

EXHIBIT A

Family and Community Engagement Plan

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Introduction

This Family and Community Engagement (“FACE”) Plan is intended to serve as an operating plan for the District’s efforts to promote and enhance family and community engagement in the education of students in the District. It may also serve as a guide to, and overview of, those efforts, for those who wish to understand (a) the scope and focus of those efforts, (b) who in the District is involved in those efforts, and (c) who is accountable for the success of those efforts.¹

The goal of the plan is to maintain and increase the overall level of family and community engagement in the education of students in the District. To the extent that any identifiable group appears to be underrepresented in family engagement activities, it is also a goal of the plan to focus efforts on that group to increase the relative level of participation of that group.

¹ This plan is forward looking, and thus does not refer explicitly to specific requirements of the current Unitary Status Plan, or the FACE Plan created pursuant to the USP, though the District believes that most of the relevant areas from those USP-related plans are addressed or covered in this plan, though perhaps not in the same way. The District understands that those requirements continue to apply as long as the Court continues to exercise supervision over the District.

I. District FACE Activities

The District's FACE efforts can be grouped into two broad categories: individual school-based activities, and activities undertaken by central District staff. Each category is described below.

A. School-based Activities.

The **Guidelines for Family and Community Engagement at School Sites** (copy attached as Exhibit 1) describe (a) the specific activities expected at each site, (b) the roles and responsibilities of those involved, and (c) the reporting requirements to track implementation and enable analysis and accountability. Underlying the Guidelines and all school-based activities is the central concept of two-way communications, in which school staff learn from parents and parents learn from school staff. These two-way communication activities include opportunities for school to share written information with families, families to share written information with the school, and meetings where school and families engage in conversations where families and school staff learn from each other. Additionally, the guidelines provide multiple opportunities for professional development to help school staff engage in best practices to facilitate two-way communication.

The Guidelines include multiple opportunities for schools to provide written information to families through various avenues such as email, online, and in hard copy. These school-to-home communications include newsletters with information about school and District events, policies, learning opportunities, specific events, leadership and volunteer opportunities, calendars, meeting notices and minutes for decision-making groups, and other topics related to student achievement. These communications ensure families stay abreast of important school and District information and opportunities for involvement.

The Guidelines provide opportunities for families to provide written communication of ideas, concerns, and impressions to the schools by providing conferencing feedback surveys, suggestion boxes at the schools, and annual family

engagement surveys. The District also provides an “online suggestion box” on all school webpages. Surveys and suggestion boxes are specifically designed to allow families to provide information anonymously, if they so choose, to encourage them to share information they might not be willing to share through other avenues.

The Guidelines provide opportunities for additional two-way communications through 1) decision making activities such as site councils, family engagement teams, and the parent teacher organization, 2) focus groups, and 3) meetings between school and families (both individual family meetings regarding one student [e.g. parent-teacher conferences] and larger meetings more generally about curriculum and other topics.

School site councils and family engagement teams facilitate two-way communication by ensuring parents, students, administrators, certified staff, classified staff, and community members are represented in decision-making groups. All members of these decision-making bodies have an equal say in sharing ideas, planning, and making decisions for the school.

Focus groups provide opportunities for families to share information and ideas about matters specific to their children’s school. Focus groups are facilitated by community members rather than school staff to help participants feel comfortable in sharing their ideas or concerns. Each school site is required to conduct at least one curricular-focused event per semester. These events facilitate two-way communication by allowing the school to share information about the curriculum and provide strategies for families to support the learning at home, as well as opportunities to engage in direct, curriculum-related conversations with teachers.

There are several conditions that are important for effective two-way communication with families. For example, it is important that families have access to their child’s academic and personal information; that families are able to provide teachers with information about their child’s development; that information shared

with families is culturally understandable and meaningful; that information is used for positive actions that teachers, families and school leadership can implement.

A valuable opportunity for two-way communication is the parent-teacher conference. The District's Guidelines state goals for participation in both Fall and Spring conferences, and provides protocols for specific for parent-teacher conferences described in an online professional development module required for all school administrators and certified staff.

These protocols support two way communication by describing specific actions teachers and school staff can take before, during, and after conferences to encourage family participation; to communicate to families the value of their participation in conferencing; to present opportunities and encourage families to provide input about what they would like to discuss during conference; to make the environment comfortable and welcoming to families attending conference; to prepare for discussion that encourages families to share information; to present information such as data or student work examples in a manner that families can understand; to reach those families who are unable to participate in conferences in a traditional way; and to build upon the family-teacher partnership after conferencing.

Information provided in this professional development module can be applied to all family-teacher interactions to encourage two-way communication and develop positive working relationships between family and school which builds student success.

Other opportunities for communication include training on use of the District information systems available to families (e.g., (a) the ParentVUE portal to Synergy, the District's student information system, and (b) Family Computer Kiosks at each school to provide access to ParentVUE and the school's website).² Though not explicitly required in the guidelines, schools and families communicate regularly

² The District's requirements for maintaining and updating family and community elements in individual school websites are attached as Exhibit 2.

through notes, letters, email, text message, phone calls, and meetings, as a matter of course giving both school staff and families opportunities to share information with each other.

Training for teachers and school staff on best practices regarding two-way communication is provided each year. Trainings include Dr. Joyce Epstein's Six Types of Family Involvement, which specifically addresses two-way communication; Culturally Relevant Pedagogy and Instruction, which addresses cultural awareness in communicating with students and families; Parent-Teacher Conferencing, which includes actions teachers can take to facilitate and encourage two-way communication during conferences and other face-to-face interactions; site-based and training about the Guidelines for Family and Community Engagement, which include a definition, rubric, required tasks, and promising practices to encourage and facilitate two-way communication; and training for other school personnel about outreach, parent leadership, focus groups, and promising practices to help schools learn from families.

The *Guidelines for Family and Community Engagement at School Sites* were developed by the District's central Family and Community Engagement Department, in conjunction with Dr. Joyce Epstein³, and the National Network of Partnership Schools. Using these guidelines, schools file monthly reports on FACE activities with the District's FACE Department and use a District-designed tracking system to identify and report on family participation in FACE events at each school, enabling assessment of the degree to which those activities are successful in engaging all of the school's constituent communities.

³ Dr. Epstein is a Professor at Johns Hopkins University; Director, Center on School, Family, and Community Partnerships; Director, National Network of Partnership Schools (NNPS); and Co-Director/Directorship Team-CSOS.

B. Central District Activities.

1. FACE Department

a. Planning and Coordination. The FACE Department provides overall planning and coordination for the District's family and community engagement activities, together with an annual assessment of their effectiveness. This protocol follows an annual cycle: (a) in the fall of each school year, the specific plan for that year is implemented and relevant data is collected; (b) in mid-spring, along with the budgeting process for the following year, FACE Department staff analyze available data, review any new publications in the area, and assess the success of the family engagement activities; and (c) prior to the beginning of the next school year, FACE Department staff develop the specific plan for the following year, including any redeployment of resources desired, based on the assessment. To the extent that this operating plan needs modification or updating, it will be revised as part of this annual process.

b. Training and Instruction. FACE Department staff provide annual training and instruction to school site and other District staff on family engagement best practices and activities, again focusing on two-way communication and Dr. Epstein's Six Types of Involvement.

The Guidelines provide multiple opportunities for professional development to build best practices and ensure all schools facilitate opportunities for two-way communication and parent involvement. The Guidelines require that each school meet with FACE staff no later than October 31 for training about the Guidelines, and to receive support or guidance specific to the needs of the school. School-community liaisons or school site family engagement contacts are required to participate in quarterly meetings where they receive and share information on best practices for family engagement. FACE staff coordinates and facilitates quarterly meetings with support from Title I/Grants and Federal Programs staff. Meetings address many topics including Dr. Epstein's Six Types of Family Involvement, which include two-

way communication, understanding and implementing the Guidelines, reporting requirements, and general best-practices.

All staff who come into contact with students receive annual training on the McKinney-Vento Act. Staff learn the requirements of the McKinney-Vento Act and how to identify, request services, and advocate for students and families who may be experiencing a housing crisis.

All school site staff who come into contact with families receive annual online training about Dr. Epstein's Six Types of Family Engagement. The Six Types of Family Engagement Training addresses the benefits of each type of involvement, the challenges schools may face in providing opportunities for all six types of involvement, and promising practices to help schools address those challenges.

