

APPENDIX V – 110

TUSD – African American Student Services**2016 – 2017 School Year****TUCSON UNIFIED**
SCHOOL DISTRICT

Year In Review

Building Community

Advocacy, Academics, Empowerment, Equity and Intervention



Note from the Director
Jimmy Hart

We are grateful for the opportunity to serve students in Tucson Unified School District. We are also thankful for the continued collaboration and partnerships established within our Tucson Unified community, and greater Tucson community. Our committed team continues to serve students on a daily basis by fostering success through **Academics, Advocacy & Empowerment, Attendance, Behavior & Social Development**, and **College and Career Readiness** (the A, B, C's of what we do). Our work is embedded in our district Multi-Tiered System of Support (MTSS) model. MTSS is designed to help all students succeed.



Department specialists provided a wide spectrum of student, parent, and educator support with an emphasis on the A, B, C's of what we do. In addition to our focus areas, AASSD implemented several cultural enrichment experiences throughout the year; for example, "Books, Black History and Breakfast" with the University of Arizona, "quarterly parent meetings, Black History Month Brain Bowl, the Annual African American Youth Heritage Day in partnership with the Southern Arizona Black College Community Support Group, the STEM Summit with The State of Black Arizona, and our annual student recognition program honoring more than 400 students. We also hosted our annual "A Legacy of Excellence College Scholarship Banquet and provided over \$23,000 in scholarships to graduating seniors. What we accomplished in the 2016 – 2017 year could not have been completed without a dedicated team, supportive district leadership and the many community stakeholders. Thank you to our many stakeholders who have invested their time and commitment to help students succeed.

SOME ACCOMPLISHMENTS IN THE 2016 – 2017 SCHOOL YEAR

- Honored students in grades K12
- Helped to reduce the number of African American discipline referrals
- Provided "Too Cool Tuesday" tutoring at Tucson High
- Organized the 3rd Annual Black History Month Brain Bowl
- Hosted more than 12 quarterly parent information meetings
- Honored community members and students at governing board meetings
- Hosted 3rd Annual STEM Summit with The State of Black Arizona
- Partnered with Pima Community College for the Annual Parent University
- Organized the annual Historical Black College and Cultural Tour
- Our scholarship banquet provided over \$23,000 in scholarships
- Assisted with increasing African American graduation rates to 80%
- Hosted 4 "A Road to College" events for high school students
- Increased the number of schools served



1302 S. Avenida Vega, Tucson, AZ 85710 (Palo Verde HS Family Center) • (520) 584-7500

Website: www.tusd1.org/aastudies • Twitter: @TUSDAASSD



African American Parent Conference

**Catch The Vision: “Purpose, Preparation, Perseverance,
Pride, and Praise”**

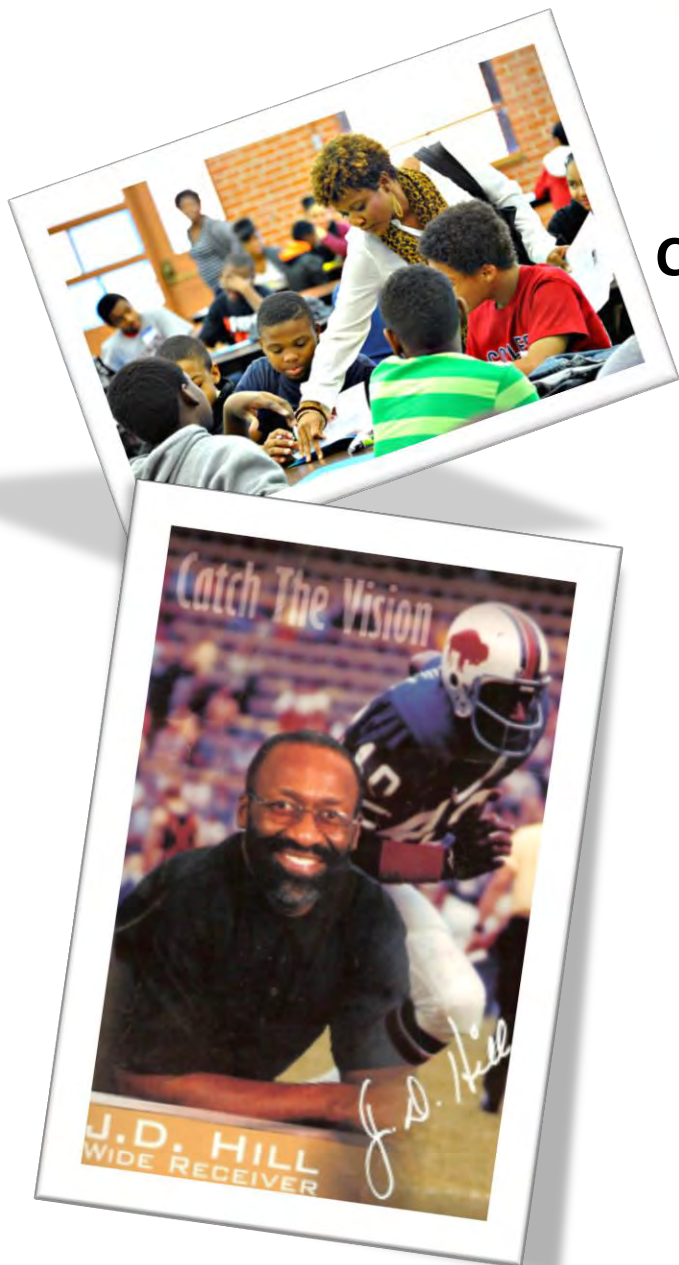
**Join us for Tucson Unified School District’s 3rd
Annual African American Parent Conference**

Saturday, September 23, 2017 • 8:00am – 1:00pm

Palo Verde High Magnet School Auditorium

1302 S. Avenida Vega, Tucson, AZ 85710

- Special guest speaker, J.D. Hill – NFL 1st round draft pick, Pro Bowl, College All-American, College Offensive Player of the Year
- Tools to become the best advocate for your child or grandchild
- Workshops for elementary, middle & high school students
- Meet with Tucson Unified School District Leadership
- Breakfast and Lunch is included at this FREE event
- For childcare and transportation, call 225-3800



**TUCSON UNIFIED
SCHOOL DISTRICT**



**For details and to RSVP, visit www.tusd1.org
or call 584-7500**



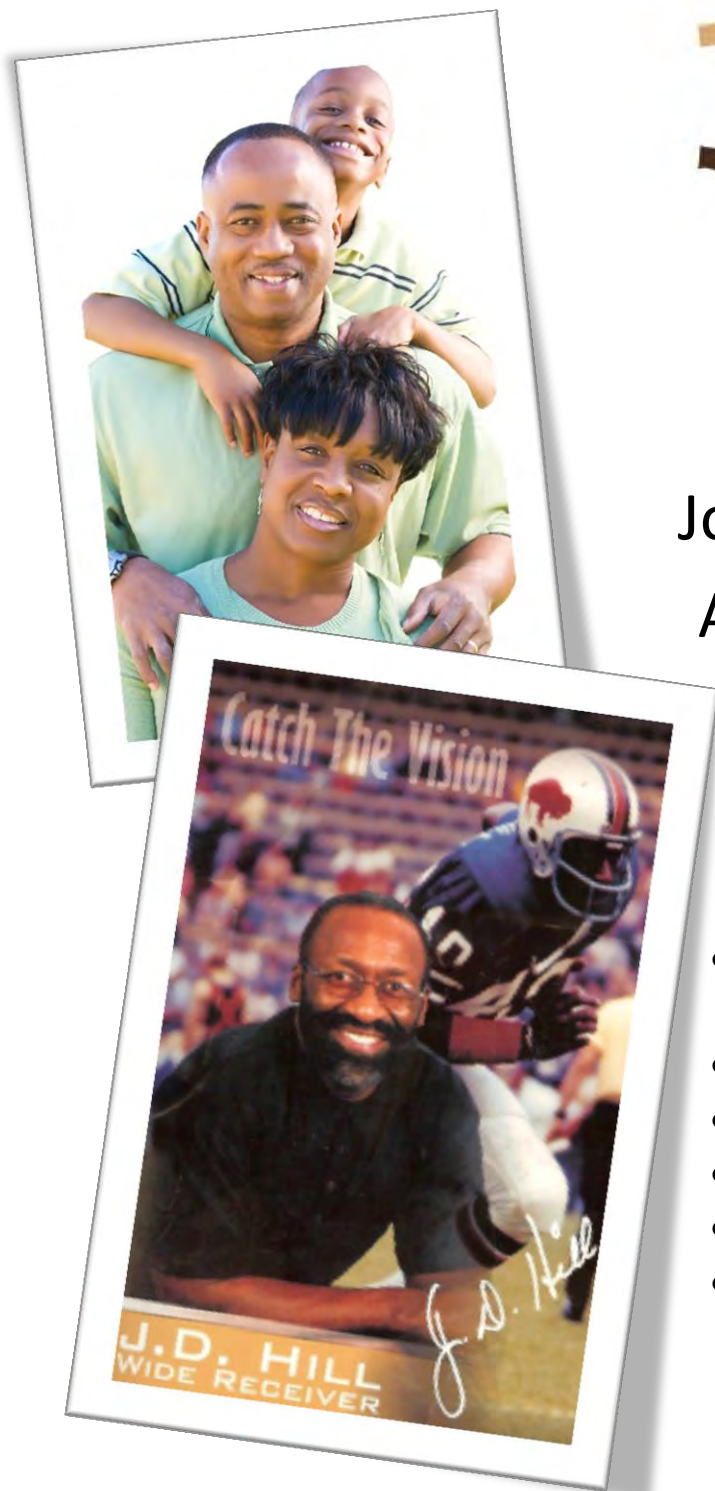
African American Parent Conference

SAVE THE DATE

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Schools We Provide Direct Daily & Weekly Support

The African American Student Services Department is available to support students and families throughout TUSD. However, the list below shows schools we currently provide direct support 1 to 5 days per week:

Blenman ES, Booth-Fickett K-8, Catalina HS, Cholla HS, Cragin ES, Dietz K-8, Doolen MS, Erickson ES, Holladay ES, Mansfield MS, Myers-Ganoung ES, Palo Verde HS, Rincon, Roberts-Naylor K-8, Roskrug K-8, Sahuaro HS, Santa Rita HS, Secrist MS, Tucson HS, and Utterback MS,



TUCSON UNIFIED SCHOOL DISTRICT

African American Student Services
Jimmy Hart, Director

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TUCSON UNIFIED SCHOOL DISTRICT



African American Student Services



Jimmy Hart, Director

Palo Verde High School
1302 S. Avenida Vega
Tucson, AZ 85719



The A,B,C's of What We DO

A = Academics, Attendance, Advocacy & Empowerment; **B** = Behavior & Social Development; **C** = College & Career Readiness


SUPPORT SERVICES: We provide direct and ancillary support based on the Multi-Tiered System of Support (MTSS) model and what we call the A,B,C's of what we do. Department Specialists provide a wide spectrum of student, parent, and educator support based on the A,B,C's of what we do. Specialists working at the elementary and middle school level provide support during classroom instruction and activities. Support is provided based on administrator, parent and/or teacher request. Support may be 1:1, small groups, or in a classroom. Specialists also provide support by connecting families with community and social services resources. Other support may include home visits, individual and small group tutoring, mentoring, educational field trips and behavior plans: all based on the A,B,C's of what we do.

LITERACY INITIATIVE: AASSD is committed to student and family literacy. We recognize the importance of providing students with literature that accurately represents and reflects their cultural heritage. Therefore, AASSD has partnered with our Multicultural Education Department, National Council of Teachers of English, and U of A African American Student Affairs to promote literacy.

CULTURALLY RELEVANT ENRICHMENT EXPERIENCES: To promote cultural appreciation, the AASSD sponsors or partners with community organizations to host a number of experiences including Harambee celebration, African American Youth Heritage Day, Black History Month Brain Bowl, African American Read-In Chain, Historical Black College and University Expo and Tour, STEM Summit, University of Arizona events and empowerment workshops. Students and adults from diverse backgrounds participate in all experiences.

