



Berkeley Unified School District

General District Information

1. Curriculum and Instruction

1.1 Common Core State Standards (CCSS)

Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education sets the standards for all students, from kindergarten through high school.

Since 2010, 45 states have adopted the same standards for English and math. These standards are called the Common Core State Standards (CCSS). Teachers, parents, and educational experts designed the CCSS to prepare students for success in college and the workplace.

The Common Core State Standards replace the California Standards, and the California Standards Test (CST) has been changed to a computer-based standardized assessment aligned with the rigorous Common Core Standards. The new tests are called “Smarter Balanced” assessments and go beyond multiple-choice questions to include extended response and technology enhanced items, as well as performance tasks that allow students to demonstrate critical-thinking and problem-solving skills.

Please visit our webpage noted below for more information on local efforts to implement the Common Core in Berkeley public school classrooms as well as to find links to useful online resources, including a K-8 Common Core parent handbook that provides an overview of standards at each grade level, and is available both in English and Spanish.

For information on curriculum and instruction, please call Maggie Riddle, Director of Schools, at 644-6002.

<http://www.berkeleyschools.net/teaching-and-learning-2/curriculum-standards/common-core-state-standards/>

1.2. Report Cards

Report cards are a tool for teachers to communicate with parents/guardians about the student’s progress towards grade level standards. Elementary students receive report cards three times a year. Elementary report cards reflect the grade level standards. Middle and high school students receive report cards four times a year, twice per semester (approx. every nine weeks). Additionally, secondary school students receive progress reports mid-way through each grading period (after approximately 4.5 weeks).

1.3. Student Assessments

In the spring of each year, all students in grades 2-8, and 11 are required to take the state mandated achievement tests as part of the State’s California Assessment of Student Performance and Progress (CAASPP).

However, a Special Education student’s Individual Education Plan (IEP) may allow this student to take an alternate exam. The results of these tests are mailed to parents/guardians. Over time, the new CAASPP assessment will provide an additional data point, along with other test scores and achievement data to assess individual student achievement and the quality of instructional programs. Parents and teachers can use individual scores to monitor the progress of their students. For more information about the assessments that will be used with your student, please talk with his/her teacher. Information on the state testing program in general is posted on the CDE website.

California English Language Development Test (CELDT)

All English Learners are given the California English Language Development Test initially upon enrollment in Berkeley Schools and annually thereafter. This testing is mandated by the state; parents do not have the option to waive this requirement. The results are used for appropriate program placement of students and to ensure that all students attain proficiency in English.

1.4. Promotion/Retention Requirements

The Berkeley Unified School District Board of Education has adopted a Pupil Promotion/Retention Policy that is in compliance with legislation passed in January of 1999 (AB1626) requiring that students meet minimum grade level standards to be promoted to the next grade. Each school site is required to provide intervention programs for students who are not making adequate progress towards grade level standards and are at risk of retention. The Pupil Promotion/Retention Policy can be found in Section 9 of this handbook. Kindergarten and first grade students may only be retained with the consent of the parent or guardian.

1.5. High School Graduation Requirements

A minimum of 220 credits in grades 9-12 is required for graduation. These credits include:

- English: 40 credits, 8 semester courses
- History: 40 credits, 8 semester courses – one year of Freshman Social Studies, which includes Social Living and Ethnic Studies, one year of World History, one year of U.S. History, one semester of American Government, and one semester of Economics
- Science: 20 credits, 4 semester courses – one year of Physical Science and one year of Biological Science
- Mathematics: 20 credits, 4 semesters of Mathematics courses that are offered at BHS, or that BHS courses are the prerequisites for. Courses repeated may not count twice. (Successful completion of one year of Algebra, or equivalent, is required.)
- Physical Education: 20 credits, 4 semester courses
- Foreign Language: 10 credits, 2 semester courses
or:
- Visual or Performing Arts: 10 credits, one year in one subject from Visual or Performing Arts.