All school site administrators and certified staff receive annual online training on effective two-way communication through conferencing. This training provides protocols for conferencing which facilitate two-way conversation, guidance in how to create an atmosphere where parents are comfortable to share ideas, planning for conversations which encourage parents to share, providing opportunities for parents to choose topics they would like to discuss, and offering information to parents to help them prepare to make good use of their conferencing opportunities.

c. Support and Monitoring for School-Based Activities. FACE Department staff are responsible for support and monitoring of family engagement activities at school sites, to ensure that school sites are implementing the Guidelines. Monitoring and support includes review of monthly reports, review of data input into the District's family engagement participation tracking system, reviewing school websites, remedial training and instruction where needed, and fostering collaboration across schools in family engagement activities. FACE department staff regularly inform regional assistant superintendents about the compliance of each school within the region.

In March 2019, the FACE director and program coordinators attended the National Network for Partnership Schools (NNPS) Leadership Institute for family and community engagement at Johns Hopkins University. At the Institute, Dr. Epstein and her team provided training on how to help schools to organize their school-based Family Engagement Teams and to write goal-linked plans to engage all students' families in ways that support student success in school (e.g., to improve attendance, behavior, achievement, attitudes) and to improve the schools' welcoming climate for all families. FACE staff will begin working with schools to employ the methods learned at the Institute during SY2019-20 and continue its support in subsequent years.

The District, using NNPS guidelines and materials, is working to ensure that increasing numbers of schools will be able to reach out to engage parents, both at the school and at home, in their children's education. The NNPS guidelines focus explicitly on equity of outreach and inclusion of all families, with special attention to communications and connections of new immigrant groups and parents with diverse cultural and linguistic backgrounds. The vast majority of schools in NNPS serve diverse families, including new and earlier immigrants with differing languages and cultural backgrounds, and are working to reach out to and engage these families in their children's education. NNPS materials include examples of promising practices used by these schools to effectively engage all families.

FACE staff, with the advisement of Dr. Epstein, will work with school site staff and other District departments to expand on the parent involvement and leadership training already taking place, and develop training to help parents successfully participate in school life and decision-making, with a particular focus on the needs of various immigrant groups.

d. Family Resource Centers. FACE Department staff operate the District's four Family Resource Centers, which provide a broad range of family educational opportunities in support of students' learning. Many other departments

host events and workshops at the Family Resource Centers. A representative calendar of events for these activities, showing the nature and breadth of these activities, is attached as Exhibit 3. The FACE department also operates the District's clothing bank at the Duffy Center, and the McKinney-Vento office, which provides administrative support and services for homeless students eligible under the McKinney-Vento Act.

Family Resource Centers are open 8:00-4:00 Monday through Friday, with the following exceptions:

- Palo Verde FRC is open 12:00-8:00 on Mondays.
- Wakefield FRC is open 12:00-8:00 on Tuesdays.
- Southwest FRC is open 12:00-8:00 on Wednesdays.
- Catalina FRC is open 12:00-8:00 on Thursdays.

Services and educational opportunities are available at all Family Resource Centers during regularly scheduled hours.

The FACE Department provides information and training to families to help them take active roles in their children's education and decision-making at school sites in further support of the two-way communication model. Workshops are provided at all four Family Resource Centers, two times per year, to help parents participate in parent-teacher conferences effectively. The workshop discusses the importance of the parent's role in a child's education, how to ask meaningful questions, the importance of sharing information with the teacher, parents' rights to additional conference opportunities, and how to follow up if more information is needed or the conference is not satisfactory.

The Family Resource Center also provides workshops to teach parents how to be active participants in their children's education. The workshops include information about site councils, advisory councils, departments and resources, how to participate, the importance of the parents' role, and how they can support their children's academic success.

To facilitate accessibility to educational opportunities and services to all families, Family Resource Center Staff has taken several steps. First, workshops and classes are available at multiple centers, at various times of day and evening, and throughout the year. This way, parents who are unable to attend a workshop at one time or location may be able to attend at a different time or location. Additionally, the Family Resource Center staff provides childcare to families so they can attend workshops at the centers. Staff also provides transportation support to families to attend workshops, as needed. Furthermore, schedules of workshops and other informational literature is offered in multiple languages and interpreters are provided to those participants whose primary language is other than English.

Scheduling of workshops is dependent on several factors including parent interest, availability of space, and availability of presenters. Staff also takes into consideration the time and circumstance when most families are likely to participate. For example, parents who do not work outside the home are most likely to attend classes in the mornings, after getting their children off to school, while parents who do work outside the home are most likely to attend evening classes. However, in scheduling evening classes, Family Center staff considers the time it will take a parent to pick up children and make it to the center for classes, as well as the family's need to have dinner, complete homework, and have children in bed early enough for them to get ample sleep. As such, evening classes are usually scheduled to begin between 5:30 and 6:00, and end at 7:00 or 7:30.

When possible, organizations who can provide food for participants and families are scheduled in the evenings to help relieve some of the parents' time and financial concerns. Additionally, fewer workshops are scheduled during the first and last weeks of school, during the holiday season, immediately preceding and following holidays and long breaks, or during testing and conference times, since these tend to be busy times for families.

In the event that a family is not able to access services at one of the family resource centers, staff makes every effort to bring the services to the family. For example, a family may not have transportation to a center to access the clothing bank or food pantry. In that situation, family center staff will work with the family and the student's school to bring items to the family. This can be accomplished in a number of ways including direct delivery, school staff pick-up, interoffice mail, or delivery to the school site.

The family centers are also made available to families and students outside of business hours, as needed and in consideration of staff availability. Some examples include: parent workshops offered before or after business hours; tutoring offered by Mexican-American Student Services on Saturdays at Catalina Family Resource Center; the Tutoring Center for Refugee Students in conjunction with Refugee Services and Lutheran Social Services at Catalina Center two evenings per week; Mexican American Parent Advisory Council meetings held at Palo Verde and Wakefield Centers; Native American Student Services parent meetings at Southwest Center; student mentoring at Palo Verde Center before and after hours and on weekends provided by African American Student Services. Finally, Student Services Directors have access to the centers to access resources for families during off hours, including clothing bank, food pantry, computer labs, classrooms, informational literature, and hygiene and school supplies and regularly provide services during evenings and weekends using these resources as needed

e. FACE Department Support for Other Departments. The FACE department also works with other District departments to provide guidance and support for their family engagement events and needs - including the magnet, ALE, student services, language acquisition, health services, counseling, and curriculum and instruction departments. That support includes event co-ordination, use of the Family Resource Centers, and provision of child care and transportation

services. A chart showing representative cross-departmental activities and events, and the role of each department in those activities, is attached as Exhibit 4.

2. FACE Activities By Other District Departments.

In addition to the FACE Department, other district departments undertake family and community engagement activities of their own. The AASSD and MASSD Operating Plans detail the family and community engagement activities undertaken by each of those departments. The ELL Dropout Prevention plan contains family engagement strategies. The Magnet and ALE Departments have a common Addendum addressing family engagement and outreach. Each of these departments is primarily responsible for the specific family engagement activities identified in those plans. In many instances, those plans call for support from the FACE Department.

The contributions by the student services departments are particularly important in two major respects: First, the student services departments assist and provide specific family outreach needed for students in the course of interventions under the MTSS and behavioral systems. Second, student services departments provide general family engagement opportunities to their respective families and communities, 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 and builds connections between families, schools, and the community
- Opportunities.⁴

The FACE department works in a supporting role with many other departments, programs, and schools across the District to plan and implement additional events that support and inform Tucson Unified families. These department include Communications and Media Relations, Asian Pacific American and Refugee Student Services, Native American Student Services, Guidance and Counseling, Title I/ Grants and Federal Programs, Curriculum and Instruction, Culturally Relevant Pedagogy and Instruction, Multicultural Curriculum, Language Acquisition and Meaningful Access, Language Arts, Math, Social Studies, Fine Arts, Interscholastics, Student Health Services, Food Services, Transportation, Magnet Programs, Dropout Prevention, and Two-Way Dual Language Programs.

The FACE Department works with the Curriculum and Instruction Department (C&I) to provide the “TELL ME MORE” workshops for parents, focusing on core curriculum information along with information on 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

⁴ These family engagement responsibilities appear in the operating plans for the AASSD and MASSD.

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 Instruction, dual language, and magnet programs. The FACE Department also created a short video for district personnel to use to promote the workshops.

II. Staffing and Accountability

A. School-Based Activities. Primary responsibility for implementing FACE activities at each school lies with the principal. Each school also has either a school community liaison (funded with Title I grant funds), or a designated family engagement contact (paid a stipend from the FACE Department). Principals are held accountable for implementing the Guidelines by the regional assistant superintendent for that school, and in annual evaluations of the principal. The regional assistant superintendent is regularly informed of the status of reports and activities for each school by the FACE department staffer assigned to that school.