COMMUNITY PARTNERSHIPS: AASSD builds relationships with community organizations to support academic, cultural, and social experiences for students. The purpose is twofold: 1) To serve as a conduit for connecting students, families and schools with community resources, and 2) To increase the number of positive role models students are able to connect with and learn about careers, leadership skills, and college prep.



 Tucson, Arizona POLICY REGULATION	REGULATION TITLE: Promotion, Retention, Acceleration and Appeal
	CODE: IKE-R1

PROMOTION REQUIREMENTS

Elementary

A passing grade for elementary students equates with grade-card scores greater than 1 (Falls Far Below) as detailed in the elementary grading rubric.

KINDERGARTEN: To be promoted to grade 1, a student must meet both of these requirements:

- Receive a passing grade in English Language Arts, English Language Development (ELD).
- Receive a passing grade in Mathematics.

GRADE 1: To be promoted to grade 2, a student must meet both of these requirements:

- Receive a passing grade in English Language Arts or English Language Development (ELD).
- Receive a passing grade in Mathematics.

GRADE 2: To be promoted to grade 3, a student must meet both of these requirements:

- Receive a passing grade in English Language Arts or ELD.
- Receive a passing grade in Mathematics.

GRADE 3: To be promoted to grade 4, a student must meet all three of these requirements:

- Receive a passing grade in English Language Arts or ELD.
- Meet the minimal level of approaching or higher on the Arizona reading assessment.
- Receive a passing grade in Mathematics.

GRADE 4: To be promoted to grade 5, students must meet both of these requirements:

- Receive a passing grade in English Language Arts or ELD.
- Receive a passing grade in Mathematics.

GRADE 5: To be promoted to grade 6, students must meet both of these requirements:

- Receive a passing grade in English Language Arts or ELD.
- Receive a passing grade in Mathematics.

Middle School

GRADE 6: To be promoted to grade 7, students must meet all of these requirements:

- Receive a final passing grade in English Language Arts or ELD.
- Receive a final passing grade in Mathematics.
- Receive a final passing grade in Science or Social Studies.
- Must receive final passing grades in at least four subjects.

GRADE 7: To be promoted to grade 8, students must meet all of these requirements:

- Receive a final passing grade in English Language Arts or ELD.
- Receive a final passing grade in Mathematics.
- Receive a final passing grade in Science or Social Studies.
- Must receive final passing grades in at least four subjects.

GRADE 8: To be promoted to grade 9, students must meet all of these requirements:

- Receive a final passing grade in English Language Arts or ELD.
- Receive a final passing grade in Mathematics.
- Receive a final passing grade in Science or Social Studies.
- Must receive final passing grades in at least four subjects.

High School

A high school student's progress is based on credits earned, thus appeals are based on final failing course grades only. Students will matriculate to the next grade only when they have met the minimum credit requirements to be considered a sophomore, junior, or senior.

Students with Disabilities

Individual Education Plan (IEP), and or 504 Plan, will be assessed on progress of goals and objectives.

RETENTION

Within the first 4 ½ weeks of school or at the first sign a student is experiencing difficulties/failing a student will be identified by teachers and discussed with principals. When a student is identified as being at risk of retention, parents will be notified and the student will be provided additional opportunities in core academic areas to motivate and connect the student to school. Such opportunities may include, but are not limited to, tutorial programs, after-school programs, and/or summer school programs that may be required as conditions of promotion. Ongoing assessment of student progress will be a part of each intervention program.

Teacher's Role in Retention

A.R.S. 15-521 states that every teacher shall make the decision for promotion or retention of students. A parent or legal guardian cannot overturn a teacher's decision on promotion or retention under Arizona law, but a parent or guardian who opposes the teacher may appeal the teacher's decision through the normal appeal process.

The teacher(s) of each student will begin the process for possible retention by leading the intervention process, including the following:

- Communicating and coordinating with the principal or principal designee.
- Facilitating all interventions with all resources, i.e. counselors, tutors, etc.
- Ongoing quarterly communication with the parent/guardian.
- Documenting the interventions, tests and academic progress, discussions with parents and other resources. (Exhibit IKE-E1, Student Support Plan)
- Making the final decision regarding promotion and retention.
- Collaborating with the principal to meet with the parents, providing documentation and information regarding the retention decision
- If the parent(s) appeals the final decision to the Governing Board, the teacher(s) will attend the appeal hearing and/or provide written records including the intervention documentation. Teacher(s) will be notified of the hearing date and of the Governing Board's decision.

Elementary and Middle School

At the beginning of the school year site administrators and teachers will identify students who are at-risk of retention based on prior academic performance

At the earliest parent conference, teacher and parents will develop an intervention plan. The plan will be recorded in the student's cumulative folder and a copy provided to the parents. At the end of the first grading period, each teacher will send to the principal a list of the students who are experiencing difficulty in their classes.

Ongoing review of student's progress toward standards must continue throughout the year. The student who falls below expected grade level standards will be reviewed for retention consideration by the principal and staff members at least every four and one-half weeks (Progress Report Time). Intervention plans will be reviewed, adjustments made and parent conferences scheduled. All decisions for retention shall be made with parent communication, multiple interventions and student conferencing.

The final recommendation to retain should be made by the teacher. Consultation with the principal, other staff members and involvement of parents in all steps of the retention process are required.

ACCELERATION

In the first through the eighth grade levels, the teacher in consultation with the principal may recommend a student for acceleration (double promotion) into a higher grade level when high academic achievement is evident. Accelerated placements of students shall be discussed with the principal, parents, teacher(s) and assigned District personnel. Final decisions will be made by the principal, teacher and District personnel.

Acceleration shall be subject to the following minimum criteria:

- The parent/guardian of the student has filed a written statement with the principal of their child's school requesting an acceleration placement.
- The student has demonstrated that they exceed the state standards at their current grade level in all areas
- The social maturity and emotional growth of the student are consistent with his/her advanced cognitive ability.

A letter of acceptance by the parent/guardian of an acceleration placement must be completed. (Exhibit IKE – E2)

In the high school grades, the students may accelerate the acquisition of credits through summer school, District alternatives or college credit and successful completion of all State requirement assessments. (Refer to Policy & Regulation IKF – Graduation Requirements for details)

APPEAL PROCESS

Pursuant to Arizona Revised Statutes, a parent or student of majority may appeal to the Board for reconsideration on any decision to promote, retain, pass or fail. The appeal must be filed within 15 calendar days of the last day of school or within 15 days of the end of the grading period.

The District will acknowledge receipt of the appeal request within 14 calendar days. Written notice of the date the Governing Board will hear the appeal will be provided to the parent(s) at least five (5) calendar days prior to the hearing.

The parent or student of majority has the burden of proof to overturn the decision of a teacher. It must be demonstrated to the Board that the student has or has not mastered the State Board adopted standards required for the placement recommended by the teacher. If the Governing Board overturns the decision of the teacher, a written finding of mastery or non-mastery of the State Board adopted standards must be adopted by the Governing Board.

The Governing Board will provide a written decision to the parent(s) or student of majority within 7 calendar days after the appeal hearing

Adopted: May 5, 2006
Revised: May 28, 2013
Revised: June 5, 2013 [Exhibit Reference Correction Only]

Legal Ref: A.R.S. 15-701.01, 15-342(11)
A.A.C. R7-2-401

Cross Ref: Policy and Regulation: IKF – Graduation Requirements
JE - Student Attendance



Conference Purpose and Objectives

Purpose

To inform and engage parents and guardians as valued advocates and contributors to African American student academic success and equip them with the tools and resources to support their involvement.

Objectives

To encourage parents and guardians to work collaboratively with TUSD to achieve academic success for their children.

Strengthen alliance and partnerships with local African American organizations and community leaders as advocates and supporters of African American student success.



Participating Partners

Dr. Gabriel Trujillo, TUSD Superintendent

Interdenominational Ministerial Alliance (IMA)

Tucson Urban League

Pima County Juvenile Court

TUSD Print Shop

TUSD Title 1/Family Engagement

Workshop Facilitators

NAACP

Family Community Outreach

African American Student Services Department

Participating Vendors

Conference Planning Committee

Dr. Damond Holt – Project Manager

Rachel Sanchez – Project Coordinator

Deborah Embry – Conference Advisor

Doris Snowden – Conference Advisor

Jimmy Hart – TUSD Liaison

Debra Jackson – Project Assistant

Richard Langford – Project Assistant

Jeffrey Sawyer – Project Assistant



TUSD Focus Group Analysis of African American Schooling Experiences SY 2017-2018

Historical Perspective:

The Focus Group research was a partnership between TUSD's Assessment and Program Evaluation Unit and a sub-group of the African American Task Force. This collaboration began in the fall of 2015 as an effort to identify information relevant to the school experiences of African Americans in TUSD, including students, staff, and parents. The purpose of this research effort was to gain a deeper understanding of the schooling perceptions and experiences of African American students, parents, and staff within TUSD and to find ways to improve the school and work environments for African American students, parents and staff. The research started with two basic questions:

- *To what extent do African American students and families feel that attitudes about race influence their school experiences within TUSD?*
- *To what extent does African American staff at TUSD feel that attitudes about race shape the experiences of minority students, particularly TUSD's African American students?*

Methodology:

Six focus groups were conducted during the spring of the 2015-16 school year. Four of these groups were conducted among students, one was among parents and one among TUSD staff. A range of topics were discussed including academic achievement, school culture and climate, and identity development. These results should be read with caution because only a subgroup of students, parents, and staff participated in this study.

Results:

The results of this research suggests that most African American students described a school environment largely absent of inequitable experiences insofar as African American students' access to advanced learning experiences, teacher support, and academic assistance were concerned. Students were comfortable in their schools, felt respected by their teachers, and believed that they were treated fairly and had an equal voice with their peers.

One area where students did perceive structural inconsistency for African Americans was



with discipline practices and consequences. Another area of discomfort for students was interactions with non-African American peers where they felt negatively stereotyped or had to respond to the N-word. About three-quarters of students remembered at least one incident with their peers that took on racial connotations at some point in their TUSD schooling. The adult focus group participants were generally more critical of the TUSD schooling experiences of African American students than were the students themselves. For example, more parents perceived greater inequities in discipline practices and more TUSD staff perceived greater discrimination by teachers with African American students.

In conclusion, both adults and students in this research felt that African American students had equity of voice and that their racial identity was valued. However, all student and adult participants also felt that pockets of discrimination still exist in TUSD schools and must be dealt with. African American students tended to perceive that most discrimination originated from their peers and not from the teaching staff. Conversely, the adult participants tended to perceive that most discrimination originated from the school staff rather than the students.

Recommendations:

- The district needs to regularly communicate with African American students, parents, and staff on critical issues; this two-way communication will help to better identify needed services and supports.
- Increase the availability of cultural competency training for teachers and staff will help ameliorate various concerns uncovered by the focus groups related to racial insensitivity, behavior, discipline, and student learning.
- Ensure that TUSD's revised GSRR (Guide for Student's Rights and Responsibilities) is in place and that TUSD's discipline policy is consistently administered. In this way, students, staff, and parents can see that consistency in a tangible, easy to understand format, resulting in subsequent buy-in to the policy.
- Increase hiring minority teachers and/or teachers who are culturally competent. Although Arizona struggles with a significant teacher shortage, this recommendation echoes one provided by the African American Task Force in 2013 to recruit and retain teachers who are culturally competent.
- TUSD needs to continue and enhance its commitment to Advanced Learning Support programs such as AP Boot Camp, etc.
- The continuation of periodic focus groups, with an emphasis to recruit a larger number of participants.

WHAT YOU SHOULD KNOW ABOUT THE GUIDELINES FOR STUDENT RIGHTS AND RESPONSIBILITIES (GSRR)

WHAT IS THE PURPOSE OF THE GSRR?

- To let students and parents know the rights and responsibilities when it comes to student Discipline

WHERE CAN PARENTS GET A COPY OF THE GSRR?

- Every student should be given a copy at the beginning of the school year
- The school is required to hold assemblies for students and information meetings for parents
- On our website, at Family Center, at the District office, at every site (Front Office)

WHEN DO THE RULES APPLY?

