

Exhibit A

UPDATE TO FAMILY AND COMMUNITY ENGAGEMENT PLAN December, 2018

This update to the District's Family and Community Engagement Plan is intended (a) to report on the District's collaboration with Dr. Joyce Epstein, an expert on family and community engagement, to develop District-wide guidelines and strategies for school level family engagement, (b) to report on the implementation of those guidelines and strategies beginning with SY18-19 (including training for school staff and the structure for monitoring and accountability for implementation at the school level) and (c) to report on the development and implementation of a more robust tracking system for school and family-center participation in family engagement activities. Finally, this update reports on the intended operational relationship between the Family and Community Outreach Department and the Student Services Departments within the District.

Each of these areas is addressed in a separate section below. This update is not intended to supersede or replace the District's Family and Community Engagement Plan, which remains the overall guide for the District's family and community engagement efforts (though most if not all of the single-occurrence elements of that plan have been completed). This update assumes general familiarity with that Plan and the concepts of family and community engagement set out therein.

I. COLLABORATION WITH DR. EPSTEIN TO DEVELOP DISTRICT-WIDE GUIDELINES FOR SCHOOL-LEVEL FAMILY ENGAGEMENT ACTIVITIES.

In the early spring of 2018, the District engaged Dr. Joyce Epstein, the pre-eminent expert on family and community engagement in schools, to work with the District in the development of a district wide set of guidelines for schools to use to foster greater family and community engagement. Dr. Epstein is director of both the Center on School, Family, and Community Partnerships and the National Network of Partnership Schools, and a research professor of education and sociology at Johns Hopkins University. Her research focuses on how leadership at the district and school levels affects the quality of a school's programs on family and community involvement and on results for students. In all of her work, she is interested in the connections between research, policy and practice.

Dr. Epstein has over 100 publications on family and community involvement. These include *School, Family, and Community Partnerships: Your Handbook for Action*, Third Edition (Corwin Press, 2009), which guides partnership program development, and *School, Family, and Community Partnerships: Preparing Educators and Improving Schools*, Second Edition (Westview Press, 2011), a textbook for college courses for future teachers and administrators. Two co-authored books for practitioners are *Multicultural Partnerships: Involve All Families* and *Family Reading Night* (Taylor and Francis, 2012 and 2015, respectively).

Dr. Epstein was named a fellow of the American Educational Research Association (AERA) in 2009 and received the 2009 Elizabeth Cohen Award for Applied Research from AERA's Sociology of Education Special Interest Group. In 1995, she established the National Network of Partnership Schools, which provides professional development that enables school, district and state leaders to establish, strengthen and sustain research-based programs on family and community involvement linked to student success in school.

The Special Master approved the District's selection of Dr. Epstein as the expert for collaboration on District-wide guidelines for schools. The director and staff of the Family and Community Outreach Department worked with Dr. Epstein on the school guidelines, and by May of 2018, the guidelines were completed. The guidelines were presented to the Special Master for review and comment, and his comment was considered and implemented. The guidelines were completed and approved by the Special Master by June 1, 2018. A copy of the guidelines is attached hereto as Exhibit 1. The Department will continue its work with Dr. Epstein to address any specific concerns related to Academic Parent Teacher Teams and Supportive and Inclusive Learning (SAIL) in schools and in the Family Resource Centers.

II. IMPLEMENTATION OF THE GUIDELINES AT DISTRICT SCHOOLS.

Implementation of the new guidelines began with a required professional development for all school administrators over two days in June, 2018. Dr. Epstein presented along with FACE leadership. Further, the district provided six additional trainings on the guidelines during first semester for site administrator, school community liaisons, family engagement contacts, and magnet coordinators. The district will also provide five additional trainings during second semester of SY 2018-19. A copy of the FACE Professional Development Schedule for SY2018-19 is attached hereto as Exhibit 2. Support to school site administrators is also available on an on-going basis from the FACE department. Teacher training is provided by site administrators as explained in the Guidelines for Family and Community Engagement.

The guidelines were distributed to all principals under cover of a memorandum from the Superintendent of the District, emphasizing their importance and the key role school principals play in implementing the guidelines. This responsibility is reinforced during the professional development trainings noted above.

The operational structure proposed in the FACE plan, and cited in the Court's order, has proven both unrealistic (in expecting the FEC to enforce compliance with school family engagement requirements without line authority over principals) and impractical (with at least one extra assistant superintendent, at high administrative cost). The District has been recently administratively reorganized into five geographic regions, with an assistant superintendent responsible for each region, with line authority over the principals in that region. The assistant superintendent for each region is responsible for ensuring that all schools in the region implement the guidelines, and submit regular reports of family and community engagement activities at the school. Preliminary results for SY18-19 indicate an increase in school family engagement activities across the District.

The Director of the Family and Community Outreach Department reports to the Assistant Superintendent for Curriculum and Instruction. In addition to overall supervision of family outreach efforts, the Director analyzes the reports submitted by schools, any tracking data captured, communicates with the Regional Assistant Superintendents with line authority for any non-compliant schools, targets particular schools for additional training and encouragement on family engagement activities, and acts generally as a resource and source of advice and guidance in the implementation of the guidelines.

Each year, the Department will analyze the activity reports and tracking data, design additional and ongoing training as indicated by the data, and plan its approach for the following year.

III. DEVELOPMENT AND IMPLEMENTATION OF TRACKING SYSTEM FOR PARTICIPATION IN FAMILY ENGAGEMENT ACTIVITIES

For some time, the District has attempted manually to capture information on participation in family engagement activities. The success of that capture has not been uniform, and not systematically effective enough to form a basis for policy and expenditure decisions. In late winter, 2017, the Special Master recommended that the District improve its ability to capture data regarding family participation, both at schools events and at the District's Family Centers.

District staff immediately commenced a search for a computer system that would increase the ability of the District to capture, track and analyze of family engagement data. After a search that involved a committee of different stakeholders within the District, the District identified several candidates. A formal procurement analysis and bidding process was conducted, and in the late spring and early summer of 2018, a vendor was selected for the system. Funding was available through A.R.S. §15-910(G) for complete purchase of the system in SY17-18, based on reallocation of unused funds for that year. Unfortunately, the Special Master and plaintiffs objected, the Governing Board did not approve the project given those objections, and the project was unable to move forward.

With the Court's September 6, 2018 order, the District turned once again to the effort to develop a better approach to systematically capture family engagement data at schools and family centers. The problem this time around was funding. No funds for the system had been built into the SY18-19 budget in the prior year's budget process (because it was assumed that the system would already be purchased). Due to continuing improvements in the accuracy of budgeting, and the fact that the District was still early in the budget year, there was very little in funding. The District was finally able to identify funding for the system in November, and currently anticipates purchase of the system in January, implementation and training during February through mid-April, the ability to test data capture and analysis in late April and May, and full operational capability by the beginning of the 19-20 school year.