B. FACE Department. The FACE Department has primary responsibility for (a) supporting, monitoring and conducting training for school-based family engagement activities, (b) operation of family centers, (c) maintaining relationships with national family engagement organizations, and staying abreast of family engagement research and best practices, and (c) supporting the family and community engagement activities of other departments, as needed and requested.

Five coordinators report to the director. Each coordinator is responsible for providing family engagement support to the schools in one region of the District (about 17 schools). Each coordinator also has responsibility for other areas of department operations. In no particular order:

a. One coordinator focuses on developing family engagement content for families, including (a) information about student programs, courses, and services available through the District, (b) adult support services and training that help support student education in the home, and (c) substantive content to assist

families in increasing engagement, from colleges, universities, and community services. This coordinator works with the school community liaisons at each family resource center, and school staff throughout the district, to get the information and content to families.

b. A second coordinator focuses on community engagement, developing partnerships with community organizations, including civic groups, charities, and other educational institutions. This coordinator also works with the school community liaisons at family resource centers and school staff to assist in developing and maintaining community involvement with schools and students in the District.

c. The third coordinator focuses on developing and coordinating family engagement training for school site and District staff, and plans and coordinates FACE department participation in District events at locations across the District.

d. The fourth coordinator focuses on the family resource centers, scheduling and planning the classes, events and resources available to families through the centers, developing and communicating information about the centers to families, staff and the community.

e. The fifth coordinator focuses on the department's data collection systems, including the periodic reports from schools, from family resource centers, and the new family participation tracking system, reporting on results to the director and the other coordinators for use in ensuring that schools are implementing the Guidelines properly.

In addition, the main FACE department office has one central administrative assistant, and one data entry clerk. Each of the four Family Centers has a school community liaison staffer and monitor/custodian. A fifth school community liaison acts as a floater to support activities at all of the Family Centers.

EXHIBIT 1

TUCSON UNIFIED
SCHOOL DISTRICT

**Guidelines for Family and
Community 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, Rachael Sedgwick; Clerk, Leila Counts, Kristel Ann Foster, Adelita S. Grijalva

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 and two-way communication 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. FACE, Title I and other departments will share resources, seek advice from, and collaborate with, families and the community for development of educational opportunities for our families and students.

Learning from families using effective two-way communication

Two-way communication includes providing information to families and, equally important, receiving information from families. In valuing the importance of families and schools working together to maximize student success, TUSD recognizes that effective two-way communication is critical in achieving true partnerships. Families can provide valuable insights about their children, their family dynamics, background, culture, beliefs, values, interests, strengths, struggles, fears, goals, and dreams. Maintaining a structure for effective two-way communication facilitates opportunities to strengthen relationships and learn from families. Communication acts as a bridge to engagement and, ultimately, strong parent partnerships. When schools make efforts not only provide to information to families, but to learn from families, they are telling families, "We value your insights." When families feel that their input is valued, they are motivated to work as true partners with the school to help students reach their full potential. While most schools do a great job of providing information, the challenge is to find ways encourage families to provide information as well. Creating an atmosphere where families understand that their input is valuable, and providing meaningful opportunities for families to share, requires mindful planning, effective structures, multiple opportunities, and continuous encouragement from schools. Specific information to help teachers and school staff understand how to facilitate two-way communication is provided in the required professional development included in this document.

Other required activities provide families with multiple opportunities to share information with schools. 4

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, learning needs, personal, social, and emotional growth, school policies, practices, and community initiatives, facilitates opportunities for families and schools to learn from each other about the student and work together to increase student growth and achievement.

Build a team and assess your school's current practices

Build a Family Engagement 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 your team chooses to include in your Action Plan.

A Family Engagement 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	Due Date	Task	Level of Engagement	Date Completed
	Aug 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	
	August	Four Week Letter to Parents/Guardians (as needed)	Inform	
	August	All School Site Council and Family Engagement Team Meeting Information (date, time, location) is Correct and Current on the School's Website Calendar	Inform	
	August	All Monthly Newsletters and School Site Council and Family Engagement Team Contacts, Meeting Schedules, Meeting Minutes, and Related Information are Correct and Current on the School's Website.	Inform	
	Sep 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	
	September	Four Week Letter to Parents/Guardians (as needed)	Inform	
	September	All School Site Council and Family Engagement Team Meeting Information (date, time, location) is Correct and Current on the School's Website Calendar	Inform	
	September	All Monthly Newsletters and School Site Council and Family Engagement Team Contacts, Meeting Schedules, Meeting Minutes, and Related Information are Correct and Current on the School's Website.	Inform	
	Oct 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	
	October	Four Week Letter to Parents/Guardians (as needed)	Inform	
	October	All School Site Council and Family Engagement Team Meeting Information (date, time, location) is Correct and Current on the School's Website Calendar	Inform	
	October	All Monthly Newsletters and School Site Council and Family Engagement Team Contacts, Meeting Schedules, Meeting Minutes, and Related Information are Correct and Current on the School's Website.	Inform	

<i>Due Date</i>	<i>Task</i>	<i>Level of Engagement</i>	<i>Date Completed</i>
Nov 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	
November	Four Week Letter to Parents/Guardians (as needed)	Inform	
November	All School Site Council and Family Engagement Team Meeting Information (date, time, location) is Correct and Current on the School's Website Calendar	Inform	
November	All Monthly Newsletters and School Site Council and Family Engagement Team Contacts, Meeting Schedules, Meeting Minutes, and Related Information are Correct and Current on the School's Website.	Inform	
Dec 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	
December	Four Week Letter to Parents/Guardians (as needed)	Inform	
December	All School Site Council and Family Engagement Team Meeting Information (date, time, location) is Correct and Current on the School's Website Calendar	Inform	
December	All Monthly Newsletters and School Site Council and Family Engagement Team Contacts, Meeting Schedules, Meeting Minutes, and Related Information are Correct and Current on the School's Website.	Inform	
Jan 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	
January	Four Week Letter to Parents/Guardians (as needed)	Inform	
January	All School Site Council and Family Engagement Team Meeting Information (date, time, location) is Correct and Current on the School's Website Calendar	Inform	
January	All Monthly Newsletters and School Site Council and Family Engagement Team Contacts, Meeting Schedules, Meeting Minutes, and Related Information are Correct and Current on the School's Website.	Inform	

MONTHLY (CONTINUED)

<i>Due Date</i>	<i>Task</i>	<i>Level of Engagement</i>	<i>Date Completed</i>
Feb 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	
February	Four Week Letter to Parents/Guardians (as needed)	Inform	
February	All School Site Council and Family Engagement Team Meeting Information (date, time, location) is Correct and Current on the School's Website Calendar	Inform	
February	All Monthly Newsletters and School Site Council and Family Engagement Team Contacts, Meeting Schedules, Meeting Minutes, and Related Information are Correct and Current on the School's Website.	Inform	
Mar 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	
March	Four Week Letter to Parents/Guardians (as needed)	Inform	
March	All School Site Council and Family Engagement Team Meeting Information (date, time, location) is Correct and Current on the School's Website Calendar	Inform	
March	All Monthly Newsletters and School Site Council and Family Engagement Team Contacts, Meeting Schedules, Meeting Minutes, and Related Information are Correct and Current on the School's Website.	Inform	
Apr 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	
April	Four Week Letter to Parents/Guardians (as needed)	Inform	
April	All School Site Council and Family Engagement Team Meeting Information (date, time, location) is Correct and Current on the School's Website Calendar	Inform	
April	All Monthly Newsletters and School Site Council and Family Engagement Team Contacts, Meeting Schedules, Meeting Minutes, and Related Information are Correct and Current on the School's Website.	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	
May	Four Week Letter to Parents/Guardians (as needed)	Inform	
May	All School Site Council and Family Engagement Team Meeting Information (date, time, location) is Correct and Current on the School's Website Calendar	Inform	
May	All Monthly Newsletters and School Site Council and Family Engagement Team Contacts, Meeting Schedules, Meeting Minutes, and Related Information are Correct and Current on the School's Website.	Inform	

MONTHLY (CONTINUED)