- While students are in school and on school grounds
- While students are on school busses
- While students are at any school sponsored event, i.e. field trips, athletic events and other school functions
- While going to and from school
- Additionally, the principal is authorized to begin disciplinary action when a student's misconduct away from school has detrimental effect on the other students, or on the orderly educational process, because the violation is directly connected to prior violations at school, or threatens to produce further violations at school

DOES ALL MISCONDUCT GET THE SAME TREATMENT?

- No, there are five levels of violations or misconduct – Level 1, Level 2, Level 3, Level 4 and Level 5
- Disciplinary consequences must be non-discriminatory, fair, age-appropriate, and correspond to the severity of the student's misbehavior
- When considering responses to violations, the District strives to keep students in the classroom whenever possible

WHAT IS AN EXAMPLE OF A LEVEL 1 VIOLATION?

- Attendance violations such as truancy, leaving campus without permission, not attending class
- Tardies

WHAT IS A LEVEL 2 VIOLATION?

- Hitting, poking, pulling, pushing
- Possession of tobacco products
- Possession of drug paraphernalia

Appendix V – 110 (continued)

WHAT IS A LEVEL 3 VIOLATION?

- Selling or sharing tobacco products
- Bullying
- Vandalism
- Fighting

WHAT IS A LEVEL 4 VIOLATION?

- Arson of structure of property
- Possession and/or use of illicit drugs, including alcohol
- Assault

WHAT IS A LEVEL 5 VIOLATION?

- Aggravated assault
- Selling or sharing illicit drugs, including alcohol
- Bomb threats
- Firearms possession

WHAT ARE THE CONSEQUENCES FOR VIOLATIONS?

- Low level misconduct, such as Levels 1-2 actions should result in activities to assist the students in adjusting their behavior and should keep the students in the classroom. Repeated misbehavior or a Level 3 – 5 violation can lead to a higher level of discipline such as in school suspension or out of school suspension.

WHAT ARE CONSEQUENCES FOR LEVEL 1 AND 2 VIOLATIONS?

- Teacher or school official will contact parent to discuss a solution
- Repeated misconduct can result in other interventions, such as time out, parent conference, counseling, mentoring and lunch detention

WHEN SHOULD PARENTS BE NOTIFIED?

- Parents should be contacted when a student is having behavior problems and when an intervention is put in place

WHAT HAPPENS IF MISCONDUCT PERSISTS?

- School must create an intervention plan that may include detention, behavior contracts
- Parents must be included in the development of all plans and kept informed on the students' progress

WHAT ARE THE CONSEQUENCES FOR LEVEL 3 VIOLATIONS?

- Time out, lunch detention, in school suspension, and possibly out of school suspension

WHAT IS IN SCHOOL SUSPENSION?

- Student is placed in a classroom with a certified teacher for a specified number of days (less than 10) and does his class work there

WHAT HAPPENS WITH LEVEL 4 AND LEVEL 5 VIOLATIONS?

- Students may be suspended out of school and considered for District Alternative Education Placement (DAEP)

WHAT IS OUT OF SCHOOL SUSPENSION?

- Students are not permitted to attend school or any school functions on any TUSD sites for a designated time
- A short term suspension last from 1 to 10 days
- A long term suspension last for up to 180 days. Level 4 violation maximum is 30 days. Level 5 Violation maximum is 180 days

WHAT STEPS MUST THE SCHOOL TAKE BEFORE SUSPENDING A STUDENT SHORT TERM?

- Due process must be followed. The following steps outline these procedures
- The student must be notified of the charges against him/her
- The student must be given a chance to tell his/her side of the story
- Parents must be notified immediately and in writing if a student is to be suspended
- Parents have a right to have a conference with the principal to review the charges
- For level 3 violations, short term suspensions must be limited to instances in which (1) students misbehavior is ongoing and escalating, and (2) only after the District has first attempted and documented the types of intervention(s) used in PBIS and/or Restorative Practices

WHAT STEPS MUST THE SCHOOL TAKE BEFORE SUSPENDING A STUDENT LONG TERM?

- The principal will suspend the student for ten days and schedule a long term suspension hearing
- The long term suspension hearing must be held before the ten day short term suspension ends
- The hearing is conducted by a TUSD hearing officer contracted with Educational Services Inc.
- Parents must be notified in writing of the time and place and the charges against the students
- Parents must be sent a copy of the TUSD administrative regulations which explain the possible consequences

WHAT HAPPENS IF THE STUDENT HAS AN IEP OR A 504 PLAN?

- A manifestation/knowledgeable group hearing must be held before the student is suspended out of school for 10 days (cumulative)
- Parents must be notified of the conference and be invited to attend
- The purpose of the hearing is to determine if the offense that the student committed is caused by his/her disability

***WHILE STUDENTS ARE ON SUSPENSION, THE SCHOOL MUST SUPPLY THEM WITH THEIR CLASSWORK SO THAT THEY DO NOT FALL BEHIND

WHAT HAPPENS AT THE LONG TERM SUSPENSION HEARING?

- The hearing is recorded
- The hearing officer determines that all of the due process steps have been followed and that if the student is on an IEP or 504 plan that the manifestation hearing was held
- Parents have the right to bring a lawyer, an advocate and/or witnesses to the hearing
- The school administrator will present the evidence against the student
- The student and parents have an opportunity to ask questions about the evidence
- The student and parents have an opportunity to make a statement, present evidence and/or witnesses
- After the statements, the administrator will present information about the student's grades, attendance and prior discipline
- After the hearing, the hearing officer will determine if the school has presented evidence that proves that the student committed the offense and make a decision on how long the student will be suspended.
- If parents don't agree with the decision they have a right to appeal to the Assistant Superintendent in charge of the school and if they don't agree with that decision, parents can appeal to the Governing Board

WHAT SHOULD PARENTS DO TO HELP STUDENTS AVOID DISCIPLINE ISSUES?

- Know the school's behavior expectations and discuss the GSRR with your student
- Keep in regular contact with teachers
- Attend school meetings to learn about the GSRR
- Meet with your child's teacher or principal if you believe there is a problem
- Start with the school but if necessary be prepared to go to the Assistant Superintendent in charge of the school

Elementary/K-8 Schools

Mark Alvarez, Interim Assistant Superintendent
520-225-6304

Middle/High Schools

Richard Gastellum, Interim Assistant Superintendent
520-225-6422



PARENT ACADEMY

*Empowering Parents
Achieving Academic Excellence*

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Parent Toolkit

*Created by
Dr. Patricia A. Phipps*



Parent Toolkit

Positive Discipline and Communication

WHAT BLACK PARENTS CAN DO TO HELP THEIR CHILDREN DEVELOP THE NECESSARY POSITIVE CHILD CHARACTERISTICS

1. **Model and Teach Love and Understanding** through:
 - a. Showing and expressing satisfaction with child's characteristics and abilities, such as how child looks, talks, walks, the child's temperament, feelings, and style.
 - b. Seeking out and enjoying the company of the child.
 - c. Providing much verbal and physical appreciation for all of the child's efforts and achievements.
 - d. Being sensitive to the child's needs and viewpoints.
 - e. Finding regular chit-chat times with child to better get to know the child as a unique individual.
2. **Model and Teach Pride in Blackness** through drawing child's attention to communicating positively about:
 - a. The African heritage.
 - b. The courage and achievements of Black people.
 - c. The strengths of Black families.
 - d. The unique customs and language forms of Black Americans. Black pride is also taught by
 - e. Avoiding the disparagement of Black people and blackness, and
 - f. Helping the child to understand and cope with racism.
3. **Model and Teach Self-Discipline** involves teaching the child to learn how:
 - a. To delay receiving an immediate satisfaction in order to obtain a greater future satisfaction.
 - b. To control anger and aggression so that they work for the child and Black people rather than against them,
 - c. To be respectful and considerate of others,
 - d. To behave within the approved social guidelines of the group and society, and
 - e. To resist temptations to engage in unhealthy or illegal behaviors and life styles.

4. **Model and Teach School Skills and Study Habits** includes teaching young children
 - a. To talk, and
 - b. Talk about and appreciate differences and similarities in what they see, hear, smell, taste, touch and feel. Includes helping children learn basic school skills like reading, writing, computing, planning ahead, problem solving, and good study habits.
 - c. Working closely and cooperatively with child's school and teachers to insure a good formal education.
5. **Model and Teach Healthy Physical Habits** through:
 - a. Providing nutritious foods and beverages.
 - b. Providing healthy and sanitary living conditions.
 - c. Arranging family life to allow for ample sleep, rest, relaxation and exercise, and
 - d. Using health services for preventive checkups as well as for the treatment of illnesses and health problems.



Parent Toolkit

Understanding Your Historical and Cultural Legacy

YOUR FAMILY'S GOALS AND DREAMS: BEGINNING STEPS

Answer the following questions:

What dreams do you have for your children?

What are your goals in order to reach them?

What support do you have?

What are your next steps?



Parent Toolkit

Positive Discipline and Communication

LIFE GOALS FOR BLACK CHILDREN AND CHILD CHARACTERISTICS THAT ARE IMPORTANT FOR ACHIEVING THESE LIFE GOALS

Life Goals for Black Children

Achieve Loving and Healthy Human Relationships--- with spouses, lovers, family, friends, work associates, and with their own children.	Achieve a Good Education--- high school, college, graduate, or professional school, art or trade school education, etc.	Achieve a Good Job--- Professional, managerial, and executive jobs; trades; arts clerical; entertainment, sports job, etc.	Help the Black Community--- Does job or volunteer work that helps Black people and the Black community; becomes part of organizations that advance Blacks as a group, etc.	Resist the Pressure of the "Street" --- Does not become part of gangs, gang warfare, delinquency, crime, pimping, prostitution, drug abuse, drug peddling, etc.
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Child Characteristics That Are Necessary for Obtaining Life Goals

High Self-Esteem--- --Where child regards him or herself as a person of worth, and feels good about his or her own abilities, characteristics, and self.	Black Pride--- Where child has positive attitudes and love for Black people and blackness, and therefore, feels pride in being a Black person and a member of the Black community.	Self-Discipline--- Where child is able to control his/her own emotions and behavior in order to achieve positive long- and short-term goals for him/herself, for others, and for Black people as a group.	Good School Abilities and Study Habits--- Where child has good talking and communication skills, good reading, writing, and math skills, good abilities to plan ahead and solve problems and good study habits.	Healthy Physical Habits--- Where child eats and drinks nutritious foods and beverages, and has good exercise, rest, relaxation and sleeping habits.
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Parent Toolkit

Positive Discipline and Communication

OUR FAMILY RULES

Family Name _____

Date We Made Our Rules _____

What We Want

What We Don't Want

1. _____

3. _____

Reward _____

Penalty _____

2. _____

2. _____

Reward _____

Penalty _____

3. _____

3. _____

Reward _____

Penalty _____



Parent Toolkit

Understanding Your Historical and Cultural Legacy

In the first column list the important and positive parenting techniques your parent(s) used. Then in the next column, list the negative parenting techniques your parent(s) used.

Positive Parenting Techniques Your Parents Used	Negative Parenting Techniques Your Parents Used

After completing both columns, cross out the traits that you do not want to use.



Parent Toolkit

Positive Discipline and Communication

CHILDREN'S SELF-ESTEEM CHECKLIST

Indicators of High Self-Esteem

- ✓ Feels comfortable talking with teacher after/before class
- ✓ Makes significant choices
- ✓ Has a neat and clean appearance
- ✓ Asks questions
- ✓ Works well independently
- ✓ Smiles, laughs, and has fun
- ✓ Gets along with peers/elders
- ✓ Keeps calm when things go wrong
- ✓ Says positive things about school
- ✓ Pays attention in class
- ✓ Seeks out new activities on his/her own
- ✓ Is a leader
- ✓ Keeps busy in free time
- ✓ Appears happy
- ✓ _____ (add you own)

Indicators of Low Self-Esteem

- ✓ Depends on adults a great deal
- ✓ Has difficulty making decisions
- ✓ Has an unkempt appearance
- ✓ Constantly asking for praise
- ✓ Extremely shy
- ✓ Sucks thumb or bites nails
- ✓ Cries for no or little reason
- ✓ Always criticizing and teasing others
- ✓ Sore loser in competitive games
- ✓ Keeps to self a great deal
- ✓ Shows little or no effort
- ✓ Always bored
- ✓ School work is often sloppy and incomplete
- ✓ _____ (add you own)



Parent Toolkit

Supporting Your Child's Academic Success

PARENTAL INVOLVEMENT AND CHILDREN'S ACADEMIC SUCCESS: WHO SUCCEEDS?