1.6. Grading Policy

The Board of Education has adopted a standard grading policy, which can be found in Section 9 of this handbook. It is also important to note that after proper notification, a student’s grades, transcript, and diploma can be withheld for damage to or failure to return school property (e.g., lockers, books, uniforms). Parents/guardians will be notified in writing of the student’s alleged misconduct prior to the withholding of grades, transcript, or diploma (Education Code 48904). If you believe there is an error in grading, the first step is to contact the teacher. Ultimately, only the teacher of record can change a grade (Education Code 49066a).

1.7. Student Success Team

The *Student Success Team* (sometimes called a Student Study Team, or SST) is a process that is employed when a student is having difficulties in school, and when initial efforts by teachers, support staff, and/or parents to provide support have not made a sufficient impact. The SST is based on the assumption that the school, home, and community need to coordinate their efforts, through a focus on student strengths, to eliminate barriers to learning.

An SST meeting can be convened at any time during the school year by a teacher, administrator, parent/guardian, or other school personnel working directly with the child. Parents/guardians who are interested in convening an SST meeting for their child should contact the principal (for elementary schools), counselor (for middle schools and high schools), or coordinator (for independent study). SST meeting participants typically include the parent/guardian, teacher(s), principal, and student (when appropriate), and may include other individuals knowledgeable about the student's difficulties. In the SST meeting, information about the student's strengths, difficulties, and responsiveness are exchanged. This exchange is followed by the development of one or more specific goals for the student, and an action plan with strategies that will support the student in meeting these goals. Once an SST has been held, procedures are put in place to ensure that the action plan is implemented, including monitoring the student's progress and developing additional interventions if needed.

1.8. Special Education

According to state and federal law, all students aged 3 to 21 years who qualify for special education services, regardless of physical and/or mental ability, are entitled to a free and appropriate public education. To ensure that this right is protected, special instructional and support services are available to students with physical, cognitive, and emotional disabilities. The overriding mandate in assessing need and delivering services is that the student should be taught in the least restrictive environment. Therefore, when a student is referred for special education, every effort is made to serve the student in the regular general education program. For additional information, you may contact Lisa Graham, Director, Special Education, at 644-6210.

1.9. The Section 504 Plan for Students with Disabilities

Section 504 of the Rehabilitation Act of 1973 is a broad civil rights law regulated by the Office of Civil Rights. The law's intent is to eliminate discrimination based on disability in any program or activity receiving federal financial assistance. Under Section 504, students with a physical or mental impairment that substantially limits one or more major life activities, including learning, are eligible to receive services and aid designed to meet their needs.

To evaluate a student's eligibility under Section 504, the school site administrator or designee convenes a committee of individuals, including the parent, who are knowledgeable about the student's individual needs and school history, the meaning of evaluation data, and accommodation options. If the committee establishes that the student has a disability requiring services under Section 504, a written plan is developed that informs what modifications and/or special services and aids are needed. The Section 504 contact is the principal (for elementary schools), counselor (for middle schools and high schools), or coordinator (for independent study). The District Section 504 Coordinator is Dr. Susan Craig, Director of Student Services, 883-5224.

1.10. Procedures for Inclusion of Students with Disabilities in Non-Academic and Extra-Curricular Programs and Activities

Mandate

The Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973 prohibit nonacademic and extracurricular programs and activities, including afterschool programs, operated or sponsored by public schools from discriminating against students with disabilities by denying admission or ongoing participation solely on the basis of child's disability. These programs and activities may not deny a request for reasonable accommodations without making an individualized assessment of the student's needs. A request for reasonable accommodation may be denied only if the district determines that it would fundamentally alter the program, or otherwise impose an undue burden on the District. Provision of a free and appropriate education (FAPE) in the nonacademic or extracurricular program or activity is not generally required; however there may be instances in which the student's Individualized Educational Program (IEP) or Section 504 team determines that participation in the program or activity is required as part of the student's FAPE.

