American Heritage Month and a May 13, 2024 webinar to assist the community in recognizing, preventing, and responding to Islamophobia and antisemitism.
5/ 01/ 24	BUSD	Jewish American Heritage Month Resources Webpage

EXHIBIT 9

Select Language

You are here: [Home](#) » **Jewish American Heritage Month**

Jewish American Heritage Month



In May, BUSD celebrates Jewish American Heritage Month, lifting up and honoring the contributions of Jewish Americans in our school community, our extended communities, and our country.

A NOTE FROM ENIKIA

SUPERINTENDENT FORD MORTHEL

EXCELLENCE

EQUITY

ENGAGEMENT

ENRICHMENT



Berkeley
PUBLIC SCHOOLS
Berkeley Unified School District

[Translate »](#)

May is a rich month of heritage celebrations which includes BUSD's third year celebrating Jewish American Heritage Month. Since 2006, May has been proclaimed as Jewish American Heritage Month so that we can center and honor the many lived and historical experiences of Jewish Americans. As is true of any community, there is no single way of being Jewish. In Berkeley Unified School District, we have a beautiful spectrum of the Jewish community represented by our students, staff, and families.

The Bay Area has an especially proud history of Jewish activism and spirituality embodying the Jewish concept of *Tikkun Olam*— healing the world to make it a better place for all. It is in this spirit of *Tikkun Olam*, that we offer these resources to our community. And it is in this spirit that we honor all the ways that people are connected to Judaism here in BUSD: through birth, adoption, marriage/partnership, conversion, through secular and religious ties—we celebrate the diversity of the Jewish community.

Among the resources shared, you will find first person stories and biographies of creatives representing some of the many ways that people connect to Judaism and Jewish heritage. Some members of the Jewish community are recognizable by the clothes (*kippa/yarmulke, talit, tichel*), or symbols they wear (*star of David*), and others you will only know by asking and listening to their stories. Through these resources we also strive to center Jewish community members who are too often marginalized.

In this month of May, it is important to unequivocally state that we as a district stand firmly against anti-semitism and united against all forms of hate. We denounce the rise in antisemitic rhetoric against Jewish people and are committed to teaching about the history of antisemitism and the Holocaust. We also recognize that the Jewish American community is so much more than the stories of the discrimination against them and this month is an opportunity to shine a light on contemporary Jewish creatives and the resilience of the Jewish people.

In unity and שלום (Shalom),

Enikia Ford Morthel
Superintendent

Events

BERKELEY UNIFIED SCHOOL DISTRICT

Jewish American Heritage Month

**BUSD MUSEUM
VISIT DAY**

UC BERKELEY

MAGNES MUSEUM OF JEWISH ART & LIFE

SUNDAY, MAY 19 2024
11:00AM-2:00PM
2121 ALLSTON WAY

FREE ADMISSION & SPECIAL ACTIVITIES
FOR ELEMENTARY FAMILIES



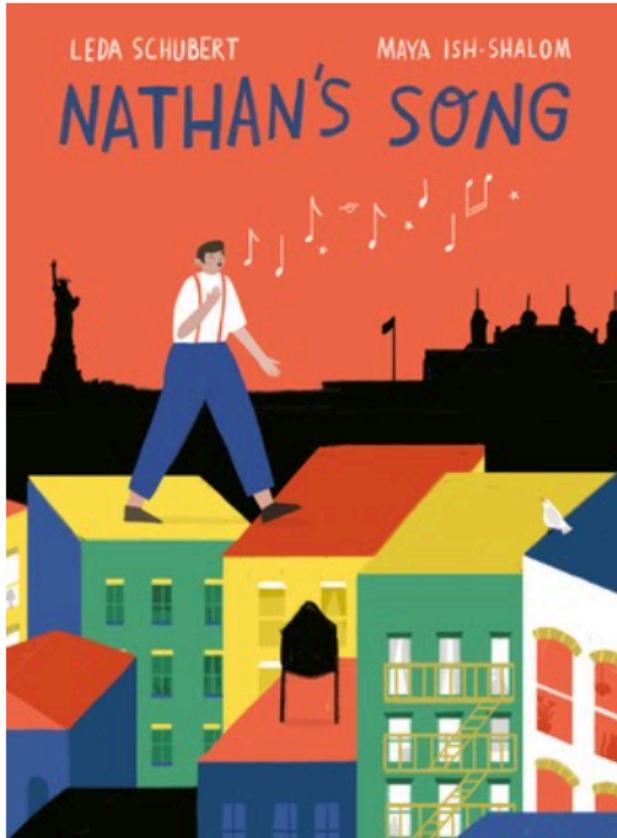
On May 19, 2024 from 11:00 am – 2:00 pm: BUSD will host a visit to UC Berkeley's Magnes Collection of Jewish Art and Life located at 2121 Allston Way. While everyone is welcome, this event will focus on elementary families with special arts and history activities connected to exhibits. Admission is free, BUSD staff will be there to welcome our students and families.

