

1

UPDATED – 4.3.18

Local Election Questionnaire 2018

Thank you for responding to this Candidate Questionnaire from the Berkeley Federation of Teachers.

Your responses to the questions here will provide us with important information as we make our endorsement decisions. Please be candid, complete and forthright in your responses, and prompt in returning the completed questionnaire.

Completed questionnaires should be **returned by April 24, 2018 to:**

Cathy Campbell

bft4tchr@lmi.net

Berkeley Federation of Teachers Questionnaire

Name: Ty Alper	Office sought: School Board Director
Occupation: Law Professor	Employer: U.C. Berkeley School of Law
Work Address: 346 North Addition U.C. Berkeley School of Law Berkeley, CA, 94720-7200	Work Phone: 510-643-7849
Campaign Address: Re-Elect Ty Alper for School Board P.O. Box 9271 Berkeley, CA 94709 www.tyalper.org	Campaign Phone: 510-698-1905
Campaign ID Number: FPPC # 1359451	Political Party: Democratic Party

Background

- Which public offices have you held?

I am currently an elected member of the Berkeley School Board. I have not held any other public office.

- Briefly describe your educational background.

I graduated from the Berkeley public schools (Cragmont, Columbus, King, and BHS), and then got my B.A. in American Civilization from Brown University. I got my J.D. at NYU Law School, and then an L.L.M. in Advocacy from Georgetown University Law Center.

- Please describe your previous experience with and contributions towards educational issues.

I am the son of a former public school administrator (my dad) and former math teacher (my mom). As a clinical professor at Berkeley Law, I am a full-time educator. I have led efforts at the law school to study and improve our pedagogy generally, and also specifically around issues of equity, diversity, and inclusion of students from disadvantaged backgrounds. I was also the law school's first-ever Associate Dean for Experiential Education, a two-year position in which I oversaw all experiential aspects of the law school's curriculum and spear-headed a number of initiatives aimed at providing opportunities for students to learn the law "by doing," often in the social justice arena in support of the law school's public

mission.

My wife is also a graduate of the Berkeley public schools, and she and I have three children in the Berkeley schools (one at Rosa Parks, one at Longfellow, and one in Academic Choice at BHS). Prior to my election to the Board, I was engaged as a parent advocate on a number of site- and district-based committees.

I am also in my sixth year of co-teaching, on a volunteer basis, a before-school mock trial program that I developed with a former student of mine. The program serves a diverse group of approximately 32 fifth-graders each year at Rosa Parks, and culminates in a mock trial presentations at U.C. Berkeley School of Law in front of live juries and real judges.

I am now currently a member of the School Board, and through that work I am part of a 1000+ member team that works in various capacities to provide an excellent and equitable education to each and every public school student in the District.

- Briefly describe your work background.

I have been a social justice lawyer and/or law teacher for my entire career. Following a clerkship with a federal judge in Washington, D.C., I had a two-year teaching fellowship at Georgetown University Law Center, through which I learned how to teach, train, and supervise law students in the representation of indigent clients charged with crimes in Washington, D.C. At the conclusion of that fellowship, my wife and I moved to Atlanta, where we both got jobs working for a non-profit legal office called the Southern Center for Human Rights (www.schr.org). In that job, I represented indigent death row inmates in Alabama and Georgia, and I also coordinated the office's student internship program.

In 2004, my wife and I moved back to Berkeley, and I joined the faculty at U.C. Berkeley School of Law, where I teach in the school's Death Penalty Clinic. I am now a tenured professor at Berkeley Law, and I continue to teach and work with students engaged in the representation of death row inmates, primarily in the Deep South. As I mentioned above, I recently completed a two-year stint as the law school's inaugural Associate Dean for Experiential Education.

- Are you a union member? To which unions have you belonged?

No, I have never belonged to a union.

- Please describe your work with union members in previous positions.

As a Board member, I have worked extensively with members of BFT, BCCE, UBA, and Local 21, as well as the leadership of these unions, on a number of important BUSD issues.

At Berkeley Law, I work daily with members of UC-AFT Local 1474, who are lecturers and librarians at the law school. I also work daily with members of AFSCME Local 3299, which represents many of the staff workers at the university. In my previous role as Associate Dean, I was engaged in a great deal of administration, which required intimate knowledge of the university’s CBA with our lecturers’ union and involved a wide variety of HR and employment issues related to the law school’s lecturers, many of whom directly reported to me.

