

Berkeley Unified School District Board of Education

**Priorities in Response to
December 7th Community Meeting**

January 13, 2016

Overview/Background

- **Racial Incident at Berkeley High- November 4**
- **Black Student Union-led Walk Out- November 5**
- **Town Hall Meeting - December 7**
- **Take-Back the Day - December 9**
- **BSU/Community requests presented to Board- December 9**

Community Requests

- **Protocols for communication, safety and police interaction.**
- **African American curriculum, classes and programs**
- **Increase cultural pedagogy and awareness of cultural competency.**
- **Increase number of teachers of color.**
- **Address Special Education disproportionality.**
- **Implement restorative practices to reduce punitive discipline practices.**

BSU Requests

- **Revised history curriculum to include Afro-centric history (K -12th Grades).**
- **Full funding for the African American Studies Department.**
- **Creation of an on-campus Black Resource Center.**
- **Formation of a committee to recruit and retain Black staff and faculty, with representatives from all levels and the BSU.**
- **Comprehensive racial sensitivity training for all BHS Staff.**
- **All of the above be implemented within the next 3 to 6 months, with the process included in a formal response.**

District Staff Response

- **Take Back the Day Events at BHS – December 9**
- **Agreement to follow up Town Meeting by submitting summary of concerns and suggestions regarding racism and its impact in our school community**
- **Based on Town Meeting develop multi-phase action plan for Board review.**
- **Develop and submit for Board approval short-term recommendations.**

District Staff Response to Community and BSU

Three Areas of Action:

- 1. Physical Safety and Well Being**
- 2. Psychological Social/Emotional and Well Being**
- 3. Academic/ Intellectual and Well Being**

Immediate Action, Short-Term, Mid-Term, Long-Term

#1: Physical Safety

Short-Term

- A. **Develop a Communication Protocol To Inform All Stakeholders: District Office/Central Admin, Local Site, District-Wide, Parents, Students, Wider-Community (e.g. outside of district). Immediate Action**

- B. **Board Policy to address Hate Crimes and Racial Harassment which would define and reference protocols. Immediate Action**

- C. **Develop an Anonymous Reporting System. Immediate Action**

#1: Physical Safety

Short-Term

- D. Establish Policy/Protocols which outline roles and responsibilities for police interactions with students. (Parent notification of police/ student interactions, police protocols to address students and staff on campus). **Immediate Action**
- E. City Grant for an additional School Safety Officer to focus on preventive measures, restorative justice & bridging relationships). **Immediate Action**
- F. Provide Safety Officer Training/ Updated Expectations Roles and Responsibilities (with assistance of School Safety Officer grant). **Immediate Action**

#2: Psychological Social/Emotional and Well Being Short-Term

A. Develop a Robust Restorative Justice Program for implementation in Fall 2016. Immediate Action

B. Additional opportunities for Peer to Peer Safe Spaces and Courageous Conversations. Immediate Action

#3: Academic, Intellectual, and Well Being Short-Term

- A. Community brochure of initiatives and programs available for African American/underserved students.**
- B. Align all K-8 libraries/classroom and intervention reading materials to reflect African American culture.**
- C. Spring HCBU College Fair**
- D. Develop all-site template for bi-annual State of the School address for implementation in Fall 2016.**
- E. Establish Board policy on suspension/willful defiance.**

#1: Physical Safety

Mid Term

- A. Communicate Safety Plan so that all Stakeholders feel prepared and ready to execute. (e.g. Brochure, Opportunity to Educate Caregivers (e.g. at back to school night)).**

- B. Increase Parent Presence on Campus.**

- C. Automated Notification System.**

#2: Psychological Social/Emotional and Well Being Mid-Term

- A. Implement the Robust Restorative Justice Program.**
- B. Update Counseling Responsibilities**
- C. Establish additional culturally Relevant Programs and Enrichment Activities (e.g. Young Gifted and Black, Step Team, Diverse Music Electives)**
- D. Hire and Support African-American/Black Teachers-Develop Credentialed Pathways for Classified Staff with local colleges.**

#2: Psychological Social/Emotional and Well Being Mid-Term

E. Facilitate more workshops/opportunities to educate & empower students as well as parents regarding racism and its impact.

**F. Establish Racial Discrimination/Harassment/
Being an Ally Curriculum.**

#3: Academic, Intellectual, and Well Being

Mid- Term

- A. Restructure high school counselor responsibilities to strengthen focus on targeted students.**
- B. College and Career Mentor Program (refer to LCAP).**
- C. Expand Bridge Program or Early Back Program (refer to LCAP).**
- D. Differentiated programs for underserved children like Berkeley Scholars, AVID & BRIDGE (refer to LCAP).**

#3: Academic, Intellectual, and Well Being Mid- Term

- E. TSA to develop curricula and practices to infuse African American/Ethnic history, achievements, issues in general K-12 curricula (refer to LCAP).**
- F. Facilitate more workshops/opportunities to educate & empower parents to help students (refer to LCAP).**
- G. Develop an advisory committee on Special Education and disproportionality.**

#2: Psychological Social/Emotional and Well Being Long-Term

- A. Infuse African American History Culture into the overall curriculum.**

- B. Eliminate barriers to taking African American Studies classes.**

- C. Work with Teen Resource Center to support/house Affinity Groups.**

#2: Psychological Social/Emotional and Well Being Long-Term

- D. Re-examine the High School Assignment Lottery to ensure equitable student choice.**

- E. Restructure Learning Communities/create Universal 9th Grade Model.**

- F. Establish Full Period Leadership Classes at High/Middle School.**

#3: Academic, Intellectual, and Well Being Long- Term

- A. Expand African American Studies Department (as part of BHS restructure).**

- B. Strengthen connections with U.C. Berkeley (African American Studies Department, black student groups, black student recruitment, mentoring, best practices).**

Additional Community Suggestions

- **Consider options for whole or partial BHS closed campus.**
- **Mandatory teacher/staff training on institutional racism and impact of racism.**
- **Establish Oversight Task Force On African American Achievement/Response to Racism.**

Next Steps

- 1. Approve Summary**
- 2. Advisory and approval of Short- Term actions – identified as immediate action**