Due Date	Task	Level of Engagement	Date Completed
Q 1	School Site Council Election and Meeting	Empower	
Q 1	Post School Site Council Meeting Minutes on School Website Within Five (5) Days of Meeting.	Inform	
End of Q 1	Magnet Report Completed and Submitted (Magnet Schools Only)	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 3. Assign Tasks to Complete Family Engagement Plan 4. Create plan for participation by students, staff (100%), and parents/guardians (>75%) in family engagement survey 	Empower	
Q 1	Post Family Engagement Team Meeting Minutes on School Website Within Five (5) Days of Meeting.	Inform	
Q 1 (Date/Location TBD)	ALL School Community Liaison or Site Family Engagement Contact Participate in District Family Engagement PD (all sites represented). Focus: best practices and facilitating two-way communication.	Professional Development	
Q 1	All PTO/PTA, Booster Clubs, or Other Parent-Led Groups' Required Information is Correct and Current on the School Website	Inform	
Q 2	School Site Council Meeting	Empower	
Q 2	Post School Site Council Meeting Minutes on School Website Within Five (5) Days of Meeting.	Inform	
End of Q 2	Magnet Report Completed and Submitted (Magnet Schools Only)	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 	Empower	
Q 2	Post Family Engagement Team Meeting Minutes on School Website Within Five (5) Days of Meeting.	Inform	
Q 2 (Date/Location TBD)	ALL School Community Liaison or Site Family Engagement Contact Participate in District Family Engagement PD (all sites represented). Focus: best practices and facilitating two-way communication.	Professional Development	
Q 2	All PTO/PTA, Booster Clubs, or Other Parent-Led Groups' Required Information is Correct and Current on the School Website	Inform	

	Due Date	Task	Level of Engagement	Date Completed
QUARTERLY (CONTINUED)	Q 3	School Site Council Meeting	Empower	
	Q 3	Post School Site Council Meeting Minutes on School Website Within Five (5) Days of Meeting.	Inform	
	End of Q 3	Magnet Report Completed and Submitted (Magnet Schools Only)	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 	Empower	
	Q 3	Post Family Engagement Team Meeting Minutes on School Website Within Five (5) Days of Meeting.	Inform	
	Q 3 (Date/Location TBD)	ALL School Community Liaison or Site Family Engagement Contact Participate in District Family Engagement PD (all sites represented). Focus: best practices and facilitating two-way communication.	Professional Development	
	Q 3	All PTO/PTA, Booster Clubs, or Other Parent-Led Groups' Required Information is Correct and Current on the School Website	Inform	
	Q 4	School Site Council Meeting	Empower	
	Q4	Post School Site Council Meeting Minutes on School Website Within Five (5) Days of Meeting.	Inform	
	End of Q 4	Magnet Report Completed and Submitted (Magnet Schools Only)	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 	Empower	
	Q 4	Post Family Engagement Team Meeting Minutes on School Website Within Five (5) Days of Meeting.	Inform	
	Q 4 (Date/Location TBD)	ALL School Community Liaison or Site Family Engagement Contact Participate in District Family Engagement PD (all sites represented). Focus: best practices and facilitating two-way communication.	Professional Development	
	Q 4	All PTO/PTA, Booster Clubs, or Other Parent-Led Groups' Required Information is Correct and Current on the School Website	Inform	

	Due Date	Task	Level of Engagement	Date Completed
ONCE PER SEMESTER	September	Fall Parent-Teacher Conferences (Goal: 100% Parent/Guardian Participation) <ol style="list-style-type: none"> Follows Protocol Described in Mandatory Conferencing PD to Plan for and Facilitate Two-Way Conversation Between Staff and Parent/Guardian, so parents understand their input is valuable and they are encouraged to share. 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). Event should include opportunities for parents to provide information about what they would like to learn, and parents should play a meaningful role in planning and facilitating events.	Empower	
	End of Fall Semester	FAFSA Event for Students and Families (High School Only)	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"> Follows Protocol Described in Mandatory Conferencing PD to Plan for and Facilitate Two-Way Conversation Between Staff and Parent/Guardian, so parents understand their input is valuable and they are encouraged to share. Participants Complete Feedback Survey 	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). Event should include opportunities for parents to provide information about what they would like to learn, and parents should play a meaningful role in planning and facilitating events.	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	

Due Date	Task	Level of Engagement	Date Completed
Week 1	Welcome Letter for Families	Inform	
July/August	GSRR Overview/Acknowledgement 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 Pedagogy and Instruction for ALL Certified Staff	Professional Development	
August 31	Post Schedule, Including Specific Dates, Times, and Locations, of All School Site Council Meetings for the Current School Year on School's Website	Inform	
August 31	Post Schedule, Including Specific Dates, Times, and Locations, of All Family Engagement Team Meetings for the Current School Year on School's Website	Inform	
August 31	Create a Family Engagement Team and Report Team Members and Roles to Family & Community Outreach Department. Team Members Include: Site Administrator, 2-4 Certified Staff*, 1-3 Classified Staff*, 2-3 Parents/Guardians, 2-4 Students, Community Members *Teams must include School Community Liaison or Site Family Engagement Contact	Empower	
August 31	Conferencing PD on TNL Completed by ALL Teachers, Administrators, and Certified Staff	Professional Development	
September 5	List of All Parent-Led Groups with Brief Description and Purpose of Each Group Posted on the School Website	Inform	
September 5	List of Staff Sponsor Contact Information for All Parent-Led Groups Posted on the School Website	Inform	
September 5	Post Family Engagement Team Members' Names and Contact Information on Webpage Within Five Days of Selection. Obtain Parent Members' Permission Prior to Posting Information. Do Not Post Student Information.	Inform	
Aug-Sept	Annual Title I Parent/Guardian Meeting	Inform	
Aug-Sept	School Community Liaison or School Family Engagement Contact Attends Webmaster Training for Family Engagement Postings.	Professional Development	
October 1	Provide ParentVue Access and Training Information to Parents/Guardians	Engage	
Fall Break	Post School Site Council Members' Names and Contact Information on Webpage Within Five Days of Selection. Obtain Parent/Guardian Members' Permission Prior to Posting Information. Do Not Post Student Information.	Inform	
Fall Break	Submit Meeting Notification and Agenda to Title I (Title I Schools Only)	Reporting	
October 31	FACE Staff Meets With Principal or Family Engagement Team to Discuss Family Engagement Guidelines, School Teams, and to answers questions and provide support, OR FACE Staff presents at Wednesday PD.	Professional Development	
November 15	Family Engagement Survey to All Parents/Guardians (Given after Fall Break). Goal: 75% Or More Response	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	

ANNUALLY

	Task	Level of Engagement
ON-GOING	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
	School Websites Up-To-Date	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 School Site Council, Family Engagement Team, PTA/PTO, and 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. • Provide parent leadership training

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. • Include community partners as members in school decision-making groups. • Encourage local civic and service groups to be involved in schools in a variety of ways such as mentoring students, volunteering, speaking to classes, and helping with fundraising events. • Encourage staff and students to participate in youth service-learning opportunities. • Open school buildings for use by the community beyond regular school hours. • Work with local businesses or community organizations and public libraries to promote adult literacy.

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</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><i>Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.</i></p>	<p>The school informs families of the school expectations for academics and student behavior.</p> <p>Communication is sent through newsletters or meetings at the school, in languages spoken in their school community.</p> <p>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.</p> <p>Families are scheduled at least once to meet with their teacher.</p> <p>Families are provided with multiple times to meet.</p> <p>Teachers provide data, samples of work, and examples of class expectations.</p> <p>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.</p> <p>Communication happens several times throughout the year.</p> <p>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 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.</p> <p>80-90% of families attend parent- teacher conferences.</p>	<p>The school values, and actively seeks feedback and ideas from families, provides meaningful opportunities for feedback, and integrates this information into planning and implementation. The school ensures that there are multiple methods of ongoing listening to families. The school provides opportunities for family feedback in a manner that allows families to feel comfortable in sharing their ideas, and confident that their input will not create negative consequences for their students. 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. Family engagement survey results, focus group data, and other family input are reflected in the school plan.</p> <p>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.</p> <p>90-100% of families attend parent-teacher conferences.</p>	<ul style="list-style-type: none"> ● System in place to facilitate ongoing two-way communication between home and school includes multiple methods for families to provide information. ● Parent-Teacher-Student- Conferences help students and parents take leadership roles in sharing accomplishments and areas for improvement. ● Families provide input about preferred methods of communication. ● Provide information about programs and learning opportunities. ● Provide interpreters to assist families as needed at meetings, conferences, and school events. ● Provide communications, written and oral, in multiple languages. ● Conduct surveys for families to share information their students and themselves. ● Conduct focus groups for families to share information ● Provide campus signage in multiple languages. ● Provide training for both staff and families to help them conduct effective conferences that focus on two-way communication. ● Provide pre-conference feedback opportunities to 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
C	Communication, Learning at Home
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
D	Communication, Learning at Home