- To what fraternal, professional, civic, or social organizations do you belong?

I am a member of the East Bay Stonewall Democrats, the Wellstone Democratic Renewal Club, the Berkeley Democratic Club, the Berkeley Progressive Alliance, the ACLU of Northern California, and a number of public interest and social justice legal organizations. I am also licensed to practice law in California, Georgia, Alabama, and the District of Columbia.

- From what other groups are you seeking or have you received endorsements?

I will seek the endorsement of all of the labor, civic, and political organizations that typically endorse candidates for School Board. My complete list of current endorsements is attached and available at tyalper.org/endorsements.

- Will you seek higher office?

I don’t have any plans to seek any other elected office in Berkeley or anywhere else. (I know that’s what politicians always say, but it’s true.)

- How much money does your campaign expect to raise?

Approximately \$30,000.

- Are there any entities from whom you will not accept donations?

In my somewhat limited experience, the only organizational entities that contribute financially in school board races are the unions that work with BUSD, from whom I will happily accept donations. I suppose if the prison guard union or some pro-charter school groups wanted to donate money I would be very skeptical, but I don’t think any of them are going to come knocking any time soon.

- How will you win?

I hope to win by appealing to the aspirations of a broad coalition of stakeholders in the Berkeley community, and convincing them that I will continue to be a genuinely effective voice on the Board for equity and excellence.

I also have a track record of working hard on two successful city-wide campaigns. In 2014, I came in first place in the School Board race, beating out all of the incumbents. In 2016, I co-chaired (with Cathy Campbell) the successful campaign for Measure E1, which passed with a record 89% support.

- Please attach a complete endorser list.

I have attached the current list of my endorsers, which is also available at www.tyalper.org/endorsements.

Teaching, Learning and Equity

1. Please review the BFT Quality Education Agenda. What are a few sections that stand out to you? What sections do you think are particularly key in closing our equity gaps in BUSD? What is one or more section that you see yourself working on deeply in the next four years as a Board member?

All of the sections of the QEA support equity and provide a blueprint for closing the opportunity gap. I am particularly committed to the concept that “students who need the most should receive more resources,” which is on page 1 of the QEA. This is a straightforward and simple concept, and integral to a truly equitable District - but it is easier said than done. I have tried to be a consistent voice for equity on the Board, and I am deeply grateful that the Board as a whole is strongly committed to equity. I don’t take that for granted. Sometimes that means saying “no” to advocacy from more privileged members of the community, but saying “no” in a way that is clear, timely, and informative without being dismissive of their concerns.

I am also committed to working with BFT to keep our focus on assessments that drive and inform instruction, and to diminish the time spent preparing for, taking, and analyzing the results of state standardized tests. Both the state and the District have moved to a more “multiple measures” approach to accountability, which is great, but, as the QEA states, we need to be vigilant about the encroachment of the corporate education movement on public education, even in Berkeley.

2. What do you think are the most important supports for sites with high numbers of EL students? What are your priorities for our ELD and bilingual programs?

One fundamentally important priority is to direct additional resources to sites that have high numbers of EL students (and other unduplicated students). This is consistent with the basic equity point discussed above. The problem is that sites are often fighting over what feels like scraps, a .2 FTE here and there, as a result of an overall lack of resources for public education, even in a city like ours that is supported by a generous parcel tax. But, that said, I would like to continue to assess how we can direct proportional resources in the areas where that is not currently occurring. (I recognize that ELD allocations are done proportionally.)

I have long been supportive of the TWI program and, as a parent, strongly advocated for the consolidation of the program at one elementary school. I believe this has been a successful approach for a key EL program in the District and we need to continue to support that unique elementary school. We also need to support Thousand Oaks' transition away from a bilingual program, and staff has proposed one-time funding to do just that.

3. What will you do as a Board Member to further the implementation of Response to Intervention and Instruction (RtI²) in BUSD? What resources do you think are needed for this to happen?

I would like to hear directly from the teachers at the sites who are using RTI to identify students early on who are in need of targeted interventions and support, because they are likely to be in the best position to recommend the best use of additional resources or re-allocation of existing resources. When the District committed to implementing RTI several years ago, one of the explicit goals was to reduce the over-identification of African-American students in special education; our ongoing review of special education presents an opportunity to consider and evaluate whether, and if so how, RTI can more effectively ensure that needed interventions are provided in the general education classrooms.

