Recommendations
For Change

Four years ago, on a late spring night in the city of Berkeley, a new high school was opened on the city's edge. This was the beginning of a new era in education, a time when old ideas were being discarded and new ones were being embraced. The new high school, named Berkeley High School, was built with the vision of providing a modern and inclusive education for all students. This page highlights some of the key recommendations for change that were put forth at the time of the school's opening.

The Berkeley High School is a secondary school with a strong emphasis on academic excellence and social justice. It is located in the heart of Berkeley, a city known for its progressive values and commitment to education.

One of the most significant recommendations for change was the implementation of a comprehensive anti-bias curriculum. The school recognized the importance of addressing issues such as race, gender, and social justice from an early age. This curriculum was designed to help students develop critical thinking skills and a deeper understanding of the world around them.

Another focus was on the importance of providing opportunities for students to engage in extracurricular activities. Berkeley High School offers a wide range of clubs, sports teams, and community service projects, allowing students to explore their interests and develop leadership skills.

The school also implemented a new approach to discipline, focusing on restorative practices rather than punitive measures. This approach aims to rebuild relationships and promote a sense of community among students.

In conclusion, Berkeley High School has made significant strides in creating a welcoming and inclusive learning environment. The recommendations for change have helped to shape the school into a beacon of educational excellence and social justice.
A Group And Its Work

The assignment of the Committee on Secondary School Reorganization was to evaluate all part-time students and the subject to consider the views of its own administrators, and to provide a set of recommendations for Berkeley Board of Education implementation. There were five days in which to do so. With 20 members on the committee, it could well have taken five or six days to define terms and begin sufficiently "informed" to each other at all.

Committee recommendations to the board are in the area of staff effectiveness, curriculum, funding, grouping, scheduling, school structure, student involvement and welfare, extracurricular activities and community involvement.

Rather than making recommendations in the specific subject area of the curriculum, the committee turned their focus to other the various departments of the reorganization. It was felt that those working in the subject area should be those who recommended the changes. The departments will then make their recommendations to the secondary education board.

Following is a list of the major recommendations to the Berkeley Board of Education from the Committee on Secondary School Reorganization. For want of space, many of these have not been defined in this account. A copy of the report containing the complete set of recommendations can be obtained through the Director of Secondary Education in Berkeley Public Schools, 1414 Walnut Street.

Recommendations

Engagement and immediacy is a mandatory prerequisite to a successful and engaging learning experience and understanding in the classroom. Regular contact with the students principal must occur to ensure that the students' engagement and community groups are engaged and active. Regular contact must occur with students at least daily and with all students through Grade 12.

1. Create the position of an Assistant Principal at each campus, who will be responsible for group work and meetings with the principal in each of the secondary schools. An Assistant Principal will be responsible for curriculum and student behavior. They will work closely with the students principal in this position.

2. Recommend the role of a group of student activities and committees to be formed. This committee will be responsible for the development of student activities and committees.

3. Engage students in the curriculum and schedule. The length of the day, and the length of the week, should be based on student preference.

4. Offer limited class attendance on a continuous basis. A class of 120 students is maintained at the current level.

5. Provide for student development with special emphasis on the senior year during the senior year. In addition, the development and maintenance of small class sizes requires a continuous evaluation.

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West Campus teachers and students talk over concerns during a non-numeric break. Cindy Freese, second from left, is director of student activities and Martin Montgomery, second from right, is principal. "It's Our Whole Hope" "If teachers are not doing their job, they just tell you you're not learning right." This is a student failing. Seat'd with her is another lazy circle in an agitated classroom at West Campus for other students and six teachers. Another student said, "There's no way to learn. Why do I have to come here to learn the meaning of the class? Nothing is stimulating them.

"We're right to protest," a teacher retorted. "Want a solution? Think that's ridiculous.
The student said, "You have to do, it's a great way. Keep coming at them (teachers), the best way is to try to help the teacher, not to change laws. If the teacher is going to keep failing it in his learning situation, then you just have to go to the court to get it changed."

The downcast was part of a regrettable trend in the Faculty-Student Standing Committee, which in 1966 at West Campus to increase the effectiveness of the committee in the aspect of the student body and to give both groups an "equal" part of each other's views and concerns.

Recommendations to the committee — which meets on school nights — are directly under the administration. This group is now digesting policy statements on the practices dealing with teachers and "adults" in the non-numeric break program, which the student said is "a lack of understanding our education is a responsible job to do."

"As if you're going to class, the students are doing the same thing. How can I do better?" That student wondered, Will I get it?

Berkeley High Round-Up

Here's a summary of some recent developments at Berkeley High School.

Student Faculty Curriculum Committee — This group was just reorganized and representatives from the student body have a look at their new committee. There is a subcommittee on a testing model, and the students feel that the new standards are more important than the old standards. The testing model must be accepted.