Reading Lists

These reading lists, organized by grade level, represent recently published books that celebrate Jewish-American heritage, affirm identity, and promote cultural awareness. Sharing these books is one part of our effort to develop a diverse consciousness with and for our youth and ensure they know they are not alone, and that they can speak out to help stop the spread of bigotry.

Click on each book to access the associated list.

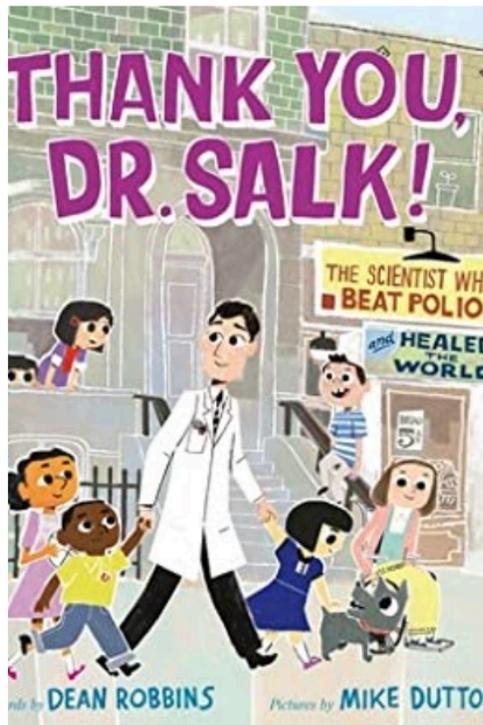
Preschool-TK List



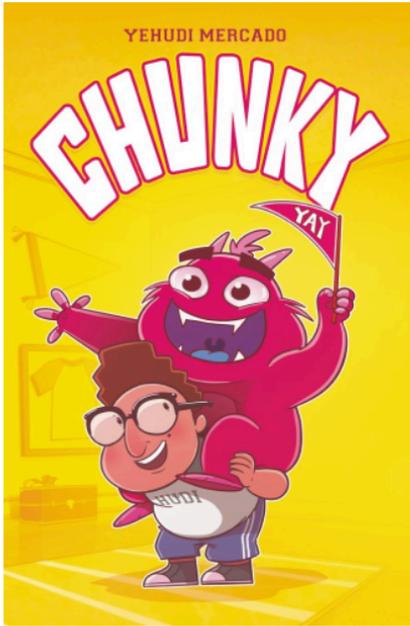
K-1st Grade List



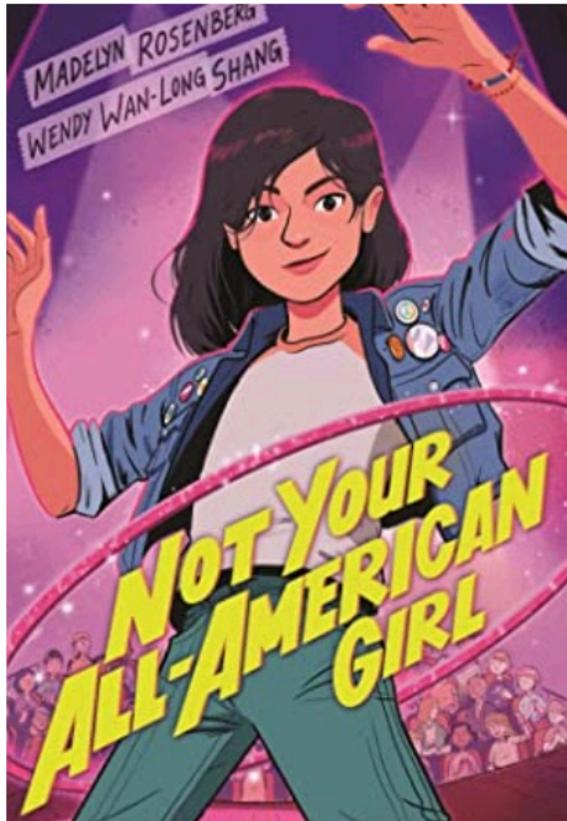
2nd-3rd Grade List



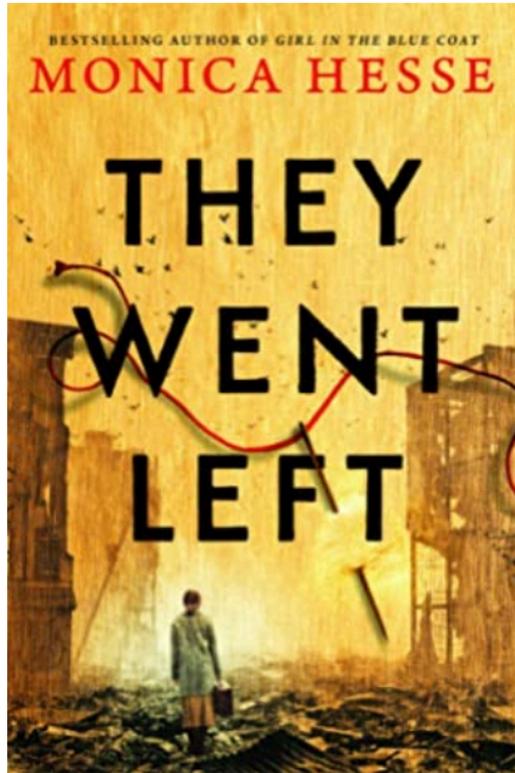
4th-5th Grade List



Middle School



High School



Educator Resources

This [TK-8 Teaching Guide](#) was compiled by BUSD's Equity, Achievement, and Belonging Department and BUSD Jewish community members.

"We denounce the rise in antisemitic rhetoric against Jewish people and are committed to teaching about the history of antisemitism and the Holocaust."
Superintendent Ford Morthel

Here are some examples about how these topics are taught in Berkeley Unified Schools

Elementary School

Many teachers incorporate read alouds that affirm Jewish American identities and that uplift Jewish holidays; many teachers also invite Jewish family members to share about family traditions with their classes each year

4th grade Historical Fiction Book Clubs Unit is taught in late spring and the book is [Number the Stars](#)– through this book, teachers teach about the Holocaust

Middle School

6th grade– included in a history unit about world religions, that includes learning about Judaism and Jewish beliefs and traditions.

High School

WWII and the Holocaust is taught in 10th grade World History

Ethnic Studies also naturally invites students to be their whole selves in the classroom and for all aspects of their identities to be valued and supported, so there are many opportunities for Jewish students to share about their culture(s), traditions, and ancestral connections to Judaism throughout their time in BUSD.