The system will enable the collection and analysis of data regarding participation in family engagement activities by race/ethnicity of the student, by school or location, by number of participants, and by type of activity. The data will be tracked and analyzed using the six types of family engagement as defined by Dr. Epstein.

IV. OPERATIONAL RELATIONSHIP BETWEEN FAMILY AND COMMUNITY ENGAGEMENT DEPARTMENT AND STUDENT SERVICES DEPARTMENTS.

The quality of family engagement opportunities for families District-wide has increased as well as efforts to coordinate events with Student Services Departments and other departments. Although FACE does not rely on African American Student Services Department and Mexican American Student Services Department to provide parent education, there are numerous events in which different departments come together to coordinate parent events and engagement opportunities. Along with MASSD and AASSD, the FACE department also works with other departments including: Native American

Student Services; Asian Pacific Student Services, Advanced Learning Experiences, GATE, Magnet, Health Services, Counseling, and Curriculum and Instruction. The District's efforts focus on District-wide events, interdepartmental events, Family Resource Centers workshops, and site-level offerings.

The collaboration with Student Services Departments in planning and facilitating District-wide family engagement opportunities include the following:

Mexican American Student Services

- Impact Tucson: focuses on bullying prevention
- Parent University: focuses on college opportunities/FAFSA
- Student Recognitions: recognizes Hispanic/Latino students for their academic achievements
- College Academy for Parents: focuses on guiding parents to be advocates for their child's college opportunities
- Adelante!: focuses on college and career readiness/awareness

African American Student Services

- Impact Tucson: focuses on bullying prevention
- Parent University: focuses on college opportunities/FAFSA
- Student Recognitions: recognizes African American students for their academic achievements
- African American Parent Conference: provides opportunities for parents to obtain information on requirements for college entrance
- Palo Verde Neighborhood Collaborative: supports students with work opportunities

These events provide opportunities for all families to access information and resources to increase academic achievement. Staff from departments, programs, and schools across the District work together to plan and host these additional events:

- High School Expo
- GATE Night
- Kinder Round Up
- Magnet Fair
- Health and Wellness Fair
- FAFSA Events
- College Expo
- SCPC
- Kinder Fair

The Family and Community Outreach department monitors and coordinates efforts throughout the District to ensure all families have access to family engagement opportunities designed to empower families with knowledge of curricular expectations, strategies for families to support student achievement at home, and information about opportunities for parent/family education and resource opportunities.

**V. COLLABORATION WITH CURRICULUM AND INSTRUCTION DEPARTMENT:
SY18-19 Workshops at FRCs**

This year the FACE Department initiated a collaboration with the Curriculum and Instruction Department (C&I) and implemented a new series of parent workshops. The “TELL ME MORE” workshops for parents and guardians focuses on core curriculum information along with exposure to related TUSD programs. Each week representatives from C&I and other TUSD departments present a hands on/interactive workshop to help parents learn about what happens in classrooms and how they can support their child’s learning at home. These classes give parents a view of the methods and topics that their students are being exposed to, giving parents a better understanding on how to more effectively help their students succeed in school. Some of the programs that are presented include information on math, English Language Arts, science, social studies, Gifted and Talented Education, Culturally Responsive Pedagogy and Instructions, dual language, and magnet programs.

Workshops during the fall semester are offered in the evenings; spring semester workshops will be offered during the day.

A copy of the schedule of parent workshops is attached as Exhibit 3, and the flyer used to explain and advertise these programs is attached as Exhibit 4. These workshops are also prominently advertised on the department’s website. In addition, the FACE Department sent this information through ParentLink and posted it on the District’s social media accounts. The FACE Department also created a short video for district personnel to use to promote the workshops.

EXHIBIT 1

EXHIBIT 1

TUCSON UNIFIED
SCHOOL DISTRICT

Guidelines for Family Engagement
at School Sites



Family & Community
Outreach

Strengthening Families

Strengthening Students

Strengthening Communities

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TUCSON UNIFIED SCHOOL DISTRICT

Office of the Superintendent

May 21, 2018

Dear Principals of Tucson Unified School District,

A principal's strong leadership is vital to school and student success. So too is family and community engagement. More and more, principals are engaging their families and communities. As a result, they see positive changes in student academic achievement and other key aspects of development. It is our goal for all of our TUSD schools to develop true family and community partnerships in order to achieve these positive results for all of our students.

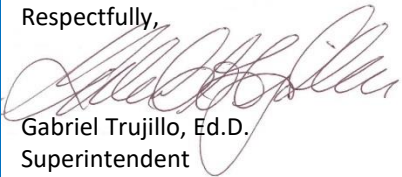
Research clearly connects family and community involvement to student success and shows that active, meaningful engagement from parents and others helps schools boost student achievement and produce graduates who are prepared to be productive, globally-competitive citizens. If we are to achieve our goal of graduating every Tucson Unified student from high school prepared for college and a career, we must stop viewing schools as the only responsible source of student success. Young people have so many influences in their lives— at home, in school, and in their communities.

To support you in your efforts, the District has developed a tool to help schools engage families and the community as full partners in the education decision-making process. Grounded in research on family and community involvement, this Guideline for Family Engagement at School Sites was created to inform Tucson Unified's school site leaders on best practices with regard to the engagement of families and communities to support and improve student achievement and to ensure all families have access to quality engagement opportunities no matter the school their child attends. Use this resource as your guide to strengthen family and community engagement efforts to boost student achievement at your school.

As site leaders, it is ultimately your responsibility to guide your school toward the goal of creating family and community partnerships. The District will provide training and support in how to make use of this document. Please be assured that I remain committed to supporting you in your journey of connecting staff, families, and the community in support of our students as they continue on their journey to college and career readiness.

Thank you for all you do to help all Tucson Unified students!

Respectfully,



Gabriel Trujillo, Ed.D.
Superintendent

Morrow Center ▪ 1010 E. Tenth Street ▪ Tucson, AZ 85719 ▪ Phone: (520)225-6060 ▪ Fax: (520)225-6174

Governing Board

Mark Stegeman; President, Kristel Ann Foster; Clerk, Adelita S. Grijalva, Rachael Sedgwick, Michael Hicks

Introduction

Research has proven that family engagement leads to increased student achievement, reduced drop-out rates, and a host of other positive outcome for students. However, family engagement can mean very different things to different people—from volunteering or chaperoning field trips to fundraising, organizing class events, or attending parent-teacher conferences. Tucson Unified School District believes that the employees within each of our schools play a crucial role in the types of family engagement that lead to improved student achievement. Research shows that teachers/staff who reach out to parents/guardians through initiating face-to-face meetings, phone calls, and sending information home about how to support student learning had higher student test scores, better attendance, and improved other indicators of success in school than did those who did not conduct this outreach.