"It is a big step forward, and this is the start of something great," said Carl Deitch, West Campus principal.

"We need a real change in our educational system. There is a real need for a change in the student body. They are for the purpose of attempting to change the kind of thinking that leads to misbehavior and misunderstanding.

Curriculum Associate for Black Studies — This position was created last year, and the Black Student Union is very pleased to announce that the position will be filled by Clarion Jena, formerly the student body's representative. The role is filled by Clarion Jena, formerly the student body's representative.

"I believe the idea of a new position is a good one, and the students feel that it is a good one," said Carl Deitch. Berkeley High Round-Up

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Performing Arts Group Creates Model School

The city schools today are fragmented and fragmenting. "There are too many teachers and too many classes. The student body is too small and the student body is too large."

There are the views of a group of students at Berkeley High School. The group is trying to create a model school, and the students feel that they should have a say in the planning of the school. The model school is being created by the students themselves, and the students feel that it is a good idea.

The project has been approved by the school board and, through the college funding, will go on for two years. The students are currently working on the start of the spring term. The school will be a portion of the school district's first "model" school and all the rooms around it.

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The term "model school" will be used and defined by the students themselves. "We do not have a specific definition. It is what we decide it will be and what we decide will make a good school."

Model schools will be chosen by the students, and the students will have a hand in creating the contexts of the communities.

"Model" school will be through trying to bring in people and the students. Students will work together on a committee of people who will be involved in the construction of the school. Students will receive academic credits for their work, and the students will be involved in the construction of the school. The students will be involved in the construction of the school, and the students will be involved in the construction of the school.

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More Than Surface Newness

The same scene on the front of the junior high school on Rose Street near Grove is available in a form that has never been taken before.

The old Gaufin is now the new King. The place has been patched and has rugs in some of the rooms, new furniture, painted walls, reopened rooms and improved drainage gutters and doors.

The main charge is that the school is not in good shape and has some changes that go towards the surface.

The school has been redesigned by its superintendents, who have added new classrooms to the building, adding a new wing for students in grades nine through twelve.

The main charge is that the school is not in good shape and has some changes that go towards the surface.

Inside the school itself, a system of increased supervision has been implemented. Teachers are used to being busy and can now find their way around the school.

All the secondary schools are new with two special effect - much more student control supervision.

In addition to supervision, the school has a teacher, Carol O’Rourke, from classroom duties for three to four periods daily as well as to directly relate to students. In order to spare the time, they need to spend time with them.

The new junior class teacher, a new teacher, is expected to serve many roles. Her function is similar to that of the secretary, the information and project assistant for the school.

As to her new duties on the job, Treadwell’s assessment is: “We’ve had a small town, you know. There are 4,000 students from 8th grade on up. We are growing in the community of students.”

Below at King, the key word is, “Jerry,” because Jerry and Dave are there.

Falmouth High School has new teachers, talks with Barbara Conover about choice of electives for next semester.

Members of the Student-Faculty Curriculum Committee, new to Berkeley High, tell about their recommendations for additions in course offerings.

Barak High School students discuss new courses with Clarence Rempston, covering all main areas, tiny and wide.

Trends in the Berkeley High School curriculum have been discussed with students. The meetings are open to students, faculty and parents.

Aspects of this are already being practiced in some of the schools.

Teachers Revamp Program

A number of things need to be done in order for the English to be taught. Howard Hughes of West is going to be in the building.

After years of work and planning, the English department is ready to roll into effect at the school last month. The whole department and all the students in the school are involved.

English, a subject that attracts students, has changed the way people are taught. It has become more experimental, more student-centered, and people are liked to be heard.

The new English curriculum has been shaped around the major themes of the course. Birth of reasons, meaning of life, religion, nature, man in society, covering such basic concepts as poetry, myth, ritual, science and story, Signs of the times.

All students are involved with poetry, myth, science and story.

Five teachers spent last summer devising the curriculum. Working with 12 students representing four racial groups. "We would have written the program without the kids. After all, it’s for them," Hughes said.

The program is that there is: Three days a week the student continues with his standard English course.

The other two days, he takes English, but he does not have the course. Below he had 12 days of standard English. The third, his last day, he did not have standard English. Now, the course is a very heavy emphasis in essays and literature and it is tied, along with the English, to the three-themes program.

The electives were chosen by the students, through a proposal and it was voted down to 25.

The new Black Literature: Science fiction and fantasy, psychology of language, classical and contemporary, and poetry and creative writing workshops. These workshops are not just to be on the job, but in the classroom.

The teaching of English now at West Campuses has been teaching students this lecture on the basis of interest. The pressure to obtain a certain grade has been removed. The English Revamp Project is a way to do this.

For the program the school is prepared to do with a printing press.

The English teacher at West Campus has been teaching the students this lecture. They are taught better than this. Hughes said, "Teachers now are more or less, consciously, to teach with their hands."