Translate »



CONTEMPORARY JEWISH CREATIVES TO KNOW

- ARTICLE: Black and Jewish Identities Converge in Art
- Chella Man**: Deaf and gender queer artist and actor
- David Nadel**: Founder of Ashkenaz Music & Dance Community Center
- Rebecca Pierce**: Bay Area filmmaker
- Gabriela Orozco**: DC Poet Laureate
- Kate Borstein**: Nonbinary playwright, performance artist, actor, and gender theorist
- Lonely Island**: Comedy group and Berkeley High School graduates, Jarma Taccone, Andy Samberg and Akiva Schaffer
- Michael Twitty**: Judaic Studies teacher and cookbook author of *The Koshersoul*
- Miriam Klein Stahl**: Artist, activist, BHS art educator, and illustrator of *Rad American Women A-Z*
- Octopretzel**: Folk music for the whole family
- Susan Felix**: Berkeley artist
- Tanya Eisen-Morris**: 2021 San Francisco Poet Laureate
- Daveed Diggs**: Berkeley High School alum, actor

CURRICULUM

- LESSONS & TEACHING RESOURCES from Jewish American Heritage Month website
- EXPLORE resources by the Contemporary Jewish Museum in San Francisco
- Upper Elementary through Middle School, VIDEO of Hedy Epstein, Holocaust Survivor, on Social Activism
- Upper Elementary through Middle School, VIDEOS 10 Jewish Americans Who Changed History (PBS/ThinkTV)
- Middle School, TEACHING GUIDE for the book, *How To Find What You're Not Looking For* by Veera Hiranandani
- Middle School, TEACHING GUIDE for the book, *Recipe for Disaster* by Berkeley author, Almee Lucida
- Middle School, RESOURCES Yam HaShoa, Holocaust Remembrance Day
- Middle School, VIDEO History of antisemitism in refugee immigration during the Holocaust
- Middle School, LESSONS on teaching about antisemitism from the US Holocaust Memorial Museum
- Middle School, VIDEO Kids Meet a Holocaust Survivor
- Middle School, TEACHING IDEAS for the impact of Ruth Bader Ginsburg's legacy on the Supreme Court
- 6th grade, LESSON on Jewish holidays

Jewish American Reading List from the BUSD Library



EAST BAY JEWISH FAMILY & YOUTH ORGANIZATIONS

- Camp Be'chol Lashon
- Camp Tawanga
- Jewish Community Center of the East Bay
- Jewish Youth for Community Action (JYCA)
- Olamim- Latinx Jewish belonging for families
- Urban Adamah

Family Guides

THREE THINGS YOU CAN DO TO CELEBRATE JEWISH AMERICAN HERITAGE MONTH BUSD FAMILY GUIDE

Compiled by the Equity Achievement & Belonging Department with BUSD Jewish community members

1. LISTEN

Listen to the Lived Experiences of Jewish American People

- MUSIC Jewish musical group, Maccabeats
- ARTICLE 20 Black Jews You Should Know
- WATCH Shaboom! YouTube channel for Jewish Families
- ARTICLE I Grew Up Jewish, But That's Not How the World Sees Me
- WATCH LUNAR Ep5: Jewish Enough, Asian Enough
- LISTEN Podcast "Conversation on Race and Jews of Color with Ilana Kaufman"
- WATCH *The Jewish Journey: America* (PBS)
- ARTICLE "Yes, You Can Be Native & Jewish"
- ESSAY on Latinx & Jewish identity
- ARTICLE 16-Year-Old Creates 'Tikkun Olam Means Black Lives Matter' Line For Charity

2. LEARN

Learn About Jewish American Experiences & Local Organizations

- VIDEO Hedy Epstein, Holocaust Survivor, Social Activism
- VIDEO Kids Meet a Holocaust Survivor (secondary)
- RESOURCES Jewish American Heritage Month website
- EXPLORE Contemporary Jewish Museum in SF
- READ short guide to Jewish religion & culture
- EXPLORE Jewish American History Timeline
- STUDY "Crash Course in Early Jewish History"
- READ "Modern Israel at a Glance"

EXPLORE community organizations:

