

**RELATED ISSUES:** ISSUES BROUGHT UP AT SCHOOL ORGANIZATION TASK FORCE MEETINGS AND RELATED TO- BUT NOT DIRECTLY WITHIN- THE TASK FORCE'S CHARGE. ISSUES THAT TASK FORCE MEMBERS WOULD LIKE THE BOARD TO TAKE INTO CONSIDERATION

- How do we achieve integration as opposed to desegregation? How do we enable children to understand and respect one another after they are placed in physical proximity?
- How do we achieve cultural inclusion as a matter of course, automatically included in the curriculum and not taught separately.
- How can we achieve our goal of academic excellence for all students? What monitoring mechanism would ensure that efforts toward this goal do not falter? How can we close the gap, the disparity in academic achievement?
- How can we make sure that no child "slips through the cracks?"
- We need to have creative and positive options for children with special needs, who, for whatever reason, have trouble fitting into a regular classroom.
- What are the educational consequences of the way we group children?
- What are the effects of tracking? Must it lead to de facto segregation?
- Can we ensure that classes, as well as schools, reflect the racial/ethnic balance?
- Staff evaluation: are teachers teaching the curriculum well and including all students? Are teachers practicing what we want our kids to see?
- How can we provide the best support for teachers , including training for teaching a multicultural curriculum (cultural competency) and for helping students who need extra help?
- How can we better integrate our staff?
- How can resources-including community and parental resources- be allocated fairly? How does one get them to the students who need them the most?

- How can a district-wide viewpoint- the concept of all of Berkeley as a "neighborhood"- be promoted?
- How can we bring school communities together so that families feel that they have an "investment" in the school whether they live in the neighborhood or not.
- Should parents and community members be asked to contribute to effective schools by setting high academic expectations and holding the schools accountable? Is a massive public education campaign called for?
- How can we best network with other agencies in the community (collaborative, multi-agency approach) to support families and create community centers?
- How can parental access and involvement be improved?
- How can Berkeley High provide the sense of community and the validation that membership in a group or gang provides without having self-segregated groups?
- What are the goals for the bilingual program? Mainstreaming L.E.P. students? Providing a bilingual, bicultural experience? How can we best serve students' needs in this respect?
- Is it possible to have a 6-8 bilingual program?
- What is the possibility of having an African-American bicultural program?
- How can we refine bussing so that it is not seen as such an onerous burden.
- Staff needs time and support to carry out whatever changes may be made as a result of the school organization process.
- How can childcare be integrated with the sites?
- Does every part of the city deserve to have its school?

**BERKELEY UNIFIED SCHOOL DISTRICT  
TRANSITION TEAM**

**Marketing/Public Information/Parent Access**

Good public information is crucial to the goal of providing equal access to Berkeley Public schools for all Berkeley students. In the past some parents have discovered how to transfer their children to their school of choice; others did not know that such an option existed.

Our goal in the reconfiguration is not only to have every school an excellent school, but to encourage each school to develop particular strengths and specialties. We plan to disseminate this information widely among parents in the community along with information about the enrollment process. It will also be important to help parents to understand that while they may express their preferences for their children's schools, "controlled choice" is essentially an assignment system within the parameters of "space available and ethnic balance."

Our efforts to disseminate information to parents include the following:

**1) Marketing through print**

**Parent Information Brochures-**

Written by current staff and parent volunteers

Will try to sell each K-8 site as an excellent school

Distribution through K-8 schools and mailing lists from private pre-schools

**Timeline:**

November 15:	Draft Brochure ready for review by Transition Team and Principals
November 15-30:	Brochure reviewed, edited
December 1-5:	Final revisions
December 5-10:	Layout
December 11:	Brochure goes to press
January 3:	Brochures distributed to parents

Press releases to the Voice and the Tribune

Information to the Board of Realtors, the Chamber of Commerce, etc.

Possibly another issue of the A+ News

Articles in each school newsletter

Some schools are developing their own school brochure

## **2) Marketing through networks of people**

School opinion makers group: Bob Tryon will meet with PTA presidents and other opinion makers from each K-8 school to disseminate information

Informational meetings with school secretaries and District Office secretaries (Monica Thyberg, Diane Pico)

Informational meetings with teachers and members of the Transition Team

House meetings to encourage parents to register (Parent Access Coordinator, PTA and principal at each school)

Meetings with Berkeley Board of Realtors and Chamber; possibly ask to underwrite the cost of the brochure in exchange for advertising

Kindergarten Outreach programs: principals and parents to solicit in the neighborhood of the school OR to solicit in the opposite end of their zone to attract the needed ethnicity

## **3) Marketing through special events**

Kindergarten Open Houses in January; Parent Access Coordinator and other district staff to attend

School tours in January

Possibly a variation on the Spring Open Houses-focus on next year's program and move forward on the calendar

Special events such as performances and fairs

Videos, slogans, themes, T-shirts, pins; all to reinforce what is special about each school

## **SPECIAL ISSUES**

In addition to the marketing and public information issues that have an impact on all schools, there are several issues involving particular population. Among those issues are:

- 1) Translation: Everything must be translated into Spanish. Some documents into Chinese and Vietnamese
- 2) "Flatlands" Schools: Malcolm X, Longfellow, and Franklin (Cragmont and Columbus) need extra marketing efforts.

## **RESPONSIBILITY FOR MARKETING**

Once the Parent Access Coordinator is hired that person would assume primary responsibility

Until that time, we will continue to use volunteers and current staff:

- Bob Tryon: Parent group
- Monica Thyberg: District Clerical Group
- Diane Pico: School Site Secretaries
- Irene Hegarty and/or others: community groups
- Nancy Spaeth: principals
- Transition Team: school faculties
- Beth Mesnick: press releases
- Janet Husby and Nancy Greenman: brochure
- Principals: newsletters, open houses, tours