Tucson Unified School District has taken steps to ensure that high quality two-way communication and family engagement opportunities are available to all families across the District. Utilizing the research of Joyce Epstein, we have created a rubric for each school to follow. The rubric is intended to guide the work of Epstein's Six Types of Family Involvement model. The framework recognizes that students' education is a shared responsibility of educators, parents and family members, and the community. The rubric provides our district, administrators, teachers, and support staff with a clear picture of what is expected for family engagement in our schools. A concrete description of examples is broken down in the timeline provided.

Below is an explanation of each section in the rubric as well as instructions to building your family engagement team.

Fostering safe and welcoming environments

A safe and welcoming environment means that all visitors to a school are recognized, greeted, treated respectfully and provided the best information possible about their schools. TUSD recognizes that a welcoming environment is a balance between open schools and the protection of our students. All visitors will be welcome in our schools; however, proper identification of visitors will still be required per TUSD board policy.

Strengthening relationships and capacity with families, teachers, school and district administrators, and community partners

Tucson Unified School District recognizes the importance of families as educators in their students' lives. TUSD respects and honors the insights, knowledge and skills that families contribute to the success of their students and schools. TUSD believes that working together with families and the community is the best way to increase student success. Title I resources and other departments will share resources, seek advice from, and collaborate with the community for development of educational opportunities for our families and students.

Epstein's Framework of Six Types of Family Involvement

Joyce Epstein's Family Engagement best practice, classifies activities into six key types of family involvement. Her framework provides the basic structure of the rubric tool. The outcome statements provide schools with guidance about the types of practices and behaviors the school could achieve. The outcomes can be measured or evaluated through a collection of data or observation.

Parenting: Families, as first and continuing educators of their children, assist and encourage their children's learning in and out of school and support goals and directions.

Outcome: School policies, practices and programs acknowledge families as partners in their children's education. School recognizes and builds on the capacity of families to assist and encourage their children's learning in and out of school.

Learning at Home: Connections between families and school that promote student learning and high expectations from both teachers and family contribute to students' success at school.

Outcome: Families and schools share responsibility for student learning and wellbeing. They work together to create positive attitudes to learning, develop a shared understanding of how children learn and learning programs to build on families' capacity to support learning at home.

Decision Making: Families play meaningful roles in the school decision-making process through parent representative bodies, committees and other forums.

Outcome: Families and community members are active contributors to school decision making and planning processes. They engage in relevant decisions about supporting student learning, school policy and practice and community building initiatives.

Collaborating with the Community: Developing relationships with government and non-government agencies, community groups, businesses and other education providers strengthens the ability of schools and families to support their children's learning and development.

Outcome: School has strategically developed on-going relationships with community agencies to enhance learning opportunities and outcomes for students and families.

Volunteering: Families are provided multiple ways they can help and support the school.

Outcome: Families are given the opportunity to support their student's school regardless of their personal schedule. They will have opportunities to become a part of the community even if they are a full time working guardian.

Communication: Effective communication is a two-way exchange between families and schools that involves information sharing opportunities for schools and families to learn about each other.

Outcome: Effective two-way communication between families and school using a range of strategies to regularly seek and share information about students' achievements and learning needs, school policies, practices, and community initiatives.

Build a team and assess your school's current practices

Build an Action Team to review the current **Arizona Department of Education Comprehensive Assessment** and school plan and then plan for the **Staff, Student, and Family Surveys** as you begin to assess your strengths and needs around family, school, and community partnerships and current practices for school improvement. As you go through the steps, you will identify specific areas of focus as well as resources, useful tips, and materials for each of the goals that you choose to include in your Action Plan.

A Family-School Partnerships Action Team, working through the framework, should include a school administrator, teachers, school community liaison or family engagement point of contact, other classified staff, parents or family members that represent the socioeconomic, linguistic, and cultural diversity within the school, and a community member.

In order to consistently maximize the impact of family engagement on student achievement, schools will use Arizona Department of Education Comprehensive Needs Assessment Rubric, Principle 6 Family and Community Engagement assessment tool to reflect on what they have achieved and what they will need to improve upon. A crosswalk of Epstein's Model and the Arizona Department of Education's Needs Assessment Rubric is included on page 18 of this Guideline.

To ensure all school sites provide high quality opportunities for family engagement, a schedule of all required family engagement activities is included on pages 8-11 of this Guideline. All sites are required to complete, at minimum, the activities included in the schedule, and encouraged to go above and beyond these minimum requirements.

Family Engagement Roles and Responsibilities

	<i>Role/Responsibility</i>
SITE ADMINISTRATOR	<ul style="list-style-type: none"> • Sets tone and expectations for family engagement efforts at the site • Ensures quality family engagement opportunities exist at the site • Provides training on “Guidelines for Family Engagement at School Sites” for teachers and other certified staff • Ensures site staff participate in family engagement efforts at the site • Shares family engagement information provided to administrators by the District with site staff • Provides professional development opportunities for site staff • Ensures site staff participates in professional development provided by the District on the topic of family engagement • Ensures all family engagement requirements set forth in this document are met and accurately reported
SCHOOL SITE STAFF	<ul style="list-style-type: none"> • Participates in family engagement efforts at the school site • Participates in professional development offered by site administrators and by the District on the topic of family engagement • Reports family engagement activities to, and as directed by, site administrator
REGIONAL ASSISTANT SUPER-INTENDENT	<ul style="list-style-type: none"> • Sets tone and expectations for family engagement efforts for site administrators • Ensure site administrators meet and accurately report family engagements requirements set forth in this document • Provide support and resources for site administrators to ensure they can succeed in meeting the expectations set forth in this document
FAMILY AND COMMUNITY OUTREACH DEPARTMENT	<ul style="list-style-type: none"> • Provides professional development opportunities for District administrators and school site staff • Collects family engagement reports from school sites • Compiles and reports school site family engagement data • Provides support to school sites as needed and appropriate • Communicates with District and site administrators as needed to ensure the requirements set forth in this document are met • Provides assistance and information for District and community resources as needed and appropriate • Provides additional services to families through Family Resource Centers
GRANTS AND FEDERAL PROGRAMS DEPARTMENT	<ul style="list-style-type: none"> • Provides professional development opportunities for District administrators and school site staff • Collects Title I and 21st Century family engagement reports from school sites • Compiles and reports school site family engagement data • Provides support to school sites as needed and appropriate • Provides funding to support family engagement at school sites