4. BUSD has the beginnings of a true Restorative Practices structure, especially at the secondary level. What do you think needs to be done next in order to provide alternatives to exclusionary discipline and interrupt the School-to-Prison-Pipeline in BUSD?

I am grateful that BFT has advocated so strongly for the disruption of the school-to-prison pipeline. We need to have some serious, concrete discussions, with all stakeholders, about a) what meaningful alternatives will meet our goals and b) how much they will cost. (We have started to have these conversations.) We also need to continue our work around discipline matrices at each school level, so we are all on the same page about what responses are appropriate for various student behaviors, and which resources are available at each school site. We can't remove tools from teachers and administrators without replacing them with anything, but we also can't keep suspending (and occasionally expelling) a starkly disproportionate number of black and brown students. This needs to continue to be one of the District's highest priorities.

5. The BUSD LCAP is our roadmap for closing our opportunity gaps. How will you evaluate the effectiveness of our actions and services?

I am looking forward to a revised organizational structure in the BREA department. That office is key to helping us evaluate the effectiveness of our LCAP expenditures.

6. What would you change in BUSD to increase the recruitment and retention of teachers of color?

I strongly support the recommendations of the Teachers of Color Network and am

grateful to BFT and TOCN for their advocacy. The research on the importance of hiring teachers of color is clear and compelling. But acting on it has to be intentional and proactive, because it's not like we are the only district that is trying to hire more teachers of color in the midst of a severe teacher shortage statewide. With respect to recruitment in particular, we need to change practices at the HR level (some of which is happening and we will hear the results at a June Board meeting) and also at the site level in terms of hiring and interview practices.

7. What concrete steps do you think can be taken to more actively involve parents of color and low-income parents in district-level decision-making? What outreach, connections, and partnerships have you made in these communities?

The School Board represents the entire community, not only those who have the time and resources to speak at Board meetings. An effective Board fosters an environment in which all community members feel welcome to attend public meetings, but also seeks input from community members outside the setting of formal meetings. The District has made some strides in the past few years with respect to outreach and communication to communities of color and low-income parents, but more can and should be done.

There is a lot to be said for person-to-person interactions, which are far more time-consuming than other forms of communication but also much more likely to succeed. For example, back when I was a parent on the Rosa Parks SGC, I was proud of our efforts to diversify the SGC. It took working with teachers and the staff at the Family Resource Center to specifically identify parents of color who might be interested in serving on the SGC. Existing members of the SGC then assigned ourselves the task of personally reaching out to as many parents of color as possible and talking with them - - sometimes repeatedly -- about serving on the SGC. The result was an extremely diverse SGC.

Once a diverse committee is assembled, it is critical that the structure of the decision-making process is clear and well-organized. Many of the parents who are often left out of this kind of process don't have the luxury of being able to have their time wasted. If we want more low-income parents to participate, we need to invest in dedicated, quality staffing and facilitation of District committees. And if we want more parents of color to participate, we need to ensure that they don't feel tokenized. Despite a rocky start, I have high hopes for the Extended Learning Task Force, which I think can be a model for this kind of diverse engagement.

8. What do you see as the role of serving families of children ages zero to five in closing our equity gaps? How familiar are you with our preschool program?

All the research supports investing in early childhood education in order to close equity and opportunity gaps. We have an excellent preschool program, and I hope that we are able to get the word out about it so all our classrooms are filled.

9. As you know, BUSD recently commissioned a study of its Special Education program. Which of the recommendations made by the consultant would be items you would recommend for early implementation?

Once we hire an Executive Director, I would like us to move very quickly to establish a diverse advisory committee that includes both teachers and parents. We also need to move quickly on some of the basic systemic infrastructure that has been missing, such as policies and decision trees that can bring some consistency and predictability to the allocation of resources. (I was struck, for example, by the report’s exposure of our lack of such policies around the provision of transportation.)

Leadership and Priorities

10a. **Incumbents:** What are your accomplishments as a Board member? Explain one goal you have achieved. Citing at least one example, how have you effected change in BUSD?