Children with involved parents have higher academic achievement. Not only do students score higher on tests but they are more prepared to start school and have a greater likelihood of graduating.

- **School Readiness.** Preschoolers whose parents are very involved with their schools score higher than their peers in all aspects of school readiness. Compared with peers whose parents had low levels of school involvement, preschoolers whose parent were very involved with their schools had greater mastery of early basic school skills, with regard to academic, social, and behavioral aspects.¹
- **Behavior Problems.** Children who have a positive relationship with their mothers when they are in kindergarten are less likely to have behavior problems and more likely to excel in later years. A positive relationship between mother and child at the time of kindergarten was related to less likelihood of behavior problems and greater academic achievement in middle school, even when controlling for demographic variables.²
- **Academic Achievement.** Children whose fathers are involved in their education have greater academic achievement. Father's involvement in their children's education was associated with greater academic achievement for children, even when controlling for mothers' involvement.³
- **Math and Science Achievement.** Children of parents who promote math and science are more likely to study those subjects later on.

Children whose parents' positive attitudes toward math and science were reflected in the toys they purchased and activities they engaged in with them were more likely to subsequently be involved in those arenas.⁴

- **High School Graduation.** Youths whose parents are highly involved in their education during elementary school are more likely to graduate from high school, complete high-school requirements, or complete a higher grade in high school. Students whose teachers reported higher levels of parental involvement were more likely to graduate high-school, to complete highschool (via graduation or GED) than peers whose parents were not so involved, and they were more likely to have completed a higher grade in high school. The more years a parent was involved, the greater was this association with grade completion.⁵
- **Academic Enrollment.** High school students whose parents are highly involved and have high expectations for them are more likely to enroll in an academic program and complete core courses. Compared with peers of similar socio-economic backgrounds, those whose parents were more highly involved and had high educational expectations were more likely to enroll in an academic program and more likely to complete credits in mathematics, science, and English.⁶
- **Academic Achievement for Low-Income Students.** Low-income children whose parents are involved with their school activities tend to exhibit higher levels of academic achievement. According to both teachers' and parents' reports, parental involvement in school activities was associated with greater academic achievement from kindergarten through mid-adolescence.⁷
- **Academic Achievement for Minority Students.** Minority students whose parents are highly involved with their education tend to do better in school than peers of less involved parents. Among African-American, Latino, and Asian- American students, greater parental involvement was associated with higher levels of academic achievement including, grades, standardized test scores, teachers' reports, and academic behavior.⁸

- **Academic Achievement for African-American Males. African-American males with involved parents are more likely to succeed in school than peers of less involved parents.** African-American males whose parents had an authoritarian parenting style, incorporated messages of cultural heritage, and were involved in their schoolwork were more likely to succeed in school than peers who experienced different parenting practices.⁹
- **Academic Achievement among Mexican- American Students. Mexican-American students tend to have higher grades if their parents more closely monitor their extracurricular activities and their families are involved with their school.** For first-, second-, and third-generation high-school students of Mexican descent (based on their parents' and their own place of birth), those whose parents more closely monitored their extracurricular activities and whose families were more involved with their schools tended to have higher grades.¹⁰

Source: www.familyfacts.org



Parent Toolkit

Supporting Your Child's Academic Success

How Well Do You Support Your Child's Learning?

Circle either "Yes" or "No" for each of the questions listed below.

Parenting

- | | | | |
|----|---|-----|----|
| 1. | Have you identified a regular time and place in your home for your child to do homework. | Yes | No |
| 2. | Do you monitor your child's homework? | Yes | No |
| 3. | Do you monitor your child's television viewing habits? | Yes | No |
| 4. | Do you ensure that your child has excellent attendance at school? | Yes | No |
| 5. | Have you discussed with your child the importance of a good education? | Yes | No |
| 6. | Did you attend Open House or Back-To-School Night at your child's school? | Yes | No |
| 7. | Do you support and reinforce the school's discipline plan? | Yes | No |
| 8. | Do you support your child's learning by providing nutritious meals and adequate time for sleep? | Yes | No |

Learning at Home

- | | | | |
|-----|---|-----|----|
| 9. | Do you read to your young child? If your child is older, do you encourage reading by paying attention to what your child reads as well as how often he/she reads? | Yes | No |
| 10. | Do you hold your child responsible for completing all assignments on time and to the best of his/her ability? | Yes | No |
| 11. | Are you knowledgeable about what information and skills your child should master at his/her grade level or in his/her major subject areas? | Yes | No |

How Involved Are You With Your Child's School?

Volunteering

- | | | | |
|-----|---|-----|----|
| 12. | Did you sign a written parental involvement pledge and volunteer to help teachers, administrators, students and other parents? | Yes | No |
|-----|---|-----|----|

13.	Were you a class parent, telephone tree coordinator, or a volunteer who provided parents with needed information?	Yes	No
14.	Were you a part of parent patrols or other activities to increase the safety and operation of your child's school and programs?	Yes	No

Decision Making

15.	Have you attended at least one PTA, PTO, or other support group meeting this year?	Yes	No
16.	Have you worked on school-based management committees, district level councils and/or committees on issues concerning your schools?	Yes	No
17.	Did you assist in providing information on school or local district elections for school representatives?	Yes	No

Community Involvement

18.	Have you attended at least one school program? (examples are an awards assembly, a play, an athletic event, or a school party.)	Yes	No
19.	Are you a model of "good sportsmanship" when attending school and community events?	Yes	No
20.	Do you insist that your child exhibit good sportsmanship at all times?	Yes	No
21.	Do you encourage your child to participate in volunteer projects which serve the community?	Yes	No

How Familiar Are You With School Information?

Communicating

22.	Have you read the student code of conduct and/or discipline policy?	Yes	No
23.	Do you regularly read the school newsletter?	Yes	No
24.	Are you familiar with the extra services provided at your child's school? (examples are speech therapy, resource help for gifted students, and counseling.)	Yes	No
25.	Do you make yourself available for conferences requested by your child's teacher?	Yes	No
26.	Have you had at least one parent-teacher conference with the teacher(s) of your child?	Yes	No
27.	Do you initiate contact with your child's teacher or principal just to show your support?	Yes	No
28.	Are you aware of your child's academic strengths and weaknesses?	Yes	No
29.	Do you ensure that your child takes courses to prepare him/her for a chosen career path?	Yes	No
30.	Are you familiar with the grading scale used on your child's report card?	Yes	No

NOTE: For those items that you circled 'no', doing what you can to change your response to 'yes', will increase your level of parent involvement.



Parent Toolkit

Supporting Your Child's Academic Success

READING WITH YOUR CHILD

The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children.

- Set aside a time to read together every night or every other night.
- Sometimes, take turns reading, paragraph-by-paragraph, or page by page. This is a good way to read books that your child is unfamiliar with or one where he/she misses three or more words per page. If your child likes to read alone, let him/her. If he/she likes you to take a turn, do it. Remember that this should be an enjoyable time for both you and your child.
- Find a book that interests your child. If the book is too difficult for her/him to read, read it to her/him and then discuss the pictures together. If the book seems too easy, let her/him read it anyway; this will help breed confidence and build interest.
- If you can get anyone else in the family involved in reading time, do it.
- In general, if your child struggles with a word, offer her/him hints in sounding out the first letter of the word and then asking "What word would fit here?" Also, another good strategy to teach readers is to read to the end of the sentence and then go back and reread the entire sentence and see if they know what the word is then.

However, if your child becomes frustrated with these efforts and doesn't seem to be enjoying the story or even able to pay attention to it, start by

just telling him/her words he/she doesn't know. Later, as he/she progresses, you can work through the above methods again.

- Praise, praise, praise your child's efforts. Do not criticize mistakes, even if you think he/she should not have made them. Each time you read together try to look for something specific your child does well and tell him/her what you've noticed. This can be things like sounding out a word on his/her own, reading with appropriate expression, or even just staying committed to reading time.
- After the story is over, talk about it with your child. Ask his/her opinion about characters and offer your own. Ask open-ended questions (rather than just factual) about what happened in the story including things like, "Why do you think _____ did this? What would have happened if...?"
- With older children, consider reading long books together, reading a chapter or two each night.



Parent Toolkit

Supporting Your Child's Academic Success

HOW DO PARENTS MAKE READING AND WRITING MEANINGFUL?

- Choose activities that best suit your child's interests.
- Call attention to the different types of written materials in your home such as labels, newspapers, magazines, and greeting cards.
- Point out print in the environment such as billboards, menus, signs, and names of restaurants.
- Place name cards of family members on the refrigerator. Children can use magnetic letters to spell the names underneath.
- Provide print materials such as menus, tickets, maps, and catalogues for children to use in pretend play.
- Involve children as you create a grocery list. Talk about the names of some of the letters and words as you write them.
- Help children "read" labels as they shop.
- Give them coupons and ask them to help find the items.
- Cook with children and let them help you follow the recipe.
- Ask children to help you identify cereal boxes during breakfast.
- Cut labels from snack boxes such as Teddy Grahams and glue them into a homemade book titled Snacks We Like.
- Hold up two cans of vegetables and ask, "Should we have carrots or green beans?" Point out the words for the vegetables.

MORE ACTIVITIES FOR PARENTS

- Make a scrapbook together after a family event. Let children dictate what to write under the photos.
- Let children help you look up phone numbers. Talk about what you are writing as you jot down names and numbers.
- Fix a container of "office materials" for children to use. Choose from materials such as, pens, pencils, scented markers, glitter crayons, white paper, colored paper, fancy paper with designs, envelopes, hole puncher, tape dispenser, stapler, stamps, stamp pads, stickers, and scissors.
- Help children make cards for holiday and family events.
- It is important to accept and encourage all attempts from your children as they begin to write. As they practice and feel successful, they will progress at their own pace from the scribbling stage to writing recognizable letters.

- Ask a relative to be a pen pal. Children can draw pictures or copy simple words to mail to the person. Children enjoy drawing and writing when they know they will get a letter in return.
- Talk to children about the letters and words you are writing when you write a message to a family member. Encourage them to help you write part of the message.
- Encourage children to draw pictures and dictate stories to you. They enjoy seeing their words written down.



Parent Toolkit

Supporting Your Child's Academic Success

Parent–Teacher Conferences: A Tip Sheet for Parents

As a parent, you are your child's first and most important teacher. You and your child's school have something in common: You both want your child to learn and do well. When parents and teachers talk to each other, each person can share important information about your child's talents and needs. Each person can also learn something new about how to help your child. Parent–teacher conferences are a great way to start talking to your child's teachers. This tip sheet suggests ways that you can make the most of parent-teacher conferences so that everyone wins, especially your child.

What should you expect?

A two-way conversation. Like all good conversations, parent–teacher conferences are best when both people talk *and* listen. The conference is a time for you to learn about your child's progress in school: Ask to see data about your child's attendance, grades, and test scores. Find out whether your child is meeting school expectations and academic standards. This is also a time for the teacher to learn about what your child is like at home. When you tell the teacher about your child's skills, interests, needs, and dreams, the teacher can help your child more.

Emphasis on learning. Good parent–teacher conferences focus on how well the child is doing in school. They also talk about how the child can do even better. To get ready for the conversation, look at your child's homework, tests, and notices before the conference. Be sure to bring a list of questions that you would like to ask the teacher.

Opportunities and challenges. Just like you, teachers want your child to succeed. You will probably hear positive feedback about your child's progress *and* areas for improvement. Be prepared by thinking about your child's strengths and challenges beforehand. Be ready to ask questions about ways you and the teacher can help your child with some of his or her challenges.

1

What should you talk to the teacher about?