District Contacts for Family Engagement

<i>Department</i>	<i>Contact</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
	Lisa Gonzales	Community Outreach Coordinator	584-7455
	Anna Read	Administrative Assistant, Family & Community Outreach	225-3800
	Jennifer Crowl	School Community Liaison, HEART Program, McKinney-Vento	232-7058
	Jenny Hurley	Administrative Assistant, HEART Program, 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
	Francisco Sanchez	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
	Karen Schneider	Title I Schools Program Coordinator	225-6290
	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
	Jennifer Silva	Project Technical Specialist	225-6247
	Marcea Hunter	21 st CCLC Coordinator	225-6432
SCHOOL COMMUNITY SERVICES	Charlotte Patterson	Director	225-6400
	Angie Mendoza	Student Services Associate, Smart Choice Specialist, Flyer Review	225-6400
	Maritza Mercado	Student Services Associate, Guardianship Liaison	225-6400
	Maria Warwick	Information, staff assistant	225-6400
	Belen Gamez	Student Services Associate, Enrollment Bus	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

MAINTAINING UPDATED AND CURRENT SCHOOL WEBSITES

In its April 10, 2019, order, the Court directs the District to ensure the Guidelines include school websites and newsletters. In its direction, the Court requires every school posts on its website site-based family engagement information including updated monthly newsletters and current information for site-level decision-making groups such as School Site Council and PTA. The Court also requires every school website to include District-level information such as Governing Board and SCPC. Additionally, the Court ordered the District to consider and determine whether FACE staff should support this school-site responsibility beyond monitoring it.

Bringing All School Websites Current

The District's Communications staff, school staff, and FACE staff worked together to bring school websites up to date with the required family engagement information. Considering the number of schools needing website updates in order to post all the necessary information, and the amount of time needed to complete the updates, the District has made significant progress toward completion of this task and has a plan in place for full implementation by the beginning of SY2019-20. The plan, described below, will provide a template for schools to easily upload the required information, training for staff responsible for maintaining school websites, and avenues for additional support, as needed.

Guidelines and Site-Based Family Engagement Information on School Websites

To address the Court's requirement related to the Guidelines, the District updated its Guidelines for SY2019-20. The District's updated Guidelines for SY2019-20 include required tasks directly addressing school website requirements for site-based family engagement information. The Guidelines' "Required Task Checklist" now includes the following:

- A. Annual requirement to post contact information for School Site Council within five days of selection, which occurs during quarter one
- B. Annual requirement during quarter one to post contact information for Family Engagement Team within five days of selection, which occurs during quarter one
- C. Annual schedule including specific dates, times, and locations for all School Site Council meetings for the current school year.
- D. Annual schedule including specific dates, times, and locations for all Family Engagement Team meetings for the current school year.
- E. Quarterly requirement to post School Site Council meeting minutes no more than five days after every meeting
- F. Quarterly requirement to post Family Engagement Team meeting minutes no more than five days after every meeting
- G. Monthly requirement to verify all School Site Council and Family Engagement Team meeting information is up to date on the school's online calendar.
- H. Monthly requirement to verify all monthly newsletters, as well as School Site Council and Family Engagement Team contacts, meeting schedules, meeting minutes, and related information are up to date on the school's web page.

The District's Guidelines require every school site to maintain a School Site Council and a Family Engagement Team. Guidelines do not require school sites to maintain a PTO as such. In practice, most schools do maintain additional parent/guardian decision-making or leadership groups such as PTO, PTA, and Booster Clubs to meet

the unique needs and interests of the school population. School Site Councils and Family Engagement Teams are very different in structure and practice from PTA, PTO, Booster Clubs, or other parent/guardian led groups. School Site Councils and Family Engagement Teams are formal in their structure, created and maintained by school staff, and include parents/guardians as equal members, but not necessarily facilitators. Parents/guardians usually create and facilitate PTO, PTA, Booster Club, and other such groups, and they tend to be less formal. A staff member will sponsor a group, ensure that the group follows District rules and guidelines, and offers guidance as needed, but parents/guardians take the lead. One example of this type of group is a PTO where the third grade teacher is the staff sponsor, a small group of parents meet as needed, and “class parents” share information or request parent/guardian volunteers as needed for specific activities. Another example is a high school track booster club where the track teacher is the sponsor and the club’s goal is to raise funds to provide uniforms, travel opportunities, or other needs for the team. Each school is unique in its needs and character, and these groups provide parents/guardians with opportunities to support their students in ways that meet their interests and the interests of their children. Since parent/guardian volunteers usually initiate, lead, and maintain these groups, the District does not require formal meeting notices or submission of minutes, as this type of requirement may discourage participation by parents/guardians and staff who sponsor these groups on a volunteer basis. Instead, common practice is for group members to determine the means they will use for keeping parents/guardians informed of the workings of the group.

In order to meet the requirements set forth by the Court in reference to the Guidelines and PTO information on school websites, the District’s updated Guidelines for SY2019-20 “Required Task Checklist” includes the following:

- A. Annual requirement to post a list of all parent-led groups with brief description and purpose on the school’s webpage no later than September 15.
- B. Annual requirement to post a list of staff sponsor contact information for all parent-led groups on the school’s webpage no later than September 15.
- C. Quarterly requirement to verify all parent-led groups’ required information is correct and current.

Governing Board and SCPC Information on School Websites

The Court requires every school webpage include a current schedule of SCPC and Governing Board meetings, with contact information for these groups. All schools currently have this information on their webpages through the District Calendar. The District is currently in the process of updating school websites to make them more user-friendly. Updates are in process with an anticipated completion date of July 31, 2019. Updates include, among other changes, a link to the Governing Board webpage, a link to the SCPC webpage, and a calendar with both school and District information, including Governing Board and SCPC meetings. Users may currently locate the calendar information as follows:

1. On the school site, there will be a menu item titled “Calendar” or “Events”.
2. Clicking on “Calendar” or “Events” button opens a calendar showing District events, including all SCPC and Governing Board meeting dates and start times.
3. When users click on the specific event, either a Governing Board meeting or an SCPC meeting, a “pop-up” appears on the screen with additional information including:
 - a. Location
 - b. Start
 - c. End
 - d. Duration
 - e. Category
 - f. Details

4. In the “Details” section, users may click on links to the related District page with additional information such as agendas, meeting minutes, member contacts, policies, and other materials.

FACE Support for School Responsibilities

The Court directs FACE to consider supporting this school site responsibility beyond monitoring it. FACE worked with the Districts Communications Department to create school-site webpage support as part of the school website updates mentioned previously, to be completed by July 31, 2019. Schools will then add content for SY2019-20 as appropriate and according to Guidelines. Additionally, school site personnel will receive training in how to make use of the newly designed webpage, as well as ongoing support by FACE and Communications staff on an as-needed basis.

The school websites update includes four new “pages” to assist school staff in uploading required family engagement documents quickly and efficiently. The new “pages” will appear on the schools’ main page as links, titled as follows:

- a. School Site Councils
- b. Family Engagement Teams
- c. PTO/Other Parent Groups
- d. Newsletters

Each pre-built, organized page allows school staff, with appropriate permissions to access the pages, to upload documents directly to the correct section. For example, a school community liaison (SCL) from an elementary school is granted access to the four family engagement pages. The SCL, who is responsible for maintaining the four pages, must upload the meeting minutes for the February 7, 2019 School Site Council meeting. The SCL enters his credentials, finds the appropriate “page” and section, then uploads the document to the correct location. The uploaded document will appear as a link with the document title. The public may then find the meeting minutes by clicking on the “School Council” link on the school’s main webpage, then clicking on the link titled “February 7, 2019” in the Meeting Minutes section.

FACE and Communications will provide training for school site staff in maintaining the newly created pages. Office staff, such as office managers and attendance clerks will receive a brief training as part of their back to school meeting and training, prior to the start of SY2019-20. School Community Liaisons and school site Family Engagement Contacts will receive in-depth training in August and September 2019. Face and Communications staff will provide additional training and support on an as-needed basis.