- Camp Be'chol Lashon
- Camp Tawanga
- Olamim- Latinx Jewish belonging for families
- Urban Adamah
- Jewish Community Center of the East Bay
- Jewish Community Relations Counsel (JCRC)
- Jewish Youth for Community Action (JYCA)

3. LIFT UP

Lift Up and Celebrate Jewish American Culture With Your Family

- LISTEN Spotify Playlist: *Mi Granjita* by Olamim, Latinx Jewish belonging for families
- LISTEN to Berkeley music group, Octopretzel!
- ENJOY this video of BUSD alum, Daveed Diggs returning to Berkeley High School
- ENJOY 18 Facts about Andy Samberg, BHS Alum
- VISIT The Magnes Collection, UC Berkeley Contemporary Jewish Museum
- CHECK OUT the Jewish Community Center East Bay event calendar
- WATCH Jewish film list (Common Sense Media)
- READ access books from PJ Library

version 2, updated May 2024

[English Family Guide](#)

[Spanish Family Guide](#)

Arabic Family Guide (BUSD's translation provider is closed today for International Workers' Day. This guide will be available on the BUSD website on 5/3/24.)

Lifting Up BUSD Staff Jewish American Voices – May 2024

In celebration of our Jewish American community, BUSD has introduced "Lifting Up Jewish American Voices," a campaign to share our Jewish American staff narratives with our students and community by creating posters featuring their stories and experiences. Later this month, these posters will be displayed around the district, on the BUSD website, in social media, and in district publications. Sharing these narratives with our students will allow them to deepen connections with Jewish American staff in BUSD.

[Translate »](#)

Lifting Up Jewish American Staff Voices

Mr. B
 Longfellow Middle School, Willard Middle School, Berkeley High School
 Substitute Teacher

Favorite Book: The Club: How the Premier League Became the Richest, Most Disruptive Business in Sport by Joshua Robinson

Favorite Food: Bagel with lox

Favorite Song: "My Sweet Lord" by George Harrison

Ideal Dinner Guests: Nathan Fielder, Draymond Green, Kamala Harris

What are 2-3 important things that you want people to know about your cultural heritage being Jewish?
 "Being Jewish is as special as it is complex. We all have different understandings of our identity and what it represents, but what is so remarkable about our faith is that we are all able to connect on our common heritage. I grew up in a predominately Jewish community and feel so lucky to be so in touch with my cultural background."

What do you love most about being in Berkeley/working at BUSD?
 "I love how kind and compassionate our community is. It is a difficult time to be Jewish, with the war consuming much of our identity. The Berkeley community has treated me the exact same as they always have over the past few months- with unwavering respect."

Do you have a life mantra you want to share with Jewish students?
 "I hope that, regardless of your perspective on current events, we all remain proud of our identity and remain active in our community."

Jewish American Heritage Month
 Berkeley Unified School District

Mr. B

Longfellow and Willard Middle School, Berkeley High School
 Substitute Teacher

Lifting Up Jewish American Staff Voices

Mollie Blustein
 Cragmont Elementary School
 4th Grade Teacher

"I attended Kindergarten through 12th grade in Berkeley Unified (BAM, King Middle, and Berkeley High). For my undergraduate degree, I majored in Environmental Studies and minored in Film Studies at Mills College in Oakland. Two of my favorite classes were Music in Film and California Flora and Vegetation. I went to UC Santa Cruz for my teaching credential and Master of Arts in Education.

"I grew up with two households: with my mom and older brother in Richmond, and also with my dad, stepmom, older sister, and younger brother in Berkeley. We celebrated Jewish and non-Jewish holidays, including Hanukkah, Christmas, and Kwanzaa. It was a blessing to have so many opportunities to celebrate with family and community!"

Jewish American Heritage Month
 Berkeley Unified School District

Mollie Blustein

Cragmont Elementary School
 4th Grade Teacher

Translate »

Lifting Up Jewish American Staff Voices



**Forest Borie
(Baruch Chaim)**
Longfellow Middle School
World History Teacher

"The picture of me on the bus was taken by my mother on my first day of kindergarten. I didn't grow up within a Jewish community, but it was always important to our family to embrace our heritage.