Progress. Find out how your child is doing by asking questions like: Is my child performing at grade level? How is he or she doing compared to the rest of the class? What do you see as his or her strengths? How could he or she improve?

Checklist: Before the conference

- Schedule a time to meet. If you can't go at the scheduled time, ask the teacher about other times.
- Review your child's work, grades, and progress reports.
- Talk with your child about his or her progress in school.
- Talk with others—family members, after school staff, mentors, etc.—about your child's strengths and needs.
- Make a list of questions to ask during the conference.
- Think about ways you would like to be involved in your child's learning so that you can discuss them with the teacher.

Assignments and assessments. Ask to see examples of your child’s work. Ask how the teacher gives grades.

Your thoughts about your child. Be sure to share your thoughts and feelings about your child. Tell the teacher what you think your child is good at. Explain what he or she needs more help with.

Support learning at home. Ask what you can do at home to help your child learn. Ask if the teacher knows of other programs or services in the community that could also help your child.

Support learning at school. Find out what services are available at the school to help your child. Ask how the teacher will both challenge your child and support your child when he or she needs it.

How should you follow up?

Make a plan. Write down the things that you and the teacher will each do to support your child. You can do this during the conference or after. Write down what you will do, when, and how often. Make plans to check in with the teacher in the coming months.

Schedule another time to talk. Communication should go both ways. Ask how you can contact the teacher. And don’t forget to ask how the teacher will contact you too. There are many ways to communicate—in person, by phone, notes, email. Make a plan that works for both of you. Be sure to schedule at least one more time to talk in the next few months.

Talk to your child. The parent–teacher conference is all about your child, so don’t forget to include him or her. Share with your child what you learned. Show him or her how you will help with learning at home. Ask for his or her suggestions.

“BE HEARD”

Keep these principles in mind for a great parent conference:

Best intentions assumed

Emphasis on learning

Home school collaborations

Examples and evidence

Active listening

Respect for all

Dedication to follow up



Parent Toolkit

Supporting Your Child's Academic Success

PARENT-TEACHER CONFERENCE PLANNING PROCESS

The first parent-teacher conference of the school year provides a great opportunity for you and your child's teacher to share insights and information about him/her. At this meeting, you can develop a relationship with the teacher and present yourself as a team player in your child's education. (If your child has a learning disability and receives special education services, it's essential that you make the most of the conference with the general education teacher.) Because most teachers schedule 30 minutes or less for each conference, planning ahead can help you maximize the experience.

The Planning Process

You may have met with your child's teacher when the school year began. By the time the conference rolls around, several weeks will have passed; this means you, your child, and his teacher should all have a better sense of your child's struggles and strengths. How can you organize your comments and concerns? Here are factors to consider:

Gather Information

Ideally, you'll start preparing during the first few weeks of the school year. What should you pay attention to?

- Ask the teacher to give you information about the planned curriculum, how she assigns and evaluates work, and what her teaching philosophy is.
- Check your child's schoolwork. What is the teacher assigning? Review your child's completed and corrected work. Try to do this even if s/he does homework with a tutor or caregiver.
- Look for patterns in your child's schoolwork. What subjects (such as math or reading) seem difficult? Are certain tasks (such as writing or computing math problems) more difficult than others? Jot down examples of:
 - ongoing (carryover) problems from your child's previous school years.
 - any new struggles you see emerging.
 - improvement in areas that used to be difficult.

- Depending on the age of your child, listen to what your child says about his/her schoolwork, as well as his relationships with his teacher and classmates. Ask him/her what he thinks are the most important points to cover at the conference. Doing this will help you see things from his perspective. (If your child has a learning disability and has trouble expressing himself clearly, be patient and help him explain both his positive experiences and his struggles.)
- Note any classroom accommodations and techniques previous teachers have used to help your child succeed.

Organize and Prioritize

From the list of concerns and observations you create:

- Select the most important points to discuss with the teacher.
- Prioritize your concerns so you'll be sure to cover the most critical topics before "your time is up" at the conference.
- Summarize your top concerns on paper to take with you to the conference.

Find Out Who Gives Feedback

At least a week before the conference, ask the teacher if feedback from other educators will be included. For example, if your child:

- seems to have problems socializing with adults or students at school, is there a school staff member (counselor or mental health worker) who can give feedback?
- takes classes in art, music, or sports, will those teachers and coaches comment on his skill, talent, and progress in those areas?
- is in special education, how will his/her special education teacher give his/her report?

Asking for feedback from several people will help you and the school view your child as a "whole" person with strengths as well as needs.

Get Perspective

As the conference date draws near, remember the meeting is an opportunity for you and the teacher to collaborate. Remember that you're the expert about your child, while the teacher is the expert on teaching kids at his grade level. You'll both come to the table with ideas and opinions. Remember, too, that collaboration sometimes requires compromise; striking a balance of ideas is often in the best interest of your child.



Parent Toolkit

Your Rights as a Parent

PARENT'S RIGHTS AND RESPONSIBILITIES

RIGHT TO REVIEW YOUR CHILD'S CUMULATIVE RECORD *The cumulative scholastic record *Ask for appointment with the teacher or principal if you do not agree with it	RIGHT TO REVIEW SCHOOL PUBLIC DOCUMENTS *In the district *In the school	RIGHT TO TESTING WITH NO DISCRIMINATION *Adequate preparation *Know how the test will be used *Be given plenty of information and examples
RIGHT TO VOTE *In your local school *At the district level *Express your opinion as a parent	RIGHTS FOR BILINGUAL STUDENTS *Federal rights under Title VI and Equal Educational Opportunities Act * State rights	RIGHTS OF UNDOCUMENTED STUDENTS *Enroll and attend school *Funds
RIGHT TO BE FREE FROM DISCRIMINATORY TREATMENT *Verbal harassment *Unequal educational opportunities *Unequal treatment	RIGHT TO VISIT YOUR CHILD'S CLASSROOM *To observe classroom	RIGHT TO EQUAL ACCESS TO PUBLIC FUNDS *For example a case filed against LAUSD school district to improve the physical conditions of school facilities.
RIGHT TO BE NOTIFIED IN WRITING OF DISCIPLINARY ACTIONS *Local regulation *State regulation	RIGHT TO AN INTERPRETER *In parents' gatherings *In council meetings *In parents' conferences	RIGHT TO APPEAL DECISIONS MADE BY SCHOOL *Ask for an appointment with the principal *Ask for a mediator *Take complaint to higher authorities



Parent Toolkit

School Decision Making and Advocacy

Guidelines for Being An Effective Advocate

- **Build good relations from the start.** Don't wait for an issue to emerge to introduce yourself to your child's teacher. Raising a concern will be easier and less confrontational if open communication has already been established. There are many ways to become a positive force in your child's classroom. Consider dropping a friendly note or making an appointment with the teacher early in the year just to [touch base](#). [Volunteering](#) in the classroom or [chaperoning a class trip](#) will also help you get to know the teacher better, as well as allow you to observe your child firsthand.
- **If a problem occurs, gather the details.** Perhaps your child is struggling with a subject that used to come easily, or maybe he has voiced concerns about being [teased](#). It makes sense to act when you observe an issue or your child tells you something's wrong. Trust your own judgment and move forward, but also make sure you have all the information available.
- **Begin with the teacher, usually.** In most cases, an informal chat with the classroom teacher should be the first step in addressing any issue. Starting with the teacher gives you the opportunity to escalate your complaint should a suitable solution not be reached. The guidance counselor and school psychologist are also helpful in-school resources. The principal is the next step. You can contact the superintendent if the principal is not able to help reach a satisfactory conclusion.
- **Connect with others.** There's strength in numbers and most likely any school-based issue is not unique to your child. Look into your local [PTA](#) to connect with other parents. If you're concerned about a disability of any kind, contact your state's federally funded parent resource centers.

- **Keep a record.** Document all your communications, both to be on the same page about expectations and so you'll know who told you what and when. If you move beyond the casual chat level, express concerns in writing. Keep a copy, and send the letter by certified mail.
- **Avoid the blame game.** Mixing an important issue that concerns your child with busy teachers and school administrators can make for potentially frustrating feelings. For best results, try to keep your cool. Do try to [be considerate](#) of the teacher's time. If educational jargon has left your head spinning, use Scholastic's (scholastic.com) [teacher translator](#), but also feel free to ask for clarification. Even though you may have to be persistent, keep in mind that ultimately everyone involved wants what's best for your child.
- **Know your rights.** Most issues have a good chance of being addressed to everyone's satisfaction within your school community. But if you are unable to get to the resolution you need, legal means are available if the issue is concerning your child's disability. If your child's disability affects his educational performance, you have the right under the federal Individuals with Disabilities Act (IDEA) to have your child tested to determine his special education eligibility. You can also request mediation or a "fair hearing." Mediation brings you and the school district together with a neutral third party who is trained to help everyone come to an agreement. At a fair hearing, you and the school district present the dispute and a judge issues a decision.

Source: scholastic.com



Parent Toolkit

School Decision Making and Advocacy

HOW TO BE A GOOD ADVOCATE FOR YOUR CHILD: TIPS FOR PARENTS

Get Involved, Be Informed:

- Know the facts of your child's situation, including her strengths and weaknesses and the views of those who work first-hand with your child in school. If your child has a disability, know how it affects your child in school.
- Know your rights and legal procedures. Make sure that you have all the details.
- Know your school. Get to know teachers, therapists, and other personnel. Build positive relationships and contribute to the school environment. Know who the decision-makers are and what motivates them. Stay informed about what's happening in your school and school district.

Keep Records:

- Make your requests in writing, (they do not have to be typed), even if you have also spoken directly to school personnel.
- Keep copies of everything you get or send to the school.
- If possible, send important letters to the school "Return Receipt Requested." If you hand-deliver materials, make note of the date and time, and the person who received it.
- Don't rely on phone calls or casual conversations. Keep a record of the conversation: date, time, name and position of the school personnel and any decisions reached.
- Whenever possible, ask for written confirmation of what is promised to you.
- Organize your records. A notebook or binder is helpful.

Prepare:

- Decide what you think the district could do to solve the problems you've identified; if you can figure out what should be done there's a much better chance of a successful outcome.
- What kind of meeting is being scheduled? Is it an IEP meeting? A mediation session? If you're not sure, call the district to find out. Ask what will be discussed. Identify any legal requirements that relate to the meeting, such as what kind of notice you must receive, what staff must participate, and any time deadlines that apply.
- Find out about the real story; do not rely on gossip or hearsay.
- Decide what you want to accomplish. Prioritize. Be selective. It may help to bring a checklist and to agree with the district concerning the agenda or topics to be discussed before you go.
- Bring materials that will help you get your point across: evaluations, report cards, evidence of your child's performance, records, copies of the law or guidebooks, private evaluations.
- Bring someone to help you at the meeting. If you can't locate an advocate, bring a friend or neighbor or a member of your church or synagogue.
- If necessary, bring others who have worked with your child who may help the school see the problem differently – a psychologist or therapist, or a community leader who works with your child.
- List questions that you want answered to keep your focus during the meeting.
- Make appointments for meetings, and call to confirm them the day before.

Use Meeting Time Effectively:

- Be polite and courteous at all meetings. Be on time and respect reasonable time limits.
- Acknowledge when good things have happened and special efforts have been made.
- Sit across from decision-makers. Keep eye contact. Take notes, or have a friend take notes while you listen.
- Say what you want in your own words. Be clear, concise.
- Ask questions! And make sure you get answers.
- Take the time to make good decisions:

- Repeat what they say to make sure you understand.
Don't feel pressured to discuss something if the school did not prepare.
- you, or to make a decision immediately if you need a day to think about it. Take breaks when needed to cool off, consult, or cry.
- End meetings with a plan of action or "next steps." Set deadlines.
- Get a summary of what was agreed to and who was present.

Use Resources Creatively:

- Go up the "chain of command." If you are unsuccessful in resolving matters with the principal, go to the superintendent's office, your special education director, or other personnel at the district level. If that is unsuccessful, go to the school board.
- Find other parents with your concerns, and approach the problem as a group – use your PTA, support groups, or talk to other parents in your child's class.
- Look for other programs or resources that may help: violence prevention programs, instructional support centers, mediation.
- Talk with other parents and advocates about what works and what does not work. Learn from each other's experiences.