IDEA, Section 504 and Nonacademic and Extracurricular Programs and Activities

The District must provide equal access for students with disabilities including those with IEPs or Section 504 Plans, by providing the aids, supports, modification and services that are necessary to include students in nonacademic or extracurricular programs and activities. Participation in the program or activity need not be required by the student's IEP or Section 504 plan in order for the student to receive aids, supports, modifications, or services. The aids, services, modifications or supports may or may not be the same as those implemented during the regular school day since the activities may be different and because participation may or may not be an element of the student's FAPE. The aids, services, modifications and supports provided will be based on the student's individual disability-related needs.

In addition, a student's IEP or Section 504 team may determine that the student requires participation in the nonacademic or extracurricular programs and activities to receive a FAPE to meet his/her IEP goals. In this case the IEP or Section 504 team will determine what special education and related aids and services the student needs in order to participate. The IEP or Section 504 team would write extended day as the location for services.

Procedure for Making a Request for Disability Related Aids, Supports, Modifications, and Services

1. The parent/guardian will complete the enrollment process for the nonacademic or extracurricular program or activity.
2. For students without an IEP or Section 504 Plan, the parent/guardian will complete the *Request Form for Disability Related Aids, Supports, Modifications and Services* and submit it to the supervisor/designee for the nonacademic or extracurricular program or activity. In consultation with one or more individuals with expertise regarding the particular type of request, such as a special education program supervisor, school nurse, counselor, or other administrator, the supervisor or designee may approve or deny the request after making an assessment of the student's needs by gathering information from one or more of the following: parent/guardian, student's teacher, principal or other knowledgeable person, student's educational records including assessments. The aids, supports, etc. to be provided are then documented in the student's program or activities file.

- For students with IEPs or Section 504 Plans, the parent/guardian will complete the *Request Form for Disability Related Aids, Supports, Modifications and Services* and submit it to student's special education case manager at the school site. The IEP or Section 504 team will promptly convene and consider whether participation in the nonacademic or extracurricular program or activity is required as part of the student's FAPE; and, if so, the aids, services, modifications or supports necessary for the student's participation. The special education case manager will collaborate with the supervisor/designee for the nonacademic or extracurricular program or activity to document and implement the disability related aids, supports, modifications and services that will be implemented by the nonacademic or extracurricular program or activity staff.

The IEP or Section 504 team may be expanded to include the supervisor/designee for the nonacademic or extracurricular program or activity. If the IEP or Section 504 team determines that participation in the nonacademic or extracurricular program or activity is not required as a part of FAPE, the team will advise the supervisor/designee of aids, services, modifications or supports that are needed to ensure equal opportunity to participate for the student. The aids, supports, etc. to be provided are then documented in the student's program or activities file.

Approval Process and Documentation

The supervisor/designee for nonacademic, extracurricular program or activity will notify the parent/guardian in writing of the decision to approve or deny requests in a timely manner. The supervisor/designee will determine if related aids, supports, modifications and services can be provided with existing resources or whether additional district resources will be needed. The district will provide approved aids, supports, modifications, and services at no cost to the parent or guardian.

If the parent/guardian wishes to challenge a denial of their request they can:

- Request a reconsideration by the Director of Special Programs and Projects (All decisions)
- File a complaint with the Director of Student Services using the Uniform Complaint process (All decisions)
- Request mediation from the Office of Administrative Hearings (For IEP team decisions only)
- Request a due process hearing from the Office of Administrative Hearings (For IEP team decisions only)
- File a compliance complaint with the California Department of Education, Special Education Division (For IEP team decisions)
- File for a Section 504 hearing (for Section 504 team decisions)
- File a complaint with the Office for Civil Rights (All decisions)

Form Used

Request Form for Disability Related Aids, Supports, Modifications and Services – see page 47

1.11. Gifted and Talented Education (GATE)

Currently, the District does not receive dedicated funding from the State for Gifted and Talented Education (GATE). However, teachers provide differentiated instruction, such as tiered activities and flexible groupings in order to challenge and engage all students during the school day. Through District funds, BUSD also provides enrichment for students in

arts and academics at all sites. At the High School level, students are able to take AP and Honors courses.