Family Engagement Activity Requirements for all School Sites

MONTHLY	<i>Due Date</i>	<i>Task</i>	<i>Level of Proficiency</i>	<i>Date Completed</i>
	August 10	USP Site Family Engagement Report Submitted to Family & Community Outreach Department	Reporting	
	August	Parent/Guardian Newsletter available to families in hard copy, via email, online	Inform	
	September 10	USP Site Family Engagement Report Submitted to Family & Community Outreach Department	Reporting	
	September	Parent/Guardian Newsletter available to families in hard copy, via email, online	Inform	
	October 10	USP Site Family Engagement Report Submitted to Family & Community Outreach Department	Reporting	
	October	Parent/Guardian Newsletter available to families in hard copy, via email, online	Inform	
	November 10	USP Site Family Engagement Report Submitted to Family & Community Outreach Department	Reporting	
	November	Parent/Guardian Newsletter available to families in hard copy, via email, online	Inform	
	December 10	USP Site Family Engagement Report Submitted to Family & Community Outreach Department	Reporting	
	December	Parent/Guardian Newsletter available to families in hard copy, via email, online	Inform	
	January 10	USP Site Family Engagement Report Submitted to Family & Community Outreach Department	Reporting	
	January	Parent/Guardian Newsletter available to families in hard copy, via email, online	Inform	
	February 10	USP Site Family Engagement Report Submitted to Family & Community Outreach Department	Reporting	
	February	Parent/Guardian Newsletter available to families in hard copy, via email, online	Inform	
	March 10	USP Site Family Engagement Report Submitted to Family & Community Outreach Department	Reporting	
	March	Parent/Guardian Newsletter available to families in hard copy, via email, online	Inform	
	April 10	USP Site Family Engagement Report Submitted to Family & Community Outreach Department	Reporting	
	April	Parent/Guardian Newsletter available to families in hard copy, via email, online	Inform	
	May 10	USP Site Family Engagement Report Submitted to Family & Community Outreach Department	Reporting	
May	Parent/Guardian Newsletter available to families in hard copy, via email, online	Inform		

QUARTERLY	Due Date	Task	Level of Proficiency	Date Completed
	Q 1	School Site Council Election and Meeting	Empower	
	End of Q 1	Magnet Report Completed and Submitted	Reporting	
	End of Q 1	Family Engagement Team Meeting: <ol style="list-style-type: none"> 1. Review District Family Engagement Guideline Documents 2. Review Family Engagement Team Plan (Year Two and Beyond) 3. Review "Suggestion Box" and Respond Accordingly 4. Assign Tasks to Complete Family Engagement Plan 5. Create plan for participation by students, staff (100%), and parents/guardians (>75%) in family engagement survey 	Empower	
	Q 1 (Date/Location TBD)	ALL School Community Liaison or Site Family Engagement Contact Participate in District Family Engagement PD (all sites represented)	Professional Development	
	Q 2	School Site Council Meeting	Empower	
	End of Q 2	Magnet Report Completed and Submitted	Reporting	
	End of Q 2	Family Engagement Team Meeting <ol style="list-style-type: none"> 1. Analyze Family Engagement Survey and Conference Feedback Survey Results 2. Create Critical Questions for Focus Groups based on Survey Information 3. Schedule Focus Groups 4. Review "Suggestion Box" and Respond Accordingly 	Empower	
	Q 2 (Date/Location TBD)	ALL School Community Liaison or Site Family Engagement Contact Participate in District Family Engagement PD (all sites represented)	Professional Development	
	Q 3	School Site Council Meeting	Empower	
	End of Q 3	Magnet Report Completed and Submitted	Reporting	
	End of Q 3	Family Engagement Team Meeting <ol style="list-style-type: none"> 1. Analyze Family Engagement Focus Group Data 2. Complete ADE Comprehensive Needs Assessment for Principal 6: Family Engagement, and Submit to Family & Community Outreach Department to Determine Focus Areas for Improvement 3. Begin Family Engagement Plan for Implementation During Following School Year 4. Review "Suggestion Box" and Respond Accordingly 	Empower	
	Q 3 (Date/Location TBD)	ALL School Community Liaison or Site Family Engagement Contact Participate in District Family Engagement PD (all sites represented)	Professional Development	
	Q 4	School Site Council Meeting	Empower	
	End of Q 4	Magnet Report Completed and Submitted	Reporting	
	End of Q 4	Family Engagement Team Meeting: <ol style="list-style-type: none"> 1. Complete Family Engagement Section (Section 6) of IAP and Submit to Family & Community Outreach Department 2. Review "Suggestion Box" and Respond Accordingly 	Empower	
	Q 4 (Date/Location TBD)	ALL School Community Liaison or Site Family Engagement Contact Participate in District Family Engagement PD (all sites represented)	Professional Development	

ONCE PER SEMESTER	Due Date	Task	Level of Proficiency	Date Completed
	September	Fall Parent-Teacher Conferences (Goal: 100% Parent/Guardian Participation) <ol style="list-style-type: none"> 1. Includes Data/Student Work Samples 2. Encourages Two-Way Conversation Between Staff and Parent/Guardian 3. Participants Complete Feedback Survey 4. School Parent Involvement Policy, Compact, Right to Know Letter 	Empower	
	January	School Community Liaison Title I Monthly Reports for Semester 1 Submitted to Title I Department (only schools with liaisons)	Reporting	
	February	Spring Parent Teacher Conferences (Goal: 100% Parent/Guardian of Underperforming Students Participation) <ol style="list-style-type: none"> 1. Includes Data/Student Work Samples 2. Encourages Two-Way Conversation Between Staff and Parent/Guardian 3. Participants Complete Feedback Survey 	Empower	
	End of Fall Semester	Curriculum Focused Event with Strategies and Tools for Parents/Guardians to Use at Home (1 or more events required each semester)	Empower	
	End of Fall Semester	FAFSA Event for Students and Families (High School Only)	Empower	
	End of Spring Semester	Curriculum Focused Event with Strategies and Tools for Parents/Guardians to Use at Home (1 or more events required each semester)	Empower	
	Spring Semester	Ongoing FAFSA Supports Advertised and Available to Students and Families (High School Only)	Empower	
	May	School Community Liaison Title I Monthly Reports for Semester 2 Submitted to Title I Department (only schools with liaisons)	Reporting	