"One thing that I have always appreciated about Jewish culture is our prolificacy and deep value for writing—especially those who have used the pen to advocate for truth, peace, and justice. I'm inspired by Jews like Emma Goldman, Naam Chomsky, and local Rabbi Michael Lerner.



"The next picture was taken in Ramallah by my best friend in 2008. We were protesting the construction of the wall between Israel and Palestine.

"We Jewish people must be resolute in advocating for a world that includes freedom of movement, equal rights, economic justice, and love for all—especially Palestinians. This is also our only true security. And this is our true Jewish heritage."

Jewish American Heritage Month
Berkeley Unified School District

Forest Borie

Longfellow Middle School

World History Teacher

Lifting Up Jewish American Staff Voices




Kate Rosen
Berkeley High School
English Teacher

Favorite Book: Brave New World, Aldous Huxley

Favorite Food: Bread and Cheese

Favorite Series: It's Always Sunny in Philadelphia

Ideal Dinner Guests: Leonardo DiCaprio, Benedict Cumberbatch, Kate Middleton

"I am from the Midwest and was always one of the only Jewish kids in my grade of over five hundred. I was often the target of anti-Semitism and eventually hid my religion from those around me. I went to my new teacher retreat when I moved to the Bay and was asked, "Tell us one thing you don't tell most people?" My response was that I was Jewish. I was presented with blank stares, and then almost half of the people responded, "So am I." I finally felt seen and welcome."

Jewish American Heritage Month
Berkeley Unified School District

Kate Rosen

Berkeley High School

English Teacher

Lifting Up Jewish American Staff Voices



Jessica Stern
Ruth Acty Elementary School
3rd Grade Teacher

Favorite Book: The Love Songs of W.E.B Du Bois

Favorite Food: Grapes!

Favorite Series: Never Have I Ever and 30 Rock. I've watched them both like a million times!

Ideal Dinner Guests: Michelle Buteau, Ali Wong, and Tina Fey

"Through my Jewish identity I experience tremendous joy and I hold generational trauma. The joy is what grounds me and gives me a sense of myself, my family, and community. The trauma helps me build deeper empathy and keeps me focused on the importance of actively fighting toward social justice and a better future for our collective communities."

Jewish American Heritage Month
Berkeley Unified School District

Jessica Stern

Ruth Acty Elementary School

3rd Grade Teacher

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Suicide Prevention: Board Policy

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Jasmina Viteskic, Title IX Coordinator/Compliance Officer
2020 Bonar Street Room 116, Berkeley, CA 94702
Phone: 510.486.9338 Email: nondiscrimination@berkeley.net

More information is available at www.berkeleyschools.net/non-discrimination/.

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EXHIBIT 10

BERKELEY UNIFIED SCHOOL DISTRICT DEMOGRAPHICS

Quick Facts:

- Number of Students – 9,073 (as of 2022-23 school year)
- Berkeley Unified School District Schools

Early Childhood	Elementary	Middle	High
Franklin Preschool	Berkeley Arts Magnet at Whittier (BAM)	Longfellow	Berkeley High
Hopkins Early Childhood	Cragmont	Martin Luther King Jr.	Berkeley Technology Academy
King Child Development Center	Emerson	Willard	
	John Muir		
	Malcom X		
	Oxford		
	Rosa Parks		
	Ruth Acty		
	Sylvia Mendez		
	Thousand Oaks		
	Washington		

- Student Demographics (as of 2022-23 school year)

Category	Calculation (percentage, raw count)
Ethnic Diversity	8.2% Asian, 11.7% African American, 41.7% White, 21.8% Latino, 15.1% Multi-ethnic/Other
Free and Reduced Lunch	25%
English Learners	7.3 %

https://www.ed-data.org/district/Alameda/Berkeley-Unified/ps_MzI0MzQ%5E