Follow Up:

- Keep track of deadlines. Communicate with personnel.
- Report on progress as well as problems.
- Be firm about timelines, but patient enough for the school district to accomplish what it needs within those timelines.

Remember:

- **YOU** are an expert on your child.
- Focus on the problem, not the people. Avoid getting sidetracked by personal conflicts. Bring the focus back to your child.
- Don't get bogged down in "legalese." You will be the most convincing in your own words. Make sure the school district staff speak clearly and don't get bogged down in jargon you don't understand – ask questions!
- Focus on the present and future, not the past. Work first on fixing the present problem; address remedies for the past second.

- **There may be more than one way to get what your child needs.** Work toward mutually agreeable solutions. Be flexible and creative. Problem solve! Problem solve! Problem solve!
- The “big picture” – remember what is truly important to you – and your child – and advocate for it!

Source: Education Law (www.elc-pa.org)

Ten Tips for Child Advocates

1. **Choose your issue.** Personal experiences, community issues, and data on system wide disparities are all sources of potential advocacy issues. Decide what it is you'd like to change.
2. **Identify solutions.** Prepare a list of possible ways to successfully resolve your issue.
3. **Identify supporters.** Chances are good that you're not the only person or group advocating for an issue. Talk to parents and parent groups. Use the Internet to find other people or organizations that are working on related issues and seek their assistance. Equally important is choosing a legislator or other government official who will sponsor and be a champion for your issue.
4. **Develop a strategy.** Will you advocate for change on the local, state, or federal level? Which of the three branches of government – executive, legislative, or judicial – is best positioned to help you achieve your desired outcome? Who will oppose your efforts and what can you do to neutralize the opposition?
5. **Frame your message.** Work with someone who has experience in public or media relations to help develop and disseminate a clear, concise, and consistent message to help advance your issue.
6. **Educate.** Attend community, state, and national organization meetings. Offer to be a speaker at a civic group or philanthropic organization, or professional society event. Meet with lawmakers and other government officials. Write letters to your newspaper.
7. **Mobilize supporters.** Democracy is not a spectator sport! Establish and activate e-mail alert systems and telephone trees to ensure that supporters make their lawmakers aware of the need and support for your initiative.
8. **Testify.** Offer to tell your story at a public hearing. The personal experiences of constituents are very powerful in convincing government officials to make changes.
9. **Don't give up.** Often times, it takes more than one attempt to enact a new law or implement changes in public policy. Take Thomas Jefferson's advice, "Eternal vigilance is the price of freedom."
10. **VOTE!** Pay attention to what candidates are proposing for children...and make your decisions accordingly. Remember, these are the people who will be making decisions about your issue. Take a child with you when you vote to teach them about this important civic duty!

Source: <http://www.aap.org/en-us/advocacy-and-policy/state-advocacy/Pages/Ten-Tips-for-Child-Advocates.aspx>

Contact the Division of State Government Affairs at stgov@aap.org or 847/434-77

- See more at: <http://www.aap.org/en-us/advocacy-and-policy/state-advocacy/Pages/Ten-Tips-for-Child-Advocates.aspx#sthash.2mXsUn6.dpuf>



Parent Toolkit

Telling Your Story Advocacy

Telling Your Personal Story

Most of us think of story telling as a casual act. Because this is the case, we often tell stories in a spontaneous way that may not be organized. This works well in many instances, but not for the purpose of advocacy. To encourage systems change, personal stories need to be told in a much more structured way. The story we tell key decision makers must clearly communicate a purpose, and at the same time, include memorable details that keep the listener's interest long after the story is told.

Legislators and other public officials often hear thousands of stories every day. That's why it's important to move your personal story to the front of their mind by making it efficient and effective.

Components of an Efficient Story

An efficient story is one that is well organized. The speaker quickly makes key points and uses memorable, but short examples to reinforce each point. Think of your story as a segment on the 10 o'clock television news. On a news program, important stories are given no more than three minutes. In this brief amount of time, a news reporter must communicate the key facts, use examples to support those facts, and keep the viewer sufficiently interested in the story. In summary, an efficient story should:

- Have a clear purpose
- Be well organized
- Be told in a way that respects the time of the listener (no longer than three to five minutes)
- Be told only in the amount of time necessary to make the point
- Suggest a solution to the problem

Components of an Effective Story

An effective story has elements that are not easily forgotten. It communicates key points and uses examples that make an emotional connection with the listener and are easy to understand. An effective story should:

- Have understandable key points
- Have good examples to reinforce the points
- Engage the listener so s/he feels personally involved in the story
- Suggest a remedy to the problems related in the story

From the Storyteller's Perspective

Your story is important because your personal experience is valuable for shaping effective legislation or other changes in systems. When talking to your legislator or other public official, it is important to point out why you think your personal story is important, and then provide ways that the official can help you and others. Always offer to assist the decision makers in collecting more information or participate in ongoing meetings to create effective legislation or plans. If they ask questions you are unable to answer, always tell them that you will find an answer and call them as soon as possible. Don't try to "make up" an answer. Lastly, be sure to thank them for taking the time to hear your story.

From the Legislator's or Public Official's Perspective

The legislator, legislative aide, or other decision maker may have some knowledge about your issue, but will probably need additional information. This person may also wish to help, but might not know how to help. Some officials may wonder why your issue is important to them and question what the result will be from their efforts.

We Can Work Together

In the end, it is important to let the public official or legislator know that you are willing to work with him or her to help solve the problem. If you are both committed to working together, you can persuade others of the issue's value. It's also good to remember that resources for solutions may be limited, but it is still well worth the time to make sure the legislation or proposed plan for change is the most effective it can be. Lastly, a complete solution to the problem may not be achieved all at once; a continuing commitment to work together may be needed to properly address the issue.

- Source: PACER Center



Parent Toolkit

Collaborating with Community

COLLABORATING WITH THE COMMUNITY

Coordinate resources and services from the community for families, students and schools

Check how often your child's school engages in the following practices. The results of your assessment will determine how community friendly your school is.

Your Child's School:	Frequently	Sometimes	Never
Provides a community resource directory for parents and students with information on community agencies, programs and services.			
Provides information on community activities that link to learning skills and talents, including summer programs for students.			
Works with local businesses, industries and community organizations on programs to enhance student skills.			
Offers after-school programs for students, with support from community businesses, agencies or volunteers.			
Sponsors inter-generational programs with local senior citizen groups.			
Provides "one-stop" shopping for family services through partnerships with school counseling, health, recreation, job training, and other agencies.			
Organizes service learning projects for the community, students, families, and schools.			
Building is open for use by the community after school hours.			

National Family Advocacy and Support Training Project (FAST)

Tips for Writing Letters, Faxes, and E-mails

- Include the date and your contact information at top.
- On an e-mail, write a few words in the subject line to summarize your issue.
- Personalize your message with photo of your child if you can.
- Include only one issue.
- Keep the message to less than one page.
- Let them know in the first paragraph of no more than six to eight sentences:
 - who you are
 - why you are writing
 - what you want them to do
- Write a brief personal story (no more than 250 words) in the second paragraph.

NOTE: While letters are still the preferred method of written communication, security at the federal level has made sending a letter through the Capitol postal service a three- to four-week process. If a letter needs to arrive in a short period of time, we highly recommend faxing your letter.

Addressing Members of U. S. Congress:

To Your Senator:

The Honorable (full name)
(Room #) (Name) Senate Office Building
United States Senate
Washington, DC 20510

Dear Senator:

To Your Representative:

The Honorable (full name)
(Room #) (Name) House Office Building
United States House of Representatives
Washington, DC 20515

Dear Representative:

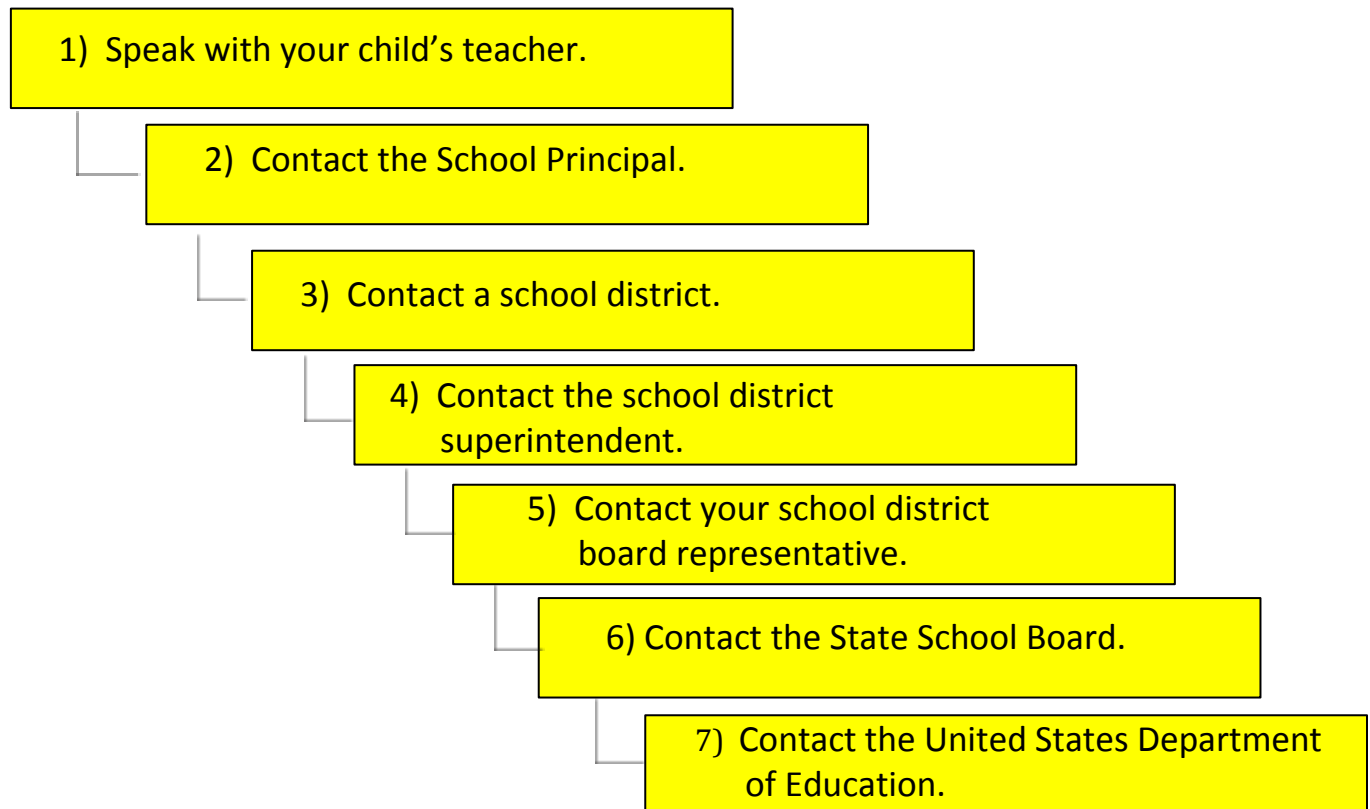
Include the above addresses in e-mail messages as well as those sent through the Postal Service.



Parent Toolkit

Your Rights as a Parent

Documenting Solution Steps





Parent Toolkit

Your Rights as a Parent

Example of a Complaint

Letter components:

Ask if the organization has a standard form to file a complaint, if they do not have one, follow the next steps:

- Write the name of the appropriate person to address and send
- Date
- Include all of your contact information (name, address and telephone number)
 - Name of school, organization, etc.
- Description of incident:
 - When and what happened.
 - Steps already taken or in progress.
 - Include names of staff who is aware of incident or who you have spoken to about incident.
- What would you like to see done about the incident and by when.
- Include a date of when you expect a reply to your complaint letter.
- Sign and date your complaint letter.
- Send a copy of your complaint letter to the person above the one you are addressing it to, such as their superior or supervisor.
- Keep a copy for yourself and when you deliver your complaint letter, have it signed as proof of receipt and file with important documents.