ANNUALLY	Due Date	Task	Level of Proficiency	Date Completed
	Week 1	Welcome Letter for Families	Inform	
	July/August	GSRR Overview/Acknowledgement for Families	Inform	
	July/August	Title I Meeting for Families	Inform	
	July/August	McKinney-Vento Training on TNL Completed by ALL Staff	Professional Development	
	July/August	Six Types of Family Engagement Training on TNL Completed by All Administrators, Certified, Paraprofessional, and Administrative Support Staff	Professional Development	
	July/August	“Guidelines for Family Engagement at School Sites” training, provided by site administrator, for ALL certified staff	Professional Development	
	TBD	Cultural Responsive Pedigogy and Instruction for ALL Certified Staff	Professional Development	
	Aug 31	Create a Family Engagement Team and Report Team Members and Roles to Family & Community Outreach Department. Team Members Include: <ol style="list-style-type: none"> 1. Site Administrator 2. Certified Staff (2-4)* 3. Classified Staff (1-3)* 4. Parent/Guardian (2-3) 5. Students (2-4) 6. Community Members (year two on) *Teams must include School Community Liaison or Site Family Engagement Contact	Empower	
	August	Conferencing PD for ALL Teachers	Professional Development	
	October 1	Provide ParentVue Access and Training Information to Parents/Guardians	Engage	
	November 1	Family Engagement Survey to All Stakeholders (Given after Fall Break) <ol style="list-style-type: none"> 1. 100% Response from Staff 2. 100 % Response from Students (Grades 4-12) 3. 75% or more Response from Parents/Guardians 	Engage	
	February 25	Conduct Focus Group(s) to Address Critical Questions Based on Survey Data	Empower	
Q 3 (Date TBD)	Kinder Round-Up (Elementary Only)	Engage		
May 25	Final USP Site Family Engagement Report Submitted to Family & Community Outreach Department	Reporting		

ONGOING	Task	Level of Proficiency
	Suggestion Box in Office	Engage
	Family Computer Stations available and ready for use	Engage
	Provide Information to Families via ParentLink, Facebook or other Social Media Platforms, and on the School’s Web Page	Inform

TUSD Family Engagement School Site Rubric and Examples of Promising Practices

Key Area	Proficiency Level: Exploration	Proficiency Level: Expansion	Proficiency Level: Integration	Promising Practices
<p>PARENTING</p> <p><i>Assist families with parenting and child-rearing skills; understand child and adolescent development, and setting home conditions that support children as students at each age and grade level. Assist schools in understanding families.</i></p>	<p>There are efforts made K-12 to share positive parenting information with families. The school informs families of the behavioral and academic expectations at school. Families are encouraged to talk to their child about following school expectations.</p>	<p>The Family Engagement teams and teachers at each school provide resources to families about learning at home and positive parenting. Information is provided in several formats (e.g., videos, apps, website, and meetings) and all major languages. Families and teachers are on the same page regarding student achievement. Each values the contribution of the other and are supportive of each other. Behavioral supports at school are related to and support home expectations and practices. The school creates opportunities to celebrate the families of all students. Families are viewed as the experts and most enduring teachers of their children.</p>	<p>The school uses strategies to ensure every student has a caring adult in the school who knows the student well and is familiar with the student’s family.</p> <p>The PBIS team supports positive parenting at home by empowering families with information and opportunities to learn and experience positive parenting skills</p> <p>Teachers and support staff receive professional development for understanding positive parenting, cultural competence and how to build trusting relationships with families.</p>	<ul style="list-style-type: none"> • Parenting classes to understand ages and stages of child/adolescent development, including managing behavior, positive discipline, and family meetings. • Programs to assist families with health, nutrition, and other social services. • Home visits at transition points (preschool, elementary, middle, and high school) • Courses or training to learn English, earn a GED, college credit.

Key Area	Proficiency Level: Exploration	Proficiency Level: Expansion	Proficiency Level: Integration	Promising Practices
<p>LEARNING AT HOME <i>Inform families with children in learning activities at home, including homework and other curriculum-related activities and decisions.</i></p>	<p>The school offers families a minimum of 4 designated days for parent teacher conferences per year. Families are provided information regarding homework via newsletter, ParentVue or other outlet.</p> <p>Families can contact teachers in person or through e-mail, notes, or phone and receive a timely response</p>	<p>Teachers and support staff at each school (elementary, middle, high) provide resources to families about learning at home. Information is provided in several formats (e.g., videos, apps, website, and meetings). Families and teachers are on the same page regarding student achievement. Each values the contribution of the other and are supportive of each other. Behavioral supports at school are related to and support home expectations and practices. Two curriculum events are available for families to attend in addition to parent teacher conferences with strategies provided for families to use at home.</p>	<p>Families are provided with support for creating tools for supporting positive behavior and academic achievement at home (e.g., home matrices, homework materials). The students know they can approach teachers, coaches, parents and mentors for support. Families feel supported by the school and are treated as partners. Supports for families continue Pre K – 12 and change with the developing role of the family at each grade level. Multiple curricular focus events are offered to families in addition to parent teacher conferences.</p>	<ul style="list-style-type: none"> • Provide information and training on skills students need to be successful in all subjects and at each grade level, and how parents can support students. • Implement home reading programs with books to target grade levels. • Provide strategies and resources for families to help their student at home. • Reduce barriers to participate at trainings by providing childcare, transportation, and materials in different languages.

Key Area	Proficiency Level: Exploration	Proficiency Level: Expansion	Proficiency Level: Integration	Promising Practices
<p>DECISION MAKING</p> <p><i>Include families as participants in school decisions, governance, and advocacy through PTO/PTA, school councils, committees, action teams, and other parent organizations.</i></p>	<p>Families participate in PTA/PTO, Site Council meetings and other family leadership meetings. There is a family representative on the family engagement team. The Family survey is conducted on a regular schedule.</p>	<p>Families participate in PTA/PYO, Site Council meetings, or other formats. Families provide input (i.e. surveys, focus groups) to measure school climate. Family members on the Family Engagement team are present at 50% or less of meetings.</p>	<p>All family participation includes families as equal, valued partners in the design and implementation of activities that affect students.</p> <p>Family members who are representative of the community population are members of the Family Engagement team. Family members attend and actively participate in over 50% of meetings. Surveys (or other measurements) are conducted each year at least twice to gather feedback from families. Data from surveys of families and other informal data collection activities inform school plans and activities.</p>	<ul style="list-style-type: none"> • Establish PTA/PTO or other parent groups to increase parent leadership participation. • Invite guardians to review school programs and environment by inviting them in for a walk-through for suggestions on how to create a family friendly atmosphere. • Encourage parent Involvement in school site and District decision-making groups.