By definition, the vast majority of my accomplishments as a Board member have been team efforts, so they are really “our” accomplishments, not mine. In no particular order, and just by way of example, we have created a well-resourced restorative justice system at the middle schools; redesigned the 9th grade at Berkeley High; flipped the science curriculum at Berkeley High to create a research-based sequence that the department strongly favored; developed and implemented policies to protect our undocumented students and staff; revamped the District’s complaint processes; completed a number of big capital projects and significantly re-allocated remaining Measure I funds; and continued to develop policies, programs, and resources aimed at reducing the need for exclusionary discipline. I am particularly proud of BUSD’s new expulsion policy, which I spent 18 months working on with a large group of stakeholders in the community and which is now a model for a progressive approach to our most vexing behavioral issues.

10b. **Non-Incumbents:** Please describe a campaign (electoral OR community-based), initiative or issue where you have been a leader and brought change to pass.

11. Please describe an issue where you have worked collaboratively with BFT or another Union to achieve goals.

As a member of the Policy Committee, I collaborated with BFT on the development of a number of policies, including our new expulsion policy, mentioned above. This was and is a very complicated policy; the abstract political goals had to be paired with realistic, practical, resourced protocols, which was no easy task. I am particularly proud of the requirement we included that students who are on extended suspensions pending expulsions (fortunately a rare event in BUSD) are provided instruction during that time. No other district provides for such instruction, and BFT’s collaboration on this and other aspects of the policy was indispensable.

12. BFT has organized several large mobilizations of teachers to Board meetings in 2017-

2018 on issues of importance to our members. Please describe one of these that resonated with you.

The mobilization around recruitment and retention of teachers of color resonated with me for two reasons. First, as noted above, the issue is a critical component of our efforts to close the equity gap. Second, the advocacy itself was an impressive combination of compelling narrative and detailed, well-researched policy demands/suggestions.

Right to Organize

13. Please describe the actions you have taken to support workers' right to organize.

In college, I participated in rallies in support of Brown University grad students' right to organize. More recently, and more broadly related to workers' rights, I have supported the Workers Rights Clinic at the East Bay Community Law Center – both financially, and by encouraging law students to participate as interns. I have been a strong supporter of the university staff, which is underpaid across the university. I have re-scheduled classes and meetings at the law school on several occasions in solidarity with labor action on behalf of members of AFSCME Local 3299.

14. What do you see as the likely impact on workers, Unions and the American economy when the *Janus v. AFSCME* decision comes from the Supreme Court?

I think it is likely to have a terrible impact throughout the country on workers, unions, and the economy. Mitch McConnell recently said that the most consequential act of his political career was blocking President Obama's Supreme Court pick, which allowed Neil Gorsuch instead of Merrick Garland to be appointed to the Supreme Court. This is surely a correct assessment on McConnell's part, and I believe that history will treat him harshly for it.

***Janus*, if it comes down as expected, will be one of many direct consequences of McConnell's outright theft of President Obama's Supreme Court nomination. My hope is that the impact on BFT will not be too severe, and that teachers in Berkeley will understand the critical importance of joining their union. But, I'm worried about it.**

Public Worker Issues

15. As an elected official, the Brown Act allows you to be accessible to workers and their representatives on work-related issues, including the negotiation process. What do you think the role of Board members should be in the negotiations process?

The Board has the formal role of approving negotiated contracts on behalf of the District. As a Board member, I will continue to be accessible to employees and their representatives during the negotiation process (without crossing into direct dealing, of course). Only through understanding the challenges being faced by individual teachers can I as a Board member contribute to the Board's advice and direction to

district negotiators and help make any necessary policy changes that would improve education and the working conditions of the educators the District employs.

16. What should your role be as an elected official in the event of an impasse in negotiations?

While staff negotiates the contract, the Board is the governing body that approves the MOU, so board members have considerable influence in what is negotiated and how the district should settle an impasse. I will continue to advocate for fair treatment for workers in the District. I will always keep an open mind and I am not afraid to ask tough, skeptical questions or challenge the majority viewpoint. (I do this every day in my work representing indigent clients in the criminal justice system.)

Economic Security and Sustainability

17. What is your plan for supporting the recruitment and retention of excellent teachers in BUSD as salaries in neighboring districts have become more competitive? How do you think the cost of living, housing and healthcare affect teachers? What is needed to ensure that teachers can make a long-term career in BUSD? How would you help to bring that about as a Board member?

I think this is a critical issue for the District. It's important for the District to believe in the saying that "a teacher's working environment is a student's learning environment." We should ensure competitive compensation for our teachers not only because it is the right thing to do (particularly during a time of rising health care and housing costs) but also because it will ensure that we can recruit and retain the best teachers. I don't view teacher compensation as competing with "educational programs" for our scarce resources. Educational quality is intrinsically tied to working conditions, for teachers and for classified staff.