10 Key Steps to Advocacy

Step 1: Bring people together

- People with common concerns are the most effective when brought together to work towards one objective
- However, diversity of experience and perspective helps to make your coalition dynamic
- Reach out to an inclusive group of people: medical, nursing, clinical officer, paramedical students, faculty, administration, civil society

Step 2: Identify the problem

- The "problem" is a broad area of concern, such as:
 - A health workforce shortage in your country
 - Unavailable essential medicines at your facility
 - Limited resources at your university
- Problems can also be considered challenges
- You've already identified the major challenges facing the health sector in your countries

Step 3: Develop your strategic objective

- An "objective" is a solution, or partial solution, to the problem you've identified
- It should be clearly linked to the programmatic or policy change necessary to address the problem (in your opinion!)
- In this way, whatever method you choose to achieve your objective, you will be working to address the systemic causes of the problem

Step 4: Get the facts

- With the right (and accurate!) facts, you can make a strong case for the achievement of your objective
- Analyze all the aspects of the situation
 - What are the facts that will make your argument strongest?
 - How does the problem impact you as health professionals?
 - How does the problem impact the community?
- Identify facts that will make the biggest impact on your allies and opponents
- Identify which facts are missing, and where you may need to undertake some research
- Use your coalition partners and allies to gather the most comprehensive, up-to-date and accurate facts as possible

Step 5: Identify your target

- The “target” of your advocacy is the person who has the power to make the change happen
- Questions to address:
 - Who are the decision-makers who affect you on campus?
 - Who are the decision-makers who affect you in your future professions?

Step 6: Identify the decision to be influenced

- Key is to identify the actual decision you need to influence
 - Understand the context and constraints on your target

(the decision-maker)

- Understand the timing of the decision
- Focus on a particular decision at a particular time

Step 7: Identify your allies & build a coalition

- You are likely to achieve the best results when working together
 - Joint objectives create a wide base of support
 - Different perspectives enhance diversity and demonstrate wide support
- Remember: an alliance can and should respect differences (you don't need to be the same to work together effectively)
- What could an advocacy alliance look like?
 - Among students:
 - Medical students, nursing students, pharmacy students, dental students, students studying to be clinical officers, peers at other universities, etc.
 - Throughout the university:
 - Students, administrators, professors, counselors
 - Throughout the community:
 - Professional associations, PLWHA groups, women's groups, patients groups
 - Throughout the country/region?

Step 8: Determine your method

- The full spectrum of activities that you implement is your "method" of advocacy
- It is often the most visible part of a campaign

- But that DOES NOT mean it is the most important
 - Analyze which activities will have the greatest effect on your target, and which will help you achieve your objective
- **Possible actions**
 - These actions have the potential to:
 - Influence your target
 - Affect their decision
 - Bring you closer to your objective
 - Contribute to solving the major problem
 - Remember: This is the 8th step within a much larger process!
 - Research
 - Policy briefs
 - Meetings/Forums
 - Media Outreach
 - Public Education
 - Debates
 - Monitoring and Reporting
 - Sign on Letters
 - Budget analysis
- Step 9: Review, evaluate and adjust**
 - As advocacy efforts proceed, review the challenges, the objectives (your solution), your target and your method of reaching them
 - Meet and discuss regularly so that your group stays together and addresses new concerns
- Step 10: Celebrate successes**

- Advocacy is a process, not one single activity or one single result
- Advocacy is positive , and brings people together for a common cause
- Advocacy should be inspirational—you have the passion and the drive to engage others and make people listen.
- Advocacy is individual passion transformed into group action.
- **Moving forward**
 - Remember that advocacy is a process, not just an activity
 - Develop and deepen our skills in several key steps:
 - Creating a strong objective
 - Building your coalition (leadership development)
 - Identifying targets (power mapping)
 - Choosing your method (working with the media)
 - Online Organizing

Checklist For Media Events

- ☐ Have the date, time, and place been cleared with all the speakers?
- ☐ Are there other media conflicts (e.g., another major event or press conference)?
- ☐ Is the room large enough?
- ☐ Will you need a public address system?
- ☐ Have volunteers been recruited to set up and clean up the room before and after the event?
- ☐ Do you plan to serve refreshments? If so, have people been asked to bring them?
- ☐ Who is sending the media advisory?
- ☐ Who is making follow-up phone calls?
- ☐ Is there a script available for those making follow-up phone calls to the media?
- ☐ Are visuals, charts, or graphs needed at the press conference?
- ☐ Who is writing each person's presentation? Are there good quotable sound bites?
- ☐ Do you need translators?
- ☐ Is a time set for speakers to rehearse their presentations and answers to the anticipated questions?
- ☐ Are materials being prepared for the press kit?
 - Press release
 - Background information on speakers
 - Fact sheet
 - Organizational background
 - Copies of speakers' statements
- ☐ Is someone drafting a question and answer sheet for anticipated questions at the press conference?
- ☐ Will your organization's name be projected well through signs, posters, buttons, and so forth?
- ☐ Is someone assigned to hang the banner? This can take a while.
- ☐ Is there a podium sign?
- ☐ Who will greet the media and staff the sign-in table?
- ☐ Is someone in your group going to take photos & videos?
- ☐ Who is assigned to assist the speakers with details at the press conference?
- ☐ Who will send releases to those who don't attend the press conference?
- ☐ Who will call reporters who don't attend, but will need the information immediately in order to use it?
- ☐ Are volunteers assigned to watch for stories in various media?
- ☐ Will thank you notes be sent to all spokespersons and volunteers?

- Source: National PTA



Parent Toolkit

Social Media Advocacy

More Social Media Best Practices

Facebook Best Practices

Variety. Be sure to publish different types of posts. A good social media engagement plan integrates multiple types of posts, not just status updates and not only pictures. Here is a list of post types to work into your social media plan: general status updates, “click like” posts, photos, events, links to websites, links to articles, quotes, questions, calls-to-action, videos, testimonials, announcements, breaking news, and how-to posts.

Tone. Be sure to consider your tone and know that your audience may be perceive your tone differently, as in any electronic communication. Try to use a personal tone, tap into emotion, and stir debate among your audience.

Timing. Shoot to post during peak hours. Facebook and other social media outlets are most active in the early morning (around 9:00 am), at the end of work (around 5:00 pm), and late at night (around 11:00 pm). If your usage peaks during these time periods, you will increase the odds that your target audience will see your content.

Twitter Best Practices

Respond quickly. This is particularly important when dealing with customer service comments and concerns. You should stay current with Twitter mentions and respond to concerns within two hours.

Space out tweets. Tweets should be spaced throughout the day so that they ideally reach your followers’ feeds at periodic times. If you only tweet at one time of day, you lose a lot of visibility. Third-party applications, such as Hootsuite, allow you to schedule your tweets and allow multiple users to access the same account to help spread out the workload.

Too much self-promotion can be a bad thing. When an organization does nothing but promote its message, people won’t listen and they won’t follow. Thirty

percent of tweets should be related to your organization, while the other 70 percent of tweets should be about related topics that provide value to your followers. Include a link to a website, blog post, article, etc. Not only is this a great way to leverage your other platforms, it also gives you credibility as being a source of great content.

Choose who you follow. Certain Twitter directories, such as WeFollow or Tweepz, allow you to locate users to follow based on their interests and geography. Follow people who either mention you, or are interested in the services or products you offer. Follow people who are retweeting you or mentioning your name. However, if you follow too many people too quickly, you can lose credibility.

Build a relationship with users. Make sure to thank people for mentioning you, following you, or just comment on something they said that was interesting. If they post interesting content, feel free to retweet it. Generally, people will follow you if you genuinely reach out to them.

Join the conversation. If people are talking about things that matter to you, feel free to join the conversation! This gives your brand a human voice and shows that you care.

Facebook Fan Page Best Practices

Respond quickly. Just like Twitter, you should respond to comments/ inquiries within two hours.

Join the conversation. It's okay to respond to conversations within a response thread from a post. You can respond directly to several individuals within one comment too. Just make sure to identify who you are responding for each statement you make.

Develop relationships. Get to know the people who are frequently commenting on the page. Engage in conversation with them by asking questions and responding to posts. Developing these relationships is crucial when developing a strong base of "super fans." These relationships can be effectively leveraged in future campaigns.

We're all in this together. Try to avoid "I" statements. Brands are all about "we", "us" and "our" and your voice and communication strategy should reflect this mentality.

Find a voice that works for your issue and use it! For easy usability, you should adopt a voice for you/your organization. Every administrator with access to the page should be familiar with the voice. This will allow multiple people to actively respond to comments and concerns, while creating a consistent voice.

Make your page “sticky.” A potential fan has arrived on your page, now what? It is important to maximize their experience; the more engaging the better! You want them to stay there as long as they can and enjoy their time on the page. Try to have links back to your website. Clearly delineate who you are and what you stand for. Make it easy for users to find more information.

Check it twice! Be sure to double and triple check spelling and grammar. Nothing shows you care like proper grammar and punctuation.



A GUIDE FOR AFRICAN-AMERICAN PARENTS

How to Help Your Child **Prepare for College and Career**



The Education Trust

THIS GUIDE SHOWS YOU

- ▶ Why your child needs to prepare for college and a career
- ▶ How to tell if your child's school has college-ready academic standards
- ▶ The special hurdles facing African-American students
- ▶ How to be an effective advocate for your child.

V - 110, p. 63

Appendix V – 110 (continued)

The adolescent years often bring stormy weather for teens and parents alike. When you're arguing over grades, dates, chores, or simple respect, it's easy to lose sight of long-term goals that could secure your child's future. But now's the time to plan for success.

Just as President Obama has set a goal of returning America to world leadership in college attendance, you and your family need to focus squarely on the road to opportunity for your child: a rigorous high school academic program that leads not just to college admission but to college success as well.

Because equality for our kids remains a work in progress, African-American parents must be prepared to stand up for their child's right to a good education. And that means helping them get the classes they need now for success beyond high school.

HELP YOUR CHILD PREPARE FOR COLLEGE AND A CAREER

Consider this: In 1950, 60 percent of jobs were filled by unskilled workers, but by 2005, just 14 percent of jobs fell into this category. Today, even fewer jobs exist for people without education beyond high school. What’s more, many entry-level jobs that don’t require a college degree require the same skills all colleges require—an ability to speak and write clearly—and many occupations that may not require a bachelor’s degree nevertheless demand high-level math and science skills.

For example, plumbers and construction workers nowadays need four or five years of apprenticeship or training. They need to be able to understand complex technical manuals and solve problems that often involve applying skills in mathematics, physics, or statistics.

College graduates have access to many more jobs and are less likely to be unemployed than those with a high school diploma. Young people with college degrees are more likely to get a job with such benefits as health insurance, a retirement fund, paid vacations, and disability insurance. And according to the latest Census Bureau data, college grads on average earn far more annually as well:

- College diploma: \$56,788
- High school diploma: \$31,071
- No high school diploma: \$20,873

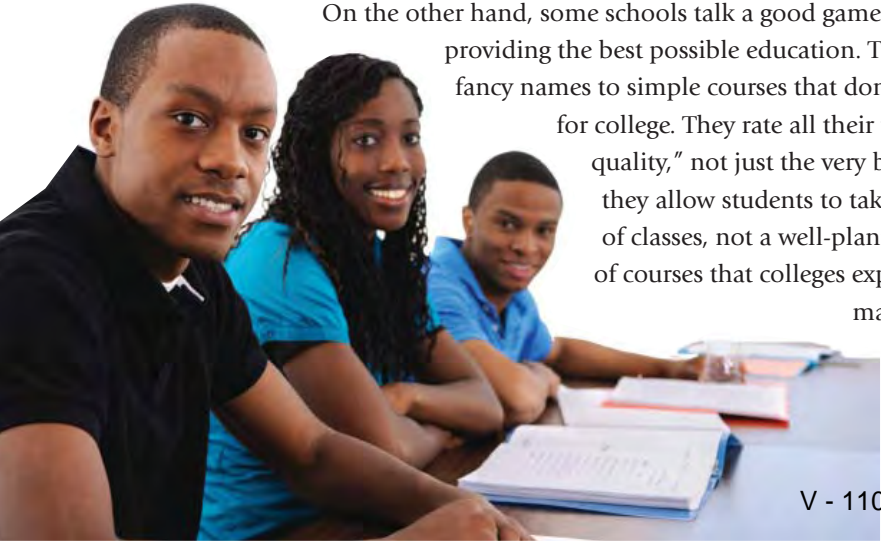
Over a lifetime, the difference in salary between a high school graduate and a college graduate amounts to nearly \$1 million. So it just makes good sense to help your child prepare now for college and a career.