Key Area	Proficiency Level: Exploration	Proficiency Level: Expansion	Proficiency Level: Integration	Promising Practices
<p>COLLABORATING WITH THE COMMUNITY <i>Coordinate community resources and services for students, families, and the school with businesses, agencies, and other groups.</i></p>	<p>The school provides families with information about community resources. These resources include academic, social-emotional, and physical health. Families know what community resources are available to them and how to access these resources. The Family Engagement team includes community members.</p>	<p>The school conducts a needs assessment of students, staff and families and develops partnerships with community organizations based on identified needs impacting student behavior and learning. Based on student data, partnerships are established with agencies and organizations to provide supports and services for students and families. The school staff seek out community resources for supporting families in the school</p>	<p>Family Engagement Team evaluates community partnerships regularly to ensure that student behavior and learning outcomes are met. Community programs implemented in schools that do not produce significant positive impacts for students are improved or eliminated. The school reaches out to build relationships with families through community partners and to improve educational offerings in the community. The school organizes students, families and staff to provide support to the community.</p>	<ul style="list-style-type: none"> • Distribute information for students and families on community, health, cultural, recreational, and other programs and services. • Provide information on community activities that link learning to skills and talents, including summer programs for students, and tutoring during school.

Key Area	Proficiency Level: Exploration	Proficiency Level: Expansion	Proficiency Level: Integration	Promising Practices
<p>VOLUNTEERING</p> <p><i>Improve recruitment, training, work, and schedules to inform families as volunteers and audiences at the school or in other locations to support students and school programs.</i></p>	<p>There are opportunities in the school for family representatives to volunteer to assist with activities. There is a formal recognition of families for their contributions.</p>	<p>There are various opportunities and a variety of roles for families to support the school, at home and in the community. All participants are recognized annually and are valued for their contributions.</p>	<p>Families of all children, regardless of their background, attend and are active participants in activities (such as kick off, boosters, recognition programs, celebrations). Family members of students Pre K – 12 are in leadership or support roles for these activities. Families who do not come to the school are still considered partners with the school for the important role they have at home.</p>	<ul style="list-style-type: none"> • Set up a system for school or classroom volunteers, with volunteer training, and end of year recognition of volunteer hours donated to school. • Provide a welcoming parent room for volunteer work, meetings, and resources for families. • Provide multiple ways for families to volunteer if they cannot come during school hours.

Key Area	Proficiency Level: Exploration	Proficiency Level: Expansion	Proficiency Level: Integration	Promising Practices
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">COMMUNICATION Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.</p>	<p>The school informs families of the school expectations for academics and student behavior. Communication is sent through newsletters or meetings at the school, in languages spoken in their school community. Families are invited to recognitions and celebrations. School administers a family engagement survey. The results guide the development of family engagement goals. Teachers make personal contact with families at the beginning of the year to establish positive relationships. Families are scheduled at least once to meet with their teacher. Families are provided with multiple times to meet. Teachers provide data, samples of work, and examples of class expectations. 80% or fewer families attend parent-teacher conferences.</p>	<p>Communication is reciprocal. There are several universal methods of providing and receiving information to and from families. Specific strategies are in place for communicating with families who speak other languages, do not have electronics, or who do not visit the school. Communication happens several times throughout the year. The family engagement survey is available to all families, in major languages, and communicated in several ways including in person, online, in print and by phone. Families meet multiple times to with their teacher, with additional contact made throughout the year. Teachers provide data, samples of work, and examples of class expectations. Information is explained in a language families understand. 80-90% of families attend parent-teacher conferences.</p>	<p>The school informs families of school activities in a variety of ways to maximize the number of parents and caregivers who understand what they can do to support their child’s learning at home, Pre K – grade 12. The school ensures that there are multiple methods of ongoing (year round) listening to families. The school values the feedback and ideas from parents and caregivers and integrates this information into planning and implementation. Family engagement survey results are reflected in the school plan. Teachers create times where families are welcome to meet with them. Contact is consistent between family and teacher. Families have access to class expectations and their child’s progress at all times. 90-100% of families attend parent-teacher conferences.</p>	<ul style="list-style-type: none"> • Conduct Parent-Teacher-Student-Conferences that help students take leadership roles in sharing their accomplishments and the areas for improvement. • System in place to facilitate ongoing two-way communication between home and school so parents know at what level their children are performing. • Provide information about programs and learning opportunities • Provide interpreters to assist families as needed at meetings, conferences, and school events. • Provide all written and oral communications in multiple languages • Conduct survey for families to share information and concerns about the needs of their students and themselves. • Provide campus signage in multiple languages. • Provide professional development about effective conferencing for certified staff. • Provide workshops for parents about effective conferencing. • Provide pre-conference feedback opportunities to students and families to facilitate preparation for two-way conversation.

Crosswalk: Arizona Department of Education Comprehensive Needs Assessment Rubric for Principle 6 and TUSD Family and Community Engagement School Site Rubric

AZ DOE Rubric: Indicator 6.1: Our staff has high expectations for learning for all students.	
<i>AZ DOE Element</i>	<i>TUSD FACE School Site Rubric</i>
A	Volunteering, Welcoming Environment
B	Collaborating with the Community, Welcoming Environment, Volunteering
C	Welcoming Environment, Collaborating with the Community
D	Parenting, Learning at Home, Collaborating with the Community
E	Volunteering, Collaborating with the Community
F	Welcoming Environment

AZ DOE Rubric: Indicator 6.2: Our school engages in ongoing, meaningful and inclusive communication among families, communities, and school.	
<i>AZ DOE Element</i>	<i>TUSD FACE School Site Rubric</i>
A	Communication
B	Communication, Conferencing
C	Communication, Learning at Home, Conferencing
D	Communication, Parenting, Conferencing
E	Communication, Welcoming Environment

AZ DOE Rubric: Indicator 6.3: Our school engages families in critical data-informed decisions that impact student learning.	
<i>AZ DOE Element</i>	<i>TUSD FACE School Site Rubric</i>
A	Decision Making, Collaborating with the Community
B	Decision Making, Communication
C	Communication, Conferencing
D	Communication, Learning at Home, Conferencing