18. With regard to health benefits, what steps does BUSD need to take to have responsible budgets that provide resources to pay for the increasing costs of medical benefits?

We always need to keep our obligations to our employees in mind when making budget decisions, not to pit compensation and benefits against student learning, but to reflect the reality that compensation and benefits for employees are, as noted above, a critical component of the overall District mission to support student learning.

19. How do you place the role of economic inequality in student achievement and in the future of public education in California? What community initiatives have you been part of that are meant to increase economic equality?

Income inequality is probably the most pressing social issue of our time, and it has a direct relationship to student achievement. By some accounts, it is the major determining factor in student achievement. That's not to say the schools have no role, or cannot make strides, in closing achievement and opportunity gaps. But it would be naïve to suggest that schools can do it all by themselves, when poverty and inequality

have such a direct, daily impact on our students. The 2020 Vision, for example, recognizes the need for partnerships among the K-12 schools, the city, the community, and the colleges and universities in our backyard. At the same time, public education *does* have the potential to be the great equalizer, if sufficient resources are made available and allocated appropriately. So, the fact of income inequality puts a greater premium on sufficient funding and support for public education.

I have strongly supported initiatives to raise the minimum wage in Berkeley, as well as, of course, progressive taxes at the state and local level that direct resources to the public schools.

20. Are you willing to consider a possible parcel tax for employee salaries in order to support the recruitment and retention of teachers and classified staff in BUSD?

Yes.

Principles

21. Have you ever crossed a picket line?

No.

22. What steps would you take to support a boycott, when sanctioned by the Central Labor Council, California Labor Federation or AFL-CIO? Will your campaign refuse to use restaurants, hotels or other public accommodations on the boycott list (available at www.calaborfed.org).

My campaign will absolutely refuse to use public accommodations on the boycott list.

23. If endorsed, will you carry the union endorsement on your mail and materials?

Of course!

24. If elected, **how** will you consult with Unions on decisions that affect union members in BUSD?

As a matter of principle, I try always to consult with anyone who may be affected by a decision I have to make. (“Nothing about us without us!”) This is not only a matter of respect, but also a practice that is likely to lead to a more informed, reasoned decision. As a Board member, I have sought, and will continue to seek, the union’s views on decisions that affect union members and will clearly communicate the reasons for my decisions or votes. I am in regular contact with BFT leadership, and I also meet regularly with BFT members at my office hours and via email and phone calls, as well as informal conversations at various school and District events.

SIGNATURE

I attest that these answers represent my actions and beliefs, are not part of my public record, and may be used by the Berkeley Federation of Teachers to keep union members informed about important issues.

/s Ty Alper
Signature

April 24, 2018
Date

If completed electronically, please provide us with a signed copy at your interview. Thank you.

Endorsement List as of April 24, 2018

Robert Reich, Professor, U.C. Berkeley; Former U.S. Secretary of Labor
Nancy Skinner, State Senator
Tony Thurmond, Assemblymember
Jesse Arreguín, Berkeley Mayor
Carole Davis Kennerly, Former Berkeley Vice-Mayor

Josh Daniels, Berkeley School Board President
Judy Appel, Berkeley School Board Vice-President
Karen Hemphill, Berkeley School Board Director
Beatriz Leyva-Cutler, Berkeley School Board Director
Pamela Doolan, Former Berkeley School Board President
Irene Hegarty, Former Berkeley School Board President
Shirley Issel, Former Berkeley School Board President
Pedro Noguera, Former Berkeley School Board President
Nancy Riddle, Former Berkeley School Board President
Joaquin Rivera, Former Berkeley School Board President
Miriam Rokeach (Topel), Former Berkeley School Board President
John Selawsky, Former Berkeley School Board President
Elizabeth Shaughnessy, Former Berkeley School Board President

Lori Droste, Berkeley City Councilmember
Kate Harrison, Berkeley City Councilmember
Linda Maio, Berkeley City Councilmember
Susan Wengraf, Berkeley City Councilmember