IS YOUR CHILD’S SCHOOL FOCUSED ON SUCCESS BEYOND HIGH SCHOOL?

Today, many schools have exactly the right goal: educating all students for college and a career. These schools have high expectations. They hire the best teachers they can find. They’ve developed rigorous curricula and offer demanding courses. And teachers give students challenging assignments. No one makes excuses for low achievement; instead, principals and teachers work hard to give each student what he or she needs to succeed.

On the other hand, some schools talk a good game but are not really providing the best possible education. These schools give fancy names to simple courses that don’t prepare kids for college. They rate all their teachers “high quality,” not just the very best ones. And they allow students to take a hodgepodge of classes, not a well-planned sequence of courses that colleges expect students to master.

No matter where you live,



you need to know the courses that can help your child get into college—and meet academic expectations once they enroll. Some states require all students to take college-prep courses to graduate, but many have mismatching requirements for high school graduation and college admission.

Remember, research clearly shows that the best predictor of college success is a rigorous high school program of study. So as you help your child explore options for college, you might find the college’s catalogue or Web site lists courses like this:

Content Area	Common courses for college admission and success
English (4)	Four years of English
Math (4)	Algebra 1, Geometry, Algebra 2, and high-level math in 12th grade
Science (3)	At least three years with labs (typical courses include Biology, Chemistry, Physics)
Social Studies (3)	Typical courses include World History, American History, Civics, Economics
World Language (2)	At least two years of a second language in sequence (i.e., Spanish 1, Spanish 2)

Speak with your child’s principal and teachers to find out whether the school really offers a college and career-ready curriculum. And make sure your child enrolls in the required classes and makes steady progress in earning the right credits needed to get into college—and succeed once there.

AFRICAN-AMERICAN STUDENTS FACE SOME TOUGH CHALLENGES

Given lingering racism in this country, you won’t be surprised to learn this: African-American students are much less likely than white students to have the most qualified teachers—the ones with the most experience and greatest expertise in the subject matter.

And many African-American students go to schools that do not even offer some of the high-level courses necessary for admission to the best colleges. This is a terrible injustice. The tragic consequence is that African-American graduates are nearly half as likely to finish high school with a rigorous academic diploma as white students.

The best schools encourage all students to aspire to the most challenging courses. Then they provide plenty of academic support for those struggling with assignments, and they don’t lower standards. This support includes concentrated help on specific skill sets during the school day and extended-day options.

HOW YOU CAN BE AN EFFECTIVE ADVOCATE FOR YOUR CHILD

Until every school gives all students an education that prepares them for college and a career, African-American parents will have to fight for their children’s future, class by class, teacher by teacher, and school by school. Your child deserves nothing less.

A strong high school education is a legacy that lasts, a gift that can propel your child on a journey of independence. When equipped with the learning today’s world demands, our young people can begin to truly live their dreams.



HOW YOU CAN HELP IMPROVE YOUR CHILD'S EDUCATION

Set clear expectations

- Let your child know you expect him or her to go to college—nothing less.

Be an advocate at school

- **Meet with your child's teachers and counselor.** Together, map a course of study that prepares your child for college. Ask to see your child's schedule and transcript to be sure your child is taking college-prep courses, including honors, Advanced Placement, and dual enrollment if available. It is never too early to plan for college—as early as middle school—and it is important to let the school know you expect your child to attend college.
- **Get a copy of the state academic standards for each subject,** and make sure you know what your child should be learning. Look at your child's homework and ask for a syllabus or outline of the work your child will receive during the year. If you're alarmed after comparing the state standards with the syllabus or outline or the homework, discuss your concerns with the teacher and principal. For more information, see our homework guide at www.edtrust.org.
- If your child struggles in a specific subject, **ask the teacher or principal about a plan to help your child learn.** (Beware if they lack a plan or tell you not to worry.) Insist your child receive appropriate extra help through tutoring, after-school support, and lunch-time support—whatever it takes.
- **Check with the principal to find out whether your child's teachers are certified** to teach a specific subject and their number of years of experience. If you're dissatisfied, ask for a different teacher.
- **Ask the principal for data** to find out how the school's African-American students score on tests, how many graduate, and how many go on to college. If your child's school is doing poorly, reach out to other parents and express your concerns collectively.

Be an advocate at home

- **Find out the high school course requirements** for competitive four-year colleges that interest you and your teenager. Check the admissions page on the college's Web site for this information as well as www.collegeboard.org. And find out whether your state requires any extra courses for graduation (such as health, physical education, and art).
- **Learn all you can about college financial aid.** Students and parents often overestimate the costs and underestimate the amount of available financial aid. Use the FAFSA4caster to receive an early estimate of how much federal student aid your child is eligible for: <https://fafsa4caster.ed.gov>.
- **Find out which colleges offer your child the best chances of success.** Visit College Results Online, www.collegeresults.org, to compare different colleges' graduation rates and to find those with a strong track record of graduating African-American students.
- **Find outside help to navigate the college admissions process.** Many libraries, community centers, and colleges themselves offer help to students and parents, including help filling out college application and financial aid forms.



**BECOME AN INVOLVED PARENT.
YOU CAN MAKE A DIFFERENCE FOR YOUR CHILD.**

ABOUT THE EDUCATION TRUST

The Education Trust promotes high academic achievement for all students at all levels—pre-kindergarten through college. We work alongside educators, parents, policymakers, and community and business leaders across the country to help transform schools and colleges into institutions that serve all students well. Lessons learned in these efforts, together with unflinching data analyses, shape our state and national policy agendas. Our goal is to close the gaps in opportunity and achievement that consign far too many young people—especially those who are black, Latino, American Indian, or from low-income families—to lives on the margins of the American mainstream.

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The Education Trust

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CRADLE TO CAREER

Pima County's Partnership for Graduation and Beyond

Collective Impact

Leaders working together.

Designing better solutions so that...

Every child is supported every step of the way, Cradle to Career.



Vision

Successful Children

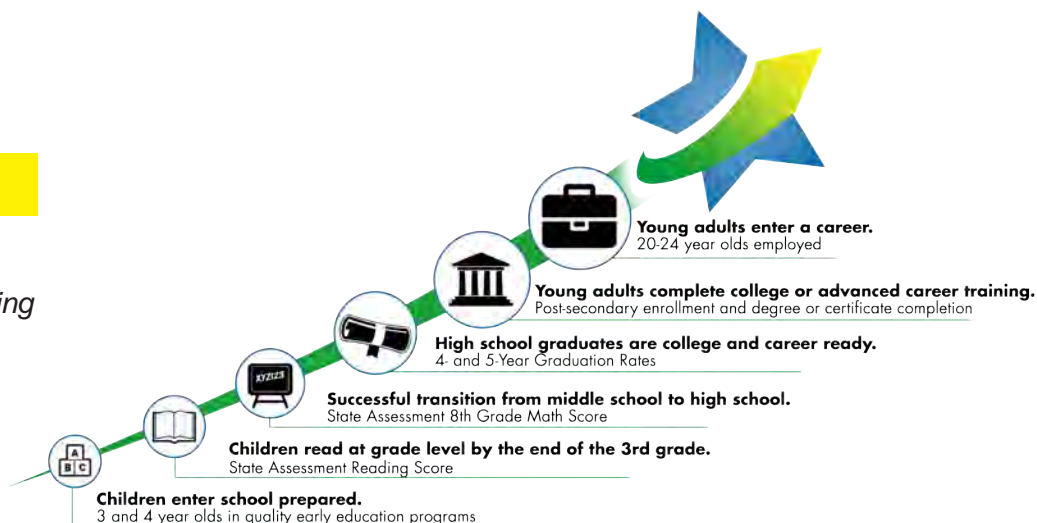
Engaged Community

Thriving Economy

Mission

Prepare every child for success in school and life ensuring the economic vitality of our community.

Cradle to Career Milestones



Working together so that...

Every child who needs a quality Pre-K program has one.

9th graders who get off track are supported early, get back on track and graduate on time.

Older youth have a place to go where a caring adult helps them set goals and remove obstacles to earn credentials and enter a career.

A New Way of Working Together

An Unprecedented Partnership of Leaders from Education, Business, Non-profit Agencies, Philanthropy and the Faith Community

Leadership Council

Vicki Balentine, Co-Chair	Education Consultant
Jon Kasle, Co-Chair	VP of Communications and External Affairs, Raytheon
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David Baker	Superintendent, Flowing Well Unified School District
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Lea Marquez-Peterson	President & CEO, Tucson Hispanic Chamber of Commerce
Doug Martin	President & General Manager, Good News Radio Broadcasting
Ronald Marx	Dean of College of Education, University of Arizona
Stuart Mellan	President & CEO, Jewish Federation of Southern Arizona
Charlene Mendoza	Founder & Principal, Arizona College Prep Academy
Patrick Nelson	Superintendent, Amphitheater School District
Tony Penn	President & CEO, United Way of Tucson and Southern Arizona
Kathleen Quigley	Presiding Judge, Pima County Juvenile Courts Center
Jonathan Rothschild	Mayor, City of Tucson
Tracy Salkowitz	CEO, Jewish Community Foundation for Southern Arizona
HT Sanchez	Superintendent, Tucson Unified School District
Eric Schindler	President & CEO, Child & Family Resources
Joseph Snell	President & CEO, Sun Corridor Inc.
Betty Stauffer	Executive Director, Literacy Connects
Alan Storm	Superintendent, Pima County JTED
Manuel Valenzuela	Superintendent, Sahuarita Unified School District
Michael Varney	President & CEO, Tucson Metro Chamber
Mark Vitale	Campus Director, University of Phoenix
Jenny Volpe	Executive Director, Make Way for Books
Doug Wilson	Superintendent, Marana Unified School District



Staff

Amanda Kucich, Senior Director
Kassondra Silva, Data Manager
Allison Titcomb, Kindergarten Readiness Facilitator
Ashley Janicki, Opportunity Youth Facilitator



Tucson Unified School District
Family Resource Centers

*Strengthening Families • Strengthening Students
Strengthening Communities*

Tucson Unified School District's five Family Resource Centers provide families with services and information so they can help their students succeed in school.

Resource Center Services:

- Parent Workshops & Classes
- Open Computer Lab
- Resources & Referrals
- Clothing, Uniforms, Undergarments, & Shoes
- Backpacks & School Supplies
- Toiletries/Hygiene Kits
- Food Pantry (available only at Wakefield)

1

Catalina Family Resource Center

3645 E. Pima Street
520.232.8684

Hours of Operation:

M, Tu, W, F 8:00-4:00 p.m.
Thursday 12:00-8:00 p.m.

2

Palo Verde Family Resource Center

1302 S. Avenida Vega
520.584.7455

Hours of Operation:

Tu, W, Th, F 8:00-4:00 p.m.
Monday 12:00-8:00 p.m.

3

Southwest Family Resource Center

6855 S. Mark Road
520.908.3980

Hours of Operation:

M, Tu, Th, F 8:00-4:00 p.m.
Wednesday 12:00-8:00 p.m.

4

Wakefield Family Resource Center

101 W. 44th Street
520.225.3800

Hours of Operation:

M, W, Th, F 8:00-4:00 p.m.
Tuesday 12:00-8:00 p.m.

5

**McKinney-Vento Neglected/
Delinquent &
Duffy Clothing Bank**

655 N. Magnolia Avenue
McKinney-Vento: 520.232.7058
Clothing Bank: 520.232.7055

Email: McKinney-Vento@tusd1.org
Fax: 520.232.7003

Hours of Operation:

Monday-Friday
8:00-4:30 p.m.
Closed 1:00-1:30 p.m.