1.12. Title I/ State Compensatory Education (SCE)

The Title I/SCE programs are funded by Federal and State money respectively. These funds are allocated to schools based on the number of students qualifying for the free or reduced-price lunch program. Schools must use these funds to support students who are academically underperforming. Students are identified as needing Title I services based on multiple academic assessments. Schools with more than 40% of their student population qualifying for free or reduced price are considered to be School-wide Title I schools.

The Title I and SCE funding sources support students' academic achievement by providing extended-day and year-round programs, teacher specialists, tutors, materials and other valuable resources. In addition, the District uses Title I funds for materials and training for parents in areas such as literacy, math, technology and data analysis as well as training educators to work with parents.

1.13. No Child Left Behind (has sunset) The Every Student Succeeds Act will commence July 1, 2017.

The Elementary and Secondary Education Act (ESEA) P.L. 107-110, also known as the No Child Left Behind Act, significantly changed many Federal education programs, including Title I. Districts are now required to notify parents annually of the following provisions of the law.

Teacher Qualifications:

Parents have the right to annually request information regarding the professional qualifications of their child's teacher annually, including, at a minimum:

- Whether the teacher has met State credential or license criteria for grade level and subject matter taught;
- Whether the teacher is teaching with an emergency credential or other provisional status;
- The baccalaureate degree major of the teacher and any other graduate certification or degree held;
- Whether the child is provided services by paraprofessionals, and, if so, their qualifications.

Additionally, paraprofessionals supported by Title I funds must meet the following criteria:

- Complete two years of higher education study, or
- Obtain an Associate's or higher degree, or
- Pass a formal State or local academic assessment that demonstrates knowledge of and the ability to assist in teaching reading, writing, and mathematics or reading, writing, and mathematics readiness.

Program Improvement Schools:

A school that fails to demonstrate adequate yearly progress (AYP) for two consecutive years will be identified as a Program Improvement School. In order for a school or district to make AYP, it must have:

- A sufficient proportion of its students performing at or above the proficient level on the statewide assessment overall and for each significant subgroup;
- At least a 95% participation rate overall and for each significant subgroup;
- A growth Academic Performance Index (API) of at least 710 or at least one point of growth; and
- A graduation rate that increases one tenth of one percent until the school reaches 100%.

Any school that has been identified for Program Improvement must promptly notify parents as follows:

1. An explanation of what the identification means, and how the school compares in terms of academic achievement to other elementary schools or secondary schools in the District and the State;
2. The reasons for the identification and an explanation of what the school is doing to address the problem of low achievement;
3. An explanation of what the District or State educational agency is doing to help the school address the achievement problem;
4. An explanation of how the parents can become involved in addressing the academic issues that caused the school to be identified for school improvement; and
5. An explanation of the parents' option to transfer their child to another public school, with transportation provided, or to obtain supplemental educational services for the child, as applicable.

1.14. English Language Learners

More than forty languages are spoken by students in the District. English Language Learners may choose a Spanish Bilingual program, Spanish/English Dual Immersion or Structured English Immersion. These programs are in full compliance with the law. Parents have the option of signing a waiver if they do not want any of these programs for their child.

According to law, parents of limited English proficient (English Learner) students participating in a language instruction program shall be notified, not later than 30 days after the beginning of the school year, of the following:

- the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;
- the methods of instruction used in the program in which their child is, or will be participating, and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;
- how such programs will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
- the specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school, if applicable;
- in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;
- information pertaining to parental rights.

Structured English Immersion Program (SEIP):

English Language Learners are placed with a classroom teacher who has the credentials to provide English Language Development (ELD) and sheltered instruction in the core content subjects (literature, history, science, and math).

Students in grades 6-12 receive one or two periods of daily English Language Development in a classroom setting, according to their level of English language proficiency. They also receive sheltered instruction in other core subjects. Students who are non-English speaking are given priority for support from primary language instructional assistants when possible.

Bilingual Programs:

LeConte (K-5) elementary school offers a Two-Way Immersion Program (Spanish/ English).