EXHIBIT 3

Family Resource Centers Schedule of Workshops and Events

*Updated
February 18, 2019*



Tucson Unified *Family Resource Centers*

<p>Catalina Family Resource Center</p> <p>3645 E. Pima Street 520.232.8684</p> <p>Hours of Operation * M, T, W, F 8:00 AM-4:00 PM Thursday 12:00 PM-8:00 PM</p>	<p>Palo Verde Family Resource Center</p> <p>1302 S. Avenida Vega 520.584.7455</p> <p>Hours of Operation * T, W, Th, F 8:00 AM-4:00 PM Monday 12:00 PM-8:00 PM</p>	<p>Southwest Family Resource Center</p> <p>6855 S. Mark Road 520.908.3980</p> <p>Hours of Operation * M, T, Th, F 8:00 AM-4:00 PM Wednesday 12:00 PM-8:00 PM</p>	<p>Wakefield Family Resource Center</p> <p>101 W. 44th Street 520.225.3800</p> <p>Hours of Operation * M, W, Th, F 8:00 AM-4:00 PM Tuesday 12:00 PM-8:00 PM</p>
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Like us on Facebook!
Tucson Unified School District
Family Resource Centers

For more information, go to tusd1.org
and look for this button.



*Special center hours and closings on page two.

**Schedule updated monthly. Go to tusd1.org for the most current version.

In the TUSD Family Resource Centers, our mission is to promote family engagement through a one-stop center to learn about and access community resources. We are committed to developing family support to enhance students' social and academic achievement.

Family Resource Centers

Schedule of Workshops and Events

*Updated
February 18, 2019*

Special Hours and Closings	
2018	
July 2-6	All centers closed
July 20	All centers open 11:00 AM-4:00 PM
August 1	All Centers open 8:00 AM-4:00 PM
August 2	All Centers open 9:00 AM-4:00 PM
August 31	All centers open 8:00 AM-2:00 PM
September 3	All centers closed for Labor Day
October 4	All centers open 8:00 AM-4:00 PM
October 5	All centers closed
October 8-12	All centers closed during Fall Break
November 9	All centers open 8:00 AM-2:00 PM
November 12	All centers closed for Veterans Day
November 21	All centers open 8:00 AM-2:00 PM
November 22-23	All centers closed for Thanksgiving Break
December 20	All centers open 8:00 AM-4:00 PM
December 21	All centers closed
December 24-31	All centers closed for Winter Break
2019	
January 1-4	All centers closed for Winter Break
January 18	All centers open 8:00 AM-2:00 PM
January 21	All centers closed for Martin Luther King, Jr. Day
February 20	All centers open 8:00 AM-2:00 PM
February 21-22	All centers closed for Rodeo Break
March 14	All centers open 8:00 AM-4:00 PM
March 15	All centers closed
March 18-22	All centers closed during Spring Break
April 18	All centers open 8:00 AM-2:00 PM
April 19	All centers closed for Spring Holiday
May 23	All centers open 8:00 AM-4:00 PM
May 24	All centers closed
May 27	All centers closed for Memorial Day
May 28-31	All centers closed for cleaning and maintenance

Family Resource Center services are available to TUSD students and their families, free of charge.

Please call the center to register for classes.

Childcare is available to TUSD students and siblings for most classes. Please inform staff of the need for childcare when you register. Include the number of children, ages, and any special needs.

Interpreter services are available. Please inform staff of the need for an interpreter when you register. Please register at least two weeks in advance if interpreter services are needed.

Other services include:

- Open computer lab
- Clothing bank
- Food pantry
- Help with Open Enrollment Applications & other TUSD forms
- Information and referrals

Family Resource Center staff can answer all your TUSD questions. Call or visit any of the four centers for assistance.

Coming Soon

Tell Me More Series

Weekly sessions at all Family Resource Centers. Learn what is happening in the classroom and how you can help support the learning at home! See this schedule for more information.

March topics: Language Acquisition, Multicultural Learning

Superintendent Community Forum

February 28, 6:30-8:00pm at Lineweaver Elementary

March 14, 6:30-8:00pm at CE Rose K-8 School

Join Dr. Gabriel Trujillo at the Superintendent Community Forum to talk about what's happening in Tucson Unified School District.

School Community Partnership Council (SCPC) Community Forum & Council Meeting

March 13, 6:00-8:00 p.m.

Join us at the School Community Partnership Council December Community Forum +Plus Council Meeting in the Catalina High School Library, 3645 E. Pima. All SCPC meetings are open to the public. Interpreter and childcare services are provided. Please join us!

Grading Day and Spring Break

March 15-22

All schools and District offices are closed.

Family Resource Centers

Schedule of Workshops and Events

*Updated
February 18, 2019*

Active Participants in TUSD

Part 1: A 2-way dialogue about parent concerns regarding school & education

Part 2: Various school forums that parents can join to find resolution to issues that matter most

Palo Verde Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Tues	11:15 AM-12:30 PM	3/5/2019	3/12/2019

Wakefield Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Thursday	1:00 AM-11:30 AM	3/7/2019	3/14/2019

American Dream Academy

Parents and Guardians, in this 7-week workshop you will learn ways to help your child be successful in school, socially, and within the family!

Catalina Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Tues	9:00 AM-11:00 AM	2/26/2019	4/16/2019

Wakefield Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Thur	10:00 AM-12:00 PM	1/17/2019	3/14/2019

Brainwaves: Presented by U of A Cooperative Extension

Do you ever ask yourself, "What is my child thinking?" This is an exciting series of three classes that teaches families how their child's brain grows and develops. You will leave this class amazed at the impact you can make on your children and ready to take more classes! Interpreters are available upon request. *This workshop will be presented in Spanish. To request an interpreter, please contact Hermelinda at 908-3980 no later than March 14.*

Southwest Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Tues	11:00 AM-1:00 PM	4/2/2019	4/16/2019

Family Resource Centers

Schedule of Workshops and Events

*Updated
February 18, 2019*

Car Seat Class

The Public Health Emergency Preparedness/Injury Prevention Program will provide a car seat to individuals who attend a car seat class. You *must* be registered for the class to receive a car seat. To register, contact Carmen (520)584-7455 or Feliciano R. Cruz (520)879-6124. *Please provide parent name and phone number and the child's birth date and weight when you register.* *Participants must be on time for the class to receive a car seat. Latecomers will be asked to reschedule.*

Catalina Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Thur	12:00 PM-4:00 PM	3/14/2019	3/14/2019

Palo Verde Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Mon	4:00 PM-7:00 PM	3/25/2019	3/25/2019

Computer Class

Expand your knowledge and computer skills! A TUSD teacher will be on-hand to help you with:

- ParentVue
- Basic Computer Skills
- Resume Building
- Federal Meal Application
- School Choice Applications
- Navigating the TUSD Website
- College Prep & AZ Merit Exams
- And More!

Catalina Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Thur	5:00 PM-7:00 PM	10/18/2018	5/9/2019

Palo Verde Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Mon	5:00 PM-7:00 PM	9/10/2018	5/6/2019

Southwest Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Wed	5:00 PM-7:00 PM	9/5/2018	5/8/2019

Wakefield Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Tues	5:00 PM-7:00 PM	9/4/2018	5/7/2019

Family Resource Centers

Schedule of Workshops and Events

*Updated
February 18, 2019*

Crochet

A workshop by TUSD moms. Make hats, scarves, blankets, or other items, and make connections with other TUSD parents.

Wakefield Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Mon, Wed	11:30 AM-12:30 PM	7/11/2017	Ongoing

English for Adults

Learn English as a second language. Space is limited. No classes when centers are closed (see page 2).

Catalina Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Mon/Fri	9:00 AM-10:15 AM	8/20/2018	5/3/2019

Palo Verde Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Tues/Thurs	9:30 AM-11:00 AM	9/25/2018	5/20/2019
Mon	6:00 PM-8:00 PM	2/18/2019	TBD

Southwest Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Tues/Thurs	9:30 AM-11:00 AM	1/15/2019	5/9/2019

Wakefield Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Mon/Wed	9:30 AM-11:30 AM	1/14/2019	5/15/2019
Tues	6:00 PM-7:30 PM	2/12/2019	5/21/2019

Fifteen Invaluable Laws of Growth

This series will help you become a lifelong learner whose potential keeps increasing.

Wakefield Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Fri	10:00 AM-12:00 PM	1/25/2019	6/7/2019

Family Resource Centers

Schedule of Workshops and Events

*Updated
February 18, 2019*

Girl Scout Troop 7600

Members from the local Girls Scouts will host interactive classes including art and their special STEM science program. A parent or guardian must be present and remain on-site during meetings.

Palo Verde Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Mon	5:30 PM-7:00 PM	3/11/2019	5/20/2019

Hair Care

A TUSD parent will teach you how to care for your hair, with hygiene and simple cutting techniques to keep it healthy and looking great.

Wakefield Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Mon	11:30 AM-1:00 PM	1/28/2019	4/22/2019

How Bills Become Laws

Learn about the process in which laws are made.