Cathy Campbell, President, Berkeley Federation of Teachers
Matt Meyer, Vice-President, Berkeley Federation of Teachers
L. Karen Monroe, Superintendent, Alameda County Office of Education
Karen Weinstein, Trustee, Peralta Community College District Board
Sheila Jordan, Former Superintendent, Alameda County Office of Education
Neil Smith, Former Interim Co-Superintendent, Berkeley Unified School District
Jack McLaughlin, Former Superintendent, Berkeley Unified School District

Mara Kolesas, Berkeley PTA Council President
Dr. Ramona Coates, Berkeley PTA Council Vice-President
Mimi Pulich, Berkeley PTA Council Vice-President
Maria Rohlsson, Berkeley High School PTSA President
Christine Staples, Former Berkeley PTA Council President
Tracy Hollander, Former Berkeley PTA Council President
Cathryn Bruno, Former Berkeley PTA Council President
Mark Coplan, Former Berkeley PTA Council President; Retired BUSD Public Information Officer

Julie Sinai, Chief Strategy Officer, LifeLong Medical Care
Dion Aroner, Former State Assemblymember
Laurie Capitelli, Former Berkeley City Councilmember
Darryl Moore, Former Berkeley City Councilmember
Matt Haney, Commissioner, San Francisco Board of Education
James Chang, Berkeley Rent Stabilization Board Commissioner
Igor Tregub, Berkeley Rent Stabilization Board Commissioner
Pamela Webster, Former Berkeley Rent Stabilization Board Commissioner
Ben Gould, Berkeley Community Environmental Advisory Commissioner

Dan Abrahamson, BUSD Parent
Kathy Abrams, Herma Hill Kay Distinguished Professor of Law, Berkeley Law
Demetrios Agretelis
Stephanie Allan
Lynne and Spike Alper (my parents!)
Rev. Rachel Anderson, Chair, Berkeley Public Library Foundation
Rachel Antell, BUSD Parent
Lynda Arnold, BUSD Teacher
sujatha baliga
Darrin Banks, BUSD Parent
Cheryl Berg, BUSD Parent
Lee Bevis
Sarah Bevis, BUSD Parent
Debbie Bialosky, BUSD Parent
Wendy Bloom
Ashley Boyd, BUSD Parent
Jennifer and Jason Brand, BUSD Parents
Lauren Snider Brandt, BUSD Parent
Joan Brannigan, Retired BUSD Teacher
Joseph Brulenski, Retired BUSD Teacher
Jeff Bruno, BUSD Parent
Stephen Bundy
Marilyn Burns, Educator and Founder, Math Solutions
Betsy and Robin Candler, BUSD Parents
Dini Chandra, BUSD Parent
Erwin Chemerinsky, Dean, Berkeley Law

Katie Cherbini, BUSD Parent

Jason Cohen, BUSD Parent

Rob Collier, BUSD Parent

Cynthia Colvin

Michelle Contreras, BUSD Teacher

Ruth Cossey, Professor, Mills College School of Education

Catherine Crump, Assistant Clinical Professor of Law, Berkeley Law

Daniel Cukierman, BUSD Parent

Mark Cutmore, BUSD Parent

Jacob Dalton, BUSD Parent

Sean Darling-Hammond

Donna Davis, BUSD Teacher

Vicki Davis, BUSD Parent

Andy Doran, BUSD Parent

Nazila Duran, BUSD Parent

Miles Ehrlich, BUSD Parent

Malcom Feeley, Professor of Law, Berkeley Law

Jose Fernandez, BUSD Parent

Amelia and Bill Fernholz, BUSD Parents

Barry Fike, Former President, Berkeley Federation of Teachers

David Fisher, BUSD Parent

Robb Fisher

Catherine Fisk, Professor of Law, Berkeley Law

Nicole Fitzhugh, BUSD Parent

Abby Friedman, BUSD Parent

Steve Gere, BUSD Parent

Cynthia Goetting, BUSD Parent

Anna Goldstein, BUSD Parent

Teri Goodman, Berkeley High Lead Counselor

Josh Gutwill, Director of Visitor Research and Evaluation, Exploratorium

Monica Gyulai, BUSD Parent

Kate Hallward, BUSD Parent

Asha Harikrishnan, BUSD Parent

Henry Hecht, Lecturer in Residence, Berkeley Law

Valerie Herr

Kinch Hoekstra, Chancellor's Professor of Political Science and Law, U.C. Berkeley