1.15. Office of Family Engagement and Equity

Research has consistently shown that when schools and families work together to support learning, everyone benefits: students do better in school and in life, parents become empowered, schools get better, communities grow stronger. To that effect, the Office of Family Engagement and Equity aims to build school, home and community partnerships to establish more inclusive and culturally informed support networks for parents, encourage parent advocacy and promote parental involvement in their children's education.

The Office of Family Engagement and Equity together with family engagement site coordinators strives to equip parents with necessary information, skills, and ability to effectively navigate the school system, support their children's success in school and engage them in school leadership opportunities. In addition to conducting parent outreach efforts for events and programs, the family engagement site coordinators also provide direct support to parents and caregivers in need of resources or information to address concerns about their children. For additional information, call OFEE Supervisor, Ann Marie Callegari, at 644-8991.

1.16. Berkeley Links Enrichment, Academics, and Recreation to the Needs of Students (LEARNS) After School Program

The Berkeley LEARNS AfterSchool Program supports children in reaching their full potential by providing academic support, recreational activities, and enrichment classes in a safe and structured environment. Berkeley LEARNS is offered at every BUSD elementary school except Jefferson (which has another program) and all three middle schools. The program operates as soon as students are released from the school day until 6:00 p.m. Monday through Friday, when school is in session.

The program provides an academic support hour Monday through Thursday, which includes homework assistance and opportunities for continued development of literacy and math skills through hands-on activities. Tutors are available for added support at many sites through partnerships with UC Berkeley divisions, including Stiles Hall and Cal Corps, and Berkeley School Volunteers. Cultural enrichment opportunities are provided by program staff and contracted specialists. The range of classes includes: Visual and Performing Arts, Music, Life Skills, Science, and more. Personal growth is encouraged through competitive and non-competitive sports by building teamwork and a healthy competitive spirit, developing relationships, and having fun. Through the partnership with the City of Berkeley we are able to offer our elementary students an enhanced athletic program. The middle school programs include recreational sports and interscholastic athletic teams. Berkeley LEARNS enrollment fees are on a sliding scale that is based upon family income. For additional information please call Angela Gilder, Program Supervisor, at 644-8625.

1.17. Berkeley's Excellent Academic Road to Success (BEARS) Extended Day Childcare

BEARS is a District-run child development program that serves elementary students at seven schools (Berkeley Arts Magnet, Jefferson, John Muir, LeConte, Malcolm X, Rosa Parks, and Washington). BEARS is a fully subsidized program that offers child care at no or low cost for families who qualify under State guidelines. BEARS offers year-round child care, both before and after school as well as all day during breaks and summer. Students receive homework assistance and engage in enrichment and recreational activities. BEARS classes are taught by

Child Development Teachers and Instructional Assistants. For additional information, please call Angela Gilder, Program Supervisor, at 644-8625.

1.18. Faculty Meetings and Collaboration Time

Every elementary school, middle school and Berkeley Technology Academy, will schedule early dismissal every Wednesday in order to provide additional time for teachers to work together. Berkeley High School schedules "Late Start" every Monday morning for this same purpose. Ongoing professional development has proven to be one of the most effective ways to improve student achievement.

1.19. Library Services

Every school has a library that is staffed by a library paraprofessional and/or a credentialed teacher-librarian. Students visit their library with their classes and also on an individual basis. BUSD recognizes that reading for pleasure and informational purposes (e.g., research projects, classroom assignments and individual curiosity) is a key component to success in future years. Our school library resources can be accessed at <http://www.berkeley.net/library-services/>. For additional information, please call Becca Todd, Library Coordinator, at 644-4895.

1.20. Music Program

The district wide Music Program begins in third grade with weekly classes. Students learn rhythm, tempo, note reading and improvisation while singing and playing recorders and Orff pitched percussion instruments. After an introduction to the instrument options, fourth grade students select chorus or an instrument to study for two years. Fourth and fifth grade music classes are held twice a week and the district loans instruments to students for a small fee. It is expected that students practice their instruments at home regularly to be prepared for class lessons and school concerts. After School classes and tutoring are available at most K-5 schools provided by The Music Connection from UC Berkeley.