District Contacts for Family Engagement

<i>Department</i>	<i>Contact Person</i>	<i>Position</i>	<i>Phone Number</i>
FAMILY & COMMUNITY OUTREACH	Alma Iniguez	Director	225-3800
	Lacey Grijalva	Family Engagement Coordinator	908-3980
	Terri Howard	Family Resource Centers Coordinator	232-8684
	Tanisha Tatum	Community Outreach Coordinator	584-7455
	Anna Read	Administrative Assistant, Family & Community Outreach	225-3800
	Myrla Rodriguez	Administrative Assistant, McKinney-Vento	232-7058
GRANTS & FEDERAL PROGRAMS	Tina Stevens	Director	225-6290
	Tanya Speagle	Administrative Assistant	225-6290
	Vivian Baca	Project Technical Specialist - Grants	225-6235
	Nicole DaSilva	Title I Schools Program Coordinator	225-6295
	Teresa Guerrero	Title I Schools Program Coordinator	225-6288
	Nina Rojas	Title I Schools Program Coordinator	225-6517
	Connie Ross	Title I Schools Program Coordinator	225-6579
	Lynn Strizich	Private School Program Coordinator	225-6190
	Nellie Lopez	Administrative Assistant	225-6290
	Eric Lybeck	ESEA Grants Management Coordinator	225-6485
	Michelle Mendivil	Project Technical Specialist	225-6247
	SCHOOL COMMUNITY SERVICES	Charlotte Patterson	Director
Angie Mendoza		Student Services Associate, Smart Choice Specialist	225-6400
Maritza Mercado		Student Services Associate, Guardianship Liaison	225-6400
Patty O'Hagin-Felix		Office manager-Flyer Review	225-6400
Erin Van Riper		Student Services Associate, Enrollment Bus	225-6400
Elaine Vickerman		Enrollment Liaison, Administrative Assistant	225-6400
Maria Warwick		Information, staff assistant	225-6400
Belen Gamez		Administrative Assistant, McKinney-Vento	225-6408
STUDENT EQUITY	Jimmy Hart	Director of: African American Student Services Department and Asian Pacific American Student Services Department & Refugee Services	584-7500 232-8614
	María Federico Brummer	Director of: Mexican American Student Services Department	232-8566
	Roxanne Begay-James	Director of: Native American Student Services Department	908-3905

EXHIBIT 2

FACE Professional Development Schedule SY18-19

Date	Title	Objective	Participants
6/7/2018	Path to Effective and Equitable School, Family, and Community Partnerships	Become familiar with new directions for programs of goal-linked family & community engagement for student success. Understand roles and responsibilities of leaders for partnerships.	Principals, Asst. Principals, District Leadership
6/8/2018	Family Engagement Guidelines Professional Development	Understand the purpose of the Family & Community Engagement Guidelines. Become familiar with the content of the Family & Community Engagement Guidelines. Understand how the Family & Community Engagement Guidelines will be used at school sites.	Principals, Asst. Principals, District Leadership
8/14/2018	Welcome Back! School Community Liaison Training	Information on new USP reporting in Office 365 and a brief introduction to the FACE Guidelines	School Community Liaisons, Family Engagement Contact
9/6/2018	Family Engagement Guidelines Professional Development	Information on new USP reporting in Office 365 and an introduction to the FACE Guidelines	Principals, Asst. Principals, District Leadership
10/24/2018	Overview of FACE Guidelines	Expectations of Action Team for Partnership and USP reporting, information on the Family Engagement Survey and a review of the FACE Guidelines	School Community Liaisons, Family Engagement Contact
11/7/2018	Review of the FACE Guidelines (Make-up session)	Expectations of Family Engagement teams and USP reporting, information on the Family Engagement Survey and a review of the FACE Guidelines	School Community Liaisons, Family Engagement Contact
11/8/2018	Family Engagement Guidelines for School Sites SY18-19	Format and Content of FACE Guidelines; Determine how the guidelines address Family Engagement needs identified by the Special Master and the requirements set forth in court order	Principals, Asst. Principals, District Leadership
11/27/2018	Family Engagement Guidelines for School Sites SY18-19	Format and Content of FACE Guidelines; Determine how the guidelines address Family Engagement needs identified by the Special Master and the requirements set forth in court order	Magnet Coordinators
True North Logic (TNL) "Engaging Families Six Types of Family Involvement" Training available - Course Number 14293			
FACE personnel has supported school site administrators/School Community Liaisons on a one to one basis depending upon need.			

FACE Professional Development Schedule SY18-19

Date	Title	Objective	Participants
January 16	Research based practices, Joyce Epstein's family involvement model: Math & Review of Guidelines	SCL will brainstorm how different methods can be adapted for their CNA goals to be implemented in support of Math. Review Guidelines and provide support to Liaisons as needed with USP reports	School Community Liaisons, Family Engagement Contact
February 6	School Quality Survey, Family Engagement Surveys & Guidelines Overview	Review of Guidelines and SCL will implement strategies for gaining a higher percentage of parents completing Surveys provided by the district	School Community Liaisons, Family Engagement Contact
February ILA	Family Engagement Guidelines Professional Development	USP reporting in Office 365 and FACE Guidelines review	Principals, Asst. Principals, District Leadership
March 13	Communicating: Analyzing the situation Following conventions	SCL will identify process to collect required volunteer data, how to recruit and recognize volunteers	School Community Liaisons, Family Engagement Contact
April ILA	Review of FACE Guidelines	Expectations of Action Team for Partnership and USP reporting, information on the Family Engagement Survey and a review of the FACE Guidelines	Principals, Asst. Principals, District Leadership

EXHIBIT 3

Fall and Spring Semester Dates

Curriculum & Instruction Family Resource Center (FRC) Presentations

Department/Title	Description	Palo Verde FRC	Wakefield FRC	Southwest FRC	Catalina FRC
Math Department “Family Night-Math Night”	Participants will engage in activities that promote mathematical thinking, discover what students are learning and explore resources that support student learning.	9/10/18 & 1/17/19	9/11/18 & 1/15/19	9/05/18 & 1/14/19	9/06/18 & 1/16/19
Science Department “Science experiments that engage all”	Participants will engage in a science experience to model science education that supports the district science curriculum. Participants will know how to access the district science curriculum maps and scope & sequences on the TUSD internet. Participants will engage in a science experience illustrating how to engage their child in science at home.	9/17/18 & 1/24/19	9/18/18 & 1/22/19	9/19/18 & 1/28/19	9/20/18 & 1/23/19
English Language Arts Department: “Having Fun with ELA”	Participants will engage in activities that develop a sense of community, discover what students are learning and explore resources that support student learning.	9/24/18 & 2/7/19	9/25/18 & 2/5/19	9/26/18 & 2/4/19	9/27/18 & 2/6/19
Gifted and Talented Education (GATE) Department “Offering the gifted learner opportunities to develop skills in critical thinking”	Participants will be able to acquire a general understanding about GATE programs, which students can participate and the application process.	10/22/18 & 2/28/19	10/02/18 & 2/26/19	10/24/18 & 2/25/19	10/25/18 & 2/27/19
Multicultural Department: “Inclusive School Culture and Climate, a Multicultural Perspective”	Participants will gain an in-depth understanding of multicultural and global literature, and its influence in literacy engagement. Participants will also explore instructional strategies using multicultural resources in classrooms for the development of global perspectives, intercultural understanding, and critical literacy.	10/29/18 & 3/7/19	10/30/18 & 3/5/19	10/03/18 & 3/4/19	11/01/18 & 3/6/19
Social Studies Department “An overview: Social Studies Curriculum”	Participants will receive an overview of Social Studies Standards. Parents will know how to access the district Social Studies curriculum maps and scope & sequences on the TUSD internet.	10/15/2018 & 2/19/19	10/16/18 & 2/12/19	10/17/18 & 2/11/19	10/18/18 & 2/13/19