Dana Holtzman, BUSD Parent

Lee Horowitz, BUSD Parent

Patricia Plunkett Hurley, Professor of Legal Writing, Berkeley Law

Ellen Irie, BUSD Parent

Carol Jekabson

Jeff Jue, Berkeley High Boys Tennis Coach

Billy Karp

Alice Kaswan, BUSD Parent

Sonia Katyal, Chancellor's Professor of Law, Berkeley Law

Sean Keller, BUSD Teacher

Alison Kelly, BUSD Teacher
David Kelly, BUSD Parent
Rosina Keren, BUSD Counselor
David Kerr, BUSD Parent
Nancy King, BUSD Teacher
Ari Krantz, BUSD Parent
Valerie Kratzer, BUSD Parent
Laura Kurre, Training Director, California Federation of Teachers
Margot Kushel, BUSD Parent
Anne Lackey, BUSD Parent
Tashana Landray
Nicole Drake Lau
Sonja Lenz-Rashid, BUSD Parent
Cindy Leung, BUSD Parent
Stacey Lewis, BUSD Parent
Linda Lipner
Deirdre Loungway, BUSD Parent
Erin McMahon Lyman, BUSD Parent
Jake Lyman, BUSD Parent
Chris Markus, BUSD Parent
Amanda Marini, BUSD Teacher
Mel Martynn, BUSD Teacher
Paz Melendez-Canales, BUSD Parent
Rachel and Dave Metz, BUSD Parents
Hasmig Minassian, Teacher, Berkeley High School
Suzanne McCulloch, Former BUSD Visual and Performing Arts Supervisor
Saira Mohamed, Professor of Law, Berkeley Law
Rikki Moreno, BUSD Nurse
Calvin Morrill, BUSD Parent and Stefan A. Riesenfeld Professor of Law, Berkeley Law
Kate Mountain, BUSD Parent
Arlan Murillo, BUSD Parent
Allen and Pamela Nudel, BUSD Parents
Michael O’Heaney, Executive Director, The Story of Stuff Project
Ann O’Leary
Thom Opal, BUSD Parent
Matt Orebic, BUSD Parent
Joy Osborne
Carmen Padron, BUSD Parent
Wick Pancoast, BUSD Parent
Dave Parnall, BUSD Parent
Crystal Paschel, BUSD Teacher
Linda Pazdirek, BUSD Parent
Margot Pepper, BUSD Teacher and Author
Carol Perez, BUSD Parent and Longfellow PTA President
Claudia Polsky, Director, Environmental Law Clinic, Berkeley Law
Bill Pratt, BUSD Teacher

Alma Prins, BUSD Parent
Rich Proulx, BUSD Parent
Angela Reed, BUSD Teacher
Tali Reicher, BUSD Parent
Diane Resek, Professor Emerita of Mathematics, San Francisco State University
Abby Rezneck, BUSD Parent
Alice Robinson, BUSD Parent
Josh Room, BUSD Parent
Andrea Roth, BUSD Parent
Andrea Scher, BUSD parent
Carla Schneiderman
Julie Searle, BUSD Teacher
Maggie and Contee Seely
Ali and Max Sell, BUSD Parents
Lucinda Sikes, BUSD Parent (1999-2017)
Gail Silverstein, Clinical Professor of Law, U.C. Hastings College of the Law
Bruce Simon, Co-Chair, BUSD Planning & Oversight Committee
Thomas Sinsheimer, BUSD Teacher
Shawn Slate, BUSD Parent
Scott Sparling, BUSD Parent
Bobbie Steinhart
Sarah Sugarman, BUSD Parent
Deirdre Tansey, BUSD Parent
Debbie Taylor, BUSD Parent
Lynne and Joham Tavera, BUSD Parents
Caroline Todd
Gail and Pete Todd (my in-laws!)
Molly Van Houweling, Professor of Law, Berkeley Law
Seth Wachtel, BUSD Parent
Janine Waddell, BUSD Teacher
Chaghig Minassian Walker, BUSD Parent
Melissa Weintraub
Karen Wells, BUSD Teacher
Pam Wilder, BUSD Parent
Carrie Wilson, Executive Director, Mills Teachers Scholars
Allison Wren, BUSD Parent
Daria Wrubel, Former BUSD Garden Teacher and Classified Union Organizer
Ray Yep, Berkeley Public Works Commissioner
Dana Zell, BUSD Parent
Ellen and Irving Zucker
Jonathan Zucker, BUSD Parent