In middle school, students may choose Concert Band, Symphonic Band, Orchestra, Jazz Band, Modern Music or Chorus as an elective. The emphasis in middle school music is on working together as an ensemble as well as improving instrumental skills and techniques. Some afterschool programs offer music classes. At Berkeley High School, students may enroll in Band, Orchestra, Jazz Lab Band, Jazz Ensemble, Guitar, or Chorus as well as AP Music Theory. Students may choose to participate in Pep Band and join student-led collaborations such as jazz combos or the pit orchestra for the musical. The middle and high school groups attend regional and statewide competitions and festivals. For both middle and high school ensembles, participation in evening concerts is a mandatory component of the program. Grades 5-12 perform at the District Performing Arts Showcase in March. For further information, call Peter Gidlund, VAPA Program Supervisor at (510) 644-8772.

1.21. Comprehensive Sex Education and Sexual Harassment Education

Students, at various times in their education in the Berkeley Unified School District, will receive sex education instruction that is age/grade appropriate. The curriculum includes instruction on human sexuality, family life, Sexually Transmitted Diseases, pregnancy prevention, including abstinence, and HIV and AIDS prevention education. Parents/guardians will be provided written notification prior to the instruction taking place and have the opportunity to view materials and/or request that their child not participate in a unit of instruction. King Middle School and Berkeley High are participating in a five-year program through the California Department of Education to develop a model standards-based HIV/STD prevention education program.

Sexual harassment awareness education that is grade level appropriate is provided to all students grades 4 – 12. In addition, in grades 7 – 12, education related to consent, adolescent relationship abuse, intimate partner violence, and sex trafficking is provided.

1.22. Alcohol, Tobacco, and Other Drug (ATOD) Prevention Education

ATOD prevention education is offered at every BUSD middle school and high school. BUSD 7th and 8th grade science teachers offer lessons using Project Alert, a research-based curriculum. The New Bridge Foundation's ASPIRE Program provides research-based educational activities related to ATOD prevention and offers ATOD-related counseling support for students. The City of Berkeley has partnered with BUSD to provide funding for the ASPIRE Program. Additional ATOD prevention education is provided through a 3-year Tobacco Use Prevention Education grant. Support for parents related to ATOD concerns is also available at middle and high schools.

1.23. Secondary Bridge Programs

Selected students will be invited to participate in the Bridge Academic Support Program. This program is designed to support students as they transition from the elementary schools into the middle schools and middle school to high school. As a participant in the Bridge Program, the student will be required to attend Afterschool Academic Support Class twice a week. Students will receive academic support and an opportunity to develop self-confidence, leadership skills, organizational skills and how to navigate middle /high school. Additionally, parents are required to attend two Parent Education Workshops during the school year.

1.24. AVID (Advancement Via Individual Determination)

AVID is an elective course that is offered to students in Grades 7 thru 12. It targets students in the academic middle with the interest to go to college and willingness to work hard. Often, the students may be the first in their families to attend college, and/or come from a traditionally underrepresented ethnicity in higher education. Students must be capable of completing rigorous curriculum. Enrollment in AVID will support the students with acquiring organizational and study skills, development of critical thinking skills, ongoing academic support from their peers and college tutors, and will provide opportunities to participate in enrichment and motivational activities. This is a research based College Readiness Program, that requires commitment from the student and support from the parent or guardian.

1.25 Physical Education Program

BUSD students in grades K – 5 receive a minimum of 200 minutes of Physical Education (PE) (does not include recess or lunch) every 10 school days. PE instruction in elementary school s is provided by the classroom teacher or a PE specialist. BUSD students in grades 6 – 8 receive a minimum of 400 minutes of PE every 10 school days. All middle school students take a PE course in grades 6 – 8; instruction is provided by a credentialed PE teacher. BUSD students in grades 9 – 12 must complete a minimum of 2 years of PE in order to receive a high school diploma. The PE requirement at the high school level may be met through participation in PE courses taught by credentialed PE teachers, participation in the high school's athletic program, or through a PE waiver (All PE waivers must be approved by a school administrator).