Department/Title	Description	Palo Verde FRC	Wakefield FRC	Southwest FRC	Catalina FRC
Language Acquisition Department “Those who speak two languages, count for two”	The Language Acquisition Department will be presenting information on the alternate language programs in TUSD for students and taking parents through a sheltered lesson in order to better understand how language is taught through content.	11/05/18 & 3/28/19	11/06/18 & 3/26/19	11/07/18 & 3/25/19	11/08/18 & 3/27/19
Culturally Relevant Pedagogy & Instruction Department “An overview of CRP & I”	Participants will get an overview of the elements of a culturally responsive classroom. Participants will also learn about the expectations in a culturally responsive classroom.	11/19/18 & 4/4/19	11/13/18 & 4/2/19	11/14/18 & 4/1/19	11/15/18 & 4/3/19
Magnet Programs/Department “A look at TUSDs comprehensive Magnet School Program”	Participants will be able to acquire a general understanding about Magnet programs, which schools are designated Magnet, and benefits of attending a Magnet School.	11/26/18 & 4/11/19	11/27/18 & 4/9/19	11/28/18 & 4/8/19	11/29/18 & 4/10/19
Fine and Performing Arts/OMA Department: “Supporting students learning academically, artistically, and socially”	Participants will be able to learn different ways Fine & Performing Arts/OMA is integrated within the curriculum and standards in the classroom. Participants will also learn about the different resources available in TUSD that support Fine & Performing Arts/OMA such, Multicultural Art Kits & the ARTSmobile.	12/03/18 & 4/25/19	12/04/18 & 4/23/19	12/05/18 & 4/22/19	12/06/19 & 4/24/19
Mexican American Student Services Department/African American Services Department “How Student Services Departments support students & parents”	Participants will be introduced to our District’s student services departments to gain information and resources to support parents as advocates for their children’s learning. Participants will be able to identify the different services provided by the AASSD and MASSD using a graphic organizer. Participants will be able to apply parent advocacy strategies through role play.	12/10/18 & 5/2/19	12/11/18 & 4/30/19	12/12/19 & 4/29/19	12/13/18 & 5/1/19

EXHIBIT 4

School is a lot different now than it used to be!

Tell Me More about...

MAGNET PROGRAMS



MULTICULTURAL

LANGUAGE

READING



ART

SOCIAL STUDIES

SCIENCE

MATH



...what my child is learning in school.

A new series of workshops for parents, guardians, and other adult caregivers

Every week, representatives from across TUSD will provide fun-filled, hands-on, interactive workshops to help you learn about what happens in the classroom, and how you can support your child's learning at home.

WORKSHOPS

Provided by the following TUSD Programs & Departments:

- Math
- Science
- English & Language Arts
- Gifted & Talented Education
- Social Studies
- Multicultural Curriculum
- Mexican-American Student Services
- African-American Student Services
- Culturally Responsive Pedagogy & Instruction
- Language Acquisition
- Magnet Schools/Programs
- Fine Arts & OMA

Experience first-hand what your student does in class!



Tucson Unified
Family and Community
Outreach

TUCSON UNIFIED
SCHOOL DISTRICT



FALL SEMESTER

5:30 – 6:45 p.m.

Mon: Palo Verde Center

Tue: Wakefield Center

Wed: Southwest Center

Thu: Catalina Center

SPRING SEMESTER

9:30 – 10:45 a.m.

Mon: Southwest Center

Wed: Catalina Center

Thu: Palo Verde Center

11:45 a.m. – 1:00 p.m.

Tue: Wakefield Center

Contact the Family Resource Center nearest you for specific dates and topics.

Catalina Center

3645 E. Pima St.
520-232-8684

Palo Verde Center

1302 S. Avenida Vega
520-584-7455

Southwest Center

6855 S. Mark Rd.
520-908-3980

Wakefield Center

101 W. 44th Street
520-225-3800

¡La escuela es muy diferente ahora que antes!

Quiero Saber Más Sobre...



MULTICULTURAL

Bellas
Artes

Ciencias

Lenguaje

Lectura y
Escritura



CIENCIAS SOCIALES

Matemáticas



... lo que mi hijo está aprendiendo en la escuela.

Una nueva serie de talleres para padres, tutores y otros cuidadores de niños.

Cada semana, los representantes de TUSD ofrecerán talleres interactivos, llenos de diversión y prácticos para ayudarlo a aprender sobre lo que sucede en el aula y cómo puede apoyar el aprendizaje de su hijo en el hogar.

TALLERES

Talleres presentados por los siguientes Programas y Departamentos de TUSD:

- Matemáticas
- Ciencias
- Lectura & Escritura
- Programas Académicos Avanzados para Estudiantes Dotados y Talentosos
- Ciencias Sociales
- Currículo Multicultural
- Departamento de Servicios para Estudiantes México Americanos
- Departamento de Servicios para Estudiantes Afroamericanos
- Departamento de Pedagogía e Instrucción Culturalmente Sensible
- Adquisición de Lenguaje
- Programas de MAGNET
- Bellas Artes y OMA

¡Experimente de primera mano lo que su estudiante hace en clase!



SEMESTRE DE OTOÑO

5:30 – 6:45 p.m.

- lun: Centro Palo Verde
- mar: Centro Wakefield
- mie: Centro Southwest
- jue: Centro Catalina

SEMESTRE DE PRIMAVERA

9:30 – 10:45 a.m.

- lun: Centro Southwest
- mie: Centro Catalina
- jue: Centro Palo Verde
- 11:45 a.m. – 1:00 p.m.
- mar: Centro Wakefield

TUCSON UNIFIED
SCHOOL DISTRICT



Favor de contactar al Centro de Recursos Familiar más cercano para obtener fechas y temas específicos.

Centro Catalina
3645 E. Pima St.
520-232-8684

Centro Palo Verde
1302 S. Avenida Vega
520-584-7455

Centro Southwest
6855 S. Mark Rd.
520-908-3980

Centro Wakefield
101 W. 44th Street
520-225-3800