Wakefield Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Tues	12:00 PM-1:00 PM	3/28/2019	3/28/2019

I Am You 360

Hygiene bag dispensary. Go to www.iamyou360.org for information and qualifications.

Palo Verde Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Tues	2:15PM-3:15 PM	7/10/2017	Ongoing
Wed	2:30 PM-4:30 PM	7/10/2017	Ongoing

Kinship Support Group

Kinship Caregiver Support Group is a safe place for biological-family and family-friend caregivers to share resources and experiences in order to build connections. Dinner is provided to for attendees and their families.

Palo Verde Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Mon	5:30 PM-7:00 PM	1/29/2019	5/20/2019

Family Resource Centers

Schedule of Workshops and Events

*Updated
February 18, 2019*

La Esperanza Support Group

This group for 50+ moms and grandmothers will meet once a month to share ideas and support each other in their efforts to create academic, social, and physical success for themselves and their families.

Wakefield Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Fri	10:00 AM-12:00 PM	1/11/2019	TBD

Lifeskills for Parents

This class covers a variety of topics including parenting skills, communication, problem solving, alcohol & drug addictions, and more.

Catalina Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Tues	9:00 AM-11:00 AM	4/30/2019	6/18/2019

Palo Verde Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Thur	12:00 PM-2:00 PM	1/14/2019	4/1/2019

Wakefield Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Thur	10:00 AM-12:00 PM	3/28/2019	5/12/2019

Line Dancing

Come learn basic line dancing, have some fun, and get to know other TUSD parents and guardians!

Southwest Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Wed	6:00 PM-7:30 PM	3/6/2019	3/27/2019

Makeover Class

Treat yourself to a personal makeover and learn quick and easy makeup techniques to make your personal beauty shine through!

Palo Verde Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Wed	9:00 AM-11:00 AM	1/23/2019	5/15/2019

Family Resource Centers

Schedule of Workshops and Events

*Updated
February 18, 2019*

Make Way for Books!

Preschoolers, toddlers, and babies, bring your grown-ups to these 8 workshops so they can learn fun ways to help you become a great reader and writer! It's educational, and it tons of fun for everyone!

Catalina Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Mon	10:15 AM-11:00 AM	1/28/2019	3/18/2019

Southwest Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Thur	11:30 AM-1:00 PM	1/28/2019	3/18/2019

Produce Mondays

Free produce for the community; produce items vary weekly.

Palo Verde Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Mon	2:00 PM-8:00 PM	12/4/2017	Ongoing

Rights and Responsibilities of Citizenship: Presented by Pima Community College Adult Education

This ten-week session provides educational support for individuals seeking United States citizenship, offering classes in civic engagement, history, and government.

Palo Verde Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Weds	6:00 PM-7:30 PM	1/14/2019	5/13/2019

Southwest Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Weds	6:00 PM-7:30 PM	1/16/2019	6/12/2019

Wakefield Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Tues	5:30 PM-7:30 PM	1/15/2019	3/26/2019

Family Resource Centers

Schedule of Workshops and Events

*Updated
February 18, 2019*

Setting Goals for Nutrition & Behavior: Presented by La Ventanilla de Salud, Mexican Consulate, and El Rio Health Clinic

Make behavioral changes to improve nutrition and emotional well-being for yourself and your family.

Wakefield Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Tues	11:45 AM-1:00 PM	3/12/2019	3/12/2019

Stronger Families Project: Presented by Arizona Youth Partnership

Do you have a child between the ages of 9 and 15? If so, bring the whole family and learn how to support and appreciate one another, set goals, and dream big! FREE dinner, prizes, and activities. Free childcare for younger children during workshops.

The Stronger Families Project is for parents, caregivers, and their children, ages 10-14. The Stronger Families Project gives families tools and strategies to strengthen the family. Families will learn strategies to:

- Prevent teen substance abuse and other behavior problems
- Strengthen parents/youth communications skills
- Increase family bonding and cohesion
- Increase academic success in youth
- Prevent violence and aggressive behavior at home and at school
- Increase parent knowledge of risk and harm of abuse of alcohol and controlled substance
- 8 sessions

Catalina Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Thur	5:30 PM-8:00 PM	2/28/2019	5/2/2019

Wakefield Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Tues	5:00 PM-7:30 PM	2/12/2019	3/26/2019

Substance Abuse Prevention

Learn about the effects of substance abuse on adolescents what you can do to prevent it.

Palo Verde Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Fri	9:00 AM-11:00 AM	1/18/2019	5/26/2019

Family Resource Centers

Schedule of Workshops and Events

*Updated
February 18, 2019*

Tae Kwon Do

Tae Kwon Do provides physical conditioning, personal defense techniques, self-esteem, self-discipline, and overall well-being.

Wakefield Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Tues	5:30 PM-6:30 PM	3/6/2019	3/26/2019

Talk It Out- Free Counseling Services for TUSD Students and Families

Free counseling services are now available for any enrolled TUSD student and their family- no insurance or income requirements. Contact your school counselor or stop by the Palo Verde Family Resource Center to request counseling services.

Palo Verde Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Mon	12:00 PM-8:00 PM	2/4/2019	Ongoing

Tell Me More Series

School is a lot different now than it used to be! Every week, representatives from across TUSD will provide hands-on, interactive workshops about what happens in the classroom, and how you can support your child's learning at home. *Schedule of presenters, dates, and locations at the end of this document.

Catalina Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Wed	9:30 AM-10:45 AM	1/14/2019	5/2/2019

Palo Verde Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Thur	11:15 AM-12:30 PM	1/14/2019	5/2/2019

Southwest Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Mon	9:30 AM-10:45 AM	1/14/2019	5/2/2019

Wakefield Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Tues	11:45 AM-1:00 PM	1/14/2019	5/2/2019

Family Resource Centers

Schedule of Workshops and Events

*Updated
February 18, 2019*

TUSD Transportation Department Job Fair

Join our team! TUSD's Transportation Department will be accepting applications onsite.

Southwest Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Mon	10:00 AM-12:30 PM	2/4/2019	5/14/2019

Tutoring Center

For selected students enrolled in grades 9-12. Contact TUSD's Asian Pacific American & Refugee Services Department, 520-232-8614, for more information.

Catalina Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Tues/Thur	3:30 PM-7:00 PM	1/15/2019	ongoing

What's Cooking? With Gabrielle & Adriana

Learn to prepare simple, tasty, and nutritious recipes.

Palo Verde Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Wed	11:00 AM-12:00 PM	1/9/2019	5/8/2019

Yoga

Come try two free sessions of yoga at our Southwest Family Resource Center.

Southwest Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Thursday	11:15 AM-12:30 PM	3/7/2019	3/14/2019

ZUMBA!

Dance your way to fitness!

Wakefield Family Resource Center

DAY(S)	TIME	START DATE	END DATE
Mon/Wed	8:30-9:30 AM	7/1/2017	Ongoing
Thur/Fri	9:00-10:00 AM	7/1/2017	Ongoing

Family Resource Centers Schedule of Workshops and Events

*Updated
February 18, 2019*

Tell Me More Series

Workshops provided by the following TUSD Programs & Departments:

* African-American Student Services Department

5/1 at Catalina Family Resource Center
4/29 at Southwest Family Resource Center

5/2 at Palo Verde Family Resource Center
4/30 at Wakefield Family Resource Center

* Culturally Responsive Pedagogy & Instruction Department

4/3 at Catalina Family Resource Center
4/1 at Southwest Family Resource Center

4/4 at Palo Verde Family Resource Center
4/2 at Wakefield Family Resource Center

* English & Language Arts Department

2/6 at Catalina Family Resource Center
2/4 at Southwest Family Resource Center

2/7 at Palo Verde Family Resource Center
2/5 at Wakefield Family Resource Center

* Fine Arts Department & OMA Programs

4/24 at Catalina Family Resource Center
4/22 at Southwest Family Resource Center

4/25 at Palo Verde Family Resource Center
4/23 at Wakefield Family Resource Center

* Language Acquisition Department

3/27 at Catalina Family Resource Center
3/25 at Southwest Family Resource Center

3/28 at Palo Verde Family Resource Center
3/26 at Wakefield Family Resource Center

* Magnet Programs

4/10 at Catalina Family Resource Center
4/8 at Southwest Family Resource Center

4/11 at Palo Verde Family Resource Center
4/9 at Wakefield Family Resource Center

* Mexican-American Student Services Department

5/1 at Catalina Family Resource Center
4/29 at Southwest Family Resource Center

5/2 at Palo Verde Family Resource Center
4/30 at Wakefield Family Resource Center

* Multicultural Curriculum Department

3/6 at Catalina Family Resource Center
3/4 at Southwest Family Resource Center

3/7 at Palo Verde Family Resource Center
3/5 at Wakefield Family Resource Center

EXHIBIT 4

	Type: Academic, Behavioral, F & C Outreach	Description of Service or Event	Primary Department	Primary Dept Role/ Responsibility	Supporting Department 1	Supporting Dept 1 Role/ Responsibility	Supporting Department 2	Supporting Dept 2 Role/ Responsibility	Supporting Department 3	Supporting Dept 3 Role/ Responsibility	Supporting Department 4	Supporting Dept 4 Role/ Responsibility
IMPACT TUCSON	Academic, Behavioral, F & C Outreach	Keynote speaker, breakout sessions for adults & students, District information, resource fair	FACE/AASSD/MASSD	Planning & coordination, Community and District partners for tabling, resource fair, childcare	Communications	Create promotional materials, promote event through multiple channels	APASSD		C&I	Content	Transportation	Provide bus & driver
Steps to Success	F & C Outreach	Community Volunteers visit students/families at their omes to encourage stuents to return to school	Drop Out Prevention	Plan, organize, coordinate	Communications	Create promotional materials, promote event through multiple channels	FACE	Provide vans & drivers				
Parent University	Academic, Behavioral, F & C Outreach	Keynote speaker, breakout sessions for adults & students, District information, resource fair	FACE/AASSD/MASSD	Planning & coordination, promote & invite families	FACE	Invite & coordinate Community and District partners for tabling, resource fair, provide childcare & trasportation, provide parent workshop on effective conferencing, promote event & invite families	Food Services	Provide morning snacks & beverage				
Transition Fair	Academic	The Fair provides high school students, families, teachers and agency staff with information on the three in-school transition programs offered to students: Advanced Community Training (A.C.T.), Project FOCUS, and Project SEARCH. Representatives from each program attend. Reps form DDD, VR, and other community agencies available.	ExED	Plan, organize, coordina	FACE	Promote event through multiple channels						
College Application Resource	Academic	High school students and parents/guardians workshop to help get ready for college. Representatives from Arizona's state colleges and universities present as do other admissions experts.	Counseling Department	Plan, organize, coordinate	FACE	Promote & recruit for event, provide childcare, table event						
Love of Literacy-Children's Museum	F & C Outreach		School Community Services	Plan, organize, coordinate	FACE	Promote, recruit and table event	Communications	Create promotional materials, promote event through multiple channels				
ADELANTE	Academic, Behavioral, F & C Outreach		MASSD	Plan, organize, coordinate	FACE	Promote, recruit and table event, provide childcare, transportation, facilitate workshop	Communications	Create promotional materials, promote event through multiple channels				
Home Buyers Expo	F & C Outreach	Participants learn about home buying	FACE	Plan, organize, coordinate, invite families, promote & table event	Communications	Promote event through multiple channels						
Native American Education Advisory Committee			NASSD				FACE	Provided childcare				
College Night at TCC	Academic	Participants recieved information from college/university reps across the nation	Guidance & Counseling Department		Communications	Promote event through multiple channels	FACE	Promote event at Family Resource Centers				
African American Parent Conference	Academic		AASSD				FACE	Provided childcare, tabled the event, facilitaed workshop and recruited vendors				
Magnet and GATE Fair Night at Children's Musuem	Academic	Participants recieved information about TUSD Schools and Programs	Magnet/GATE		FACE	Promote, recruit and table event						
FAFSA Con-Financial Aid Workshop for Seniors	F & C Outreach	Participants receive support in completing FAFSA	THMS									
HS Expo	F & C Outreach	Participants recieved information about TUSD HS programs	Counseling Department and CTE		FACE	Promote & Table event						
HS Expo	F & C Outreach	Participants recieved information about TUSD HS programs	Counseling Department and CTE		FACE	Promote & Table event						
HS Expo	F & C Outreach	Participants recieved information about TUSD HS programs	Counseling Department and CTE		FACE	Promote & Table event						

Kinder Fair	F & C Outreach	District schools table event to provide information about programs at their schools	Infant Education and Learning Centers	Planning & coordination	FACE	Promote & Table event					
Level Up Middle School Bash for 5th graders	F & C Outreach	Participants recieved information about TUSD Middle School programs	School Community Services		FACE	Promote & recruit for event					
School Choice Fair at Children's Museum	F & C Outreach	Participants recieved information about TUSD Schools and Programs	School Community Services		FACE	Promote & recruit for event	Communications	Create promotional materials, promote event through multiple channels			
Elementary School Bowl-In	F & C Outreach	Participants recieved information about TUSD Schools and Programs	School Community Services		FACE	Promote & recruit for event					
2019 HS Expo & Health Fair	F & C Outreach	Participants recieved information about TUSD Schools and Programs	CTE, Health Servies, and Counseling Department	Provided demonstrations for CTE programs, Counseling Department organized HS participants and Health Services provided imunizations	FACE	Promoted and labeled the event and distributed socks to all student participants. Provided funding for printing promotional literature					
Mexican American Parent Advisory Council Meetings	F & C Outreach		MASSD		FACE	Provide childcare, space, transportation, promote & recruit for event, facilitate small group activities					
Black History Month Celebration			AASSD								
Festival of Books at U of A	F & C Outreach		Magnet Department	Planning, coordination, create promotional materials, promote event	FACE	Promote & recruit for event, staff booth					
Festival of Books at U of A	F & C Outreach		Magnet Department	Planning, coordination, create promotional materials, promote event	FACE	Promote & recruit for event, staff booth					
MS STEM Summit			AASSD		FACE	Provide vans for transportation, provide food for participants					
The State of Mexican American Latino Education			MASSD		FACE	Provide childcare, provide transportation, promote & recruit for event					
Knowledge is Power			MASSD								
MultiCultural Symposium			Multicultural Department	Planning & coordination	Communications	Create promotional materials, promote event through multiple channels	FACE	Promote, invite attendees, transportation, childcare, table event			
Stuff the Bus	F & C Outreach	District, school, EEF, community volunteers at Walmart to "Stuff the Bus" with school supplies & clothing items	FACE & AASSD	Planning & coordination of location, bus, volunteers, advertising	Communications	Create promotional materials, promote event through multiple channels	Transportation	provide bus & driver			
TUSD Sports Physical Event			Interscholastics	Planning & coordination	FACE	Promote, invite attendees, table event	Communications	Create promotional materials, promote event through multiple channels			
"Tell Me More About..." Curricular Workshops at Family Resource Centers	Academic	Representatives from District Departments/Programs conduct workshops at FRCs. Families get information about what their child is learning in school, why it is being taught, and how they can help at home.	FACE	Plan, schedule, provide childcare & transportation, promote event, invite attendees, facilitate at FRCs	Communications	Create promotional materials, promote event through multiple channels	C & I, Math, Language Arts, OMA/Fine Arts, Multicultural, MASSD, AASSD, ALE/GATE, Science, Social Studies, Language Acquisition	Each department/program provides hands-on workshops two times per year at four FRCs			
School Community Partnership Committee	F & C Outreach				FACE	Provide childcare, promote & recruit for event	Communications	Create promotional materials, promote event through multiple channels			
School Site-Based Events such as: Open House, Back to School Events, Parent/Guardian meetings, Workshops, Academic Events, Student Performances, Field trips, Etc	Academic, Behavioral, F & C Outreach	School site-based events to provide information, education, resources, etc	Individual School Sites	Plan, organize, coordinate, invite families, facilitate events	FACE	Table events, provide information & guidance in planning, childcare, transportation support, as needed					
GATE Family Nights	Academic	Students and Families participate in GATE activities and learn about GATE programs	GATE	Planning & coordination	FACE	Promote, recruit attendees, table events, provide childcare & transportation support	Communications	Create promotional materials, promote event through multiple channels			

Bilingual FAFSA Workshops at FRCs	F & C Outreach	Participants receive support in completing FAFSA	FACE & MASSD	Planning, coordination, provide space, childcare, facilitate workshop, promote & recruit participants							
Parent involvement workshops at FRCs	Academic, F & C Outreach	Participants learn about how to be active participants in their children's education and decision-making ant their children's schools-Presented in Spanish by MASSD at FRCs	FACE & MASSD	Planning, coordination, provide space, childcare, facilitate workshop, promote & recruit participants							
Substance abuse prevention education	F & C Outreach	Substance abuse education by MASSD at FRCs	FACE & MASSD	Planning, coordination, provide space, childcare, facilitate workshop, promote & recruit participants							