1.26. Gender Support

Gender support plans, gender transition plans, and/or requests for a student's name change and/or gender marker/gender pronoun change are processed by the Interim Manager of Student Services, Tammy Rose

at 644-6316. The District's Name/Gender Marker Change Request Form is available on page 55.

1.27 School Accountability Report Card [E.C. § 35256]

The School Accountability Report Card is available on request and is accessible on the BUSD website: www.berkeleyschools.net. This contains information about the District regarding the quality of the District's programs and its progress toward achieving stated goals.

1.28 Counseling Services Available for all Elementary, Middle School, and High School Students

BUSD offers counseling services at all elementary, middle, and high schools. All students are encouraged to participate in all programs, courses, and activities. All counseling staff and materials do not discriminate against any student 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 a group with one or more of these actual or perceived characteristics.

BUSD does not permit the use of different counseling materials for students on the basis of sex and the use of counseling materials does not permit or require different treatment of students based on sex. BUSD ensures that any disproportionate number of students of one sex enrolled in a particular class is not the result of counseling or appraisal material.

All BUSD Elementary Schools:

Behavioral health support, provided by licensed providers and/or interns, is available at all BUSD elementary schools. Available services include social skills groups and individual behavioral health support for students, and consultations with parents/guardians related to behavioral health support.

Longfellow, Martin Luther King, and Willard Middle Schools:

All BUSD middle schools have credentialed counselors. Counseling services available at middle schools include:

- Crisis intervention
- Assisting other school sites in crisis intervention
- Providing students individual and/or small group counseling
- Assisting students in developing interpersonal skills, improving responsibility and resolving conflicts
- Referring students to other school support services and community resources as needed
- Consultations with parents and staff as needed
- Facilitating Section 504 plans and related services for eligible students with disabilities
- Restorative practices including classroom circles, harm circles, and re-entry circles
- Activities to support positive school climate
- Substance use prevention education, counseling, and small groups
- Resources for pregnant, parenting, and lactating students
- Support for students dealing with trauma
- Support for homeless and foster youth
- Preparing students to transition to high school

Berkeley High School and Berkeley Technology Academy:

All BUSD high school counselors are credentialed. All BUSD high school students are assigned an academic counselor. Counseling services available at high schools include:

- Crisis intervention
- Assisting other school sites in crisis intervention
- Providing students individual and/or small group counseling
- Assisting students in developing interpersonal skills, improving responsibility and resolving conflicts
- Referring students to other school support services and community resources as needed
- Consultations with parents and staff as needed
- Facilitating Section 504 plans and related services for eligible students with disabilities
- Restorative practices including classroom circles, harm circles, and re-entry circles
- Activities to support positive school climate
- Substance use prevention education, counseling, and small groups
- Resources for pregnant, parenting, and lactating students
- Support for students dealing with trauma
- Support for homeless and foster youth
- Preparing students to transition to high school
- College and Career Planning: The counselors assist students and their parents/guardians with high school educational planning and programming to ensure that students have an appropriate secondary education. The counselors assist students in choosing among post-secondary options, both education and vocational. They also assist in the college selection process by providing information pertaining to admissions requirements, college admissions, scholarships, testing, and applications.
- Referrals to Alternative Education
- Monitoring Graduation Status/Credits
- College Preparation Workshops
- UC/CSU College Applications
- Community College Applications
- Financial Aid
- PSAT Interpretation
- High school orientation for middle school students and parents/guardians
- College Letters of Recommendation, Secondary School Reports, Mid-year Reports
- Grade Point Average Verification for Specific College Scholarships and Financial Aid
- Provide NCAA processing
- College Application Counseling including Essay Critique
- College Representative Program
- College Videos, Catalogs, and online searches in Career Center
- Scholarships Information, SAT/ACT Registration, and Military Information available in Career Center
- Graduation support for homeless and foster youth (AB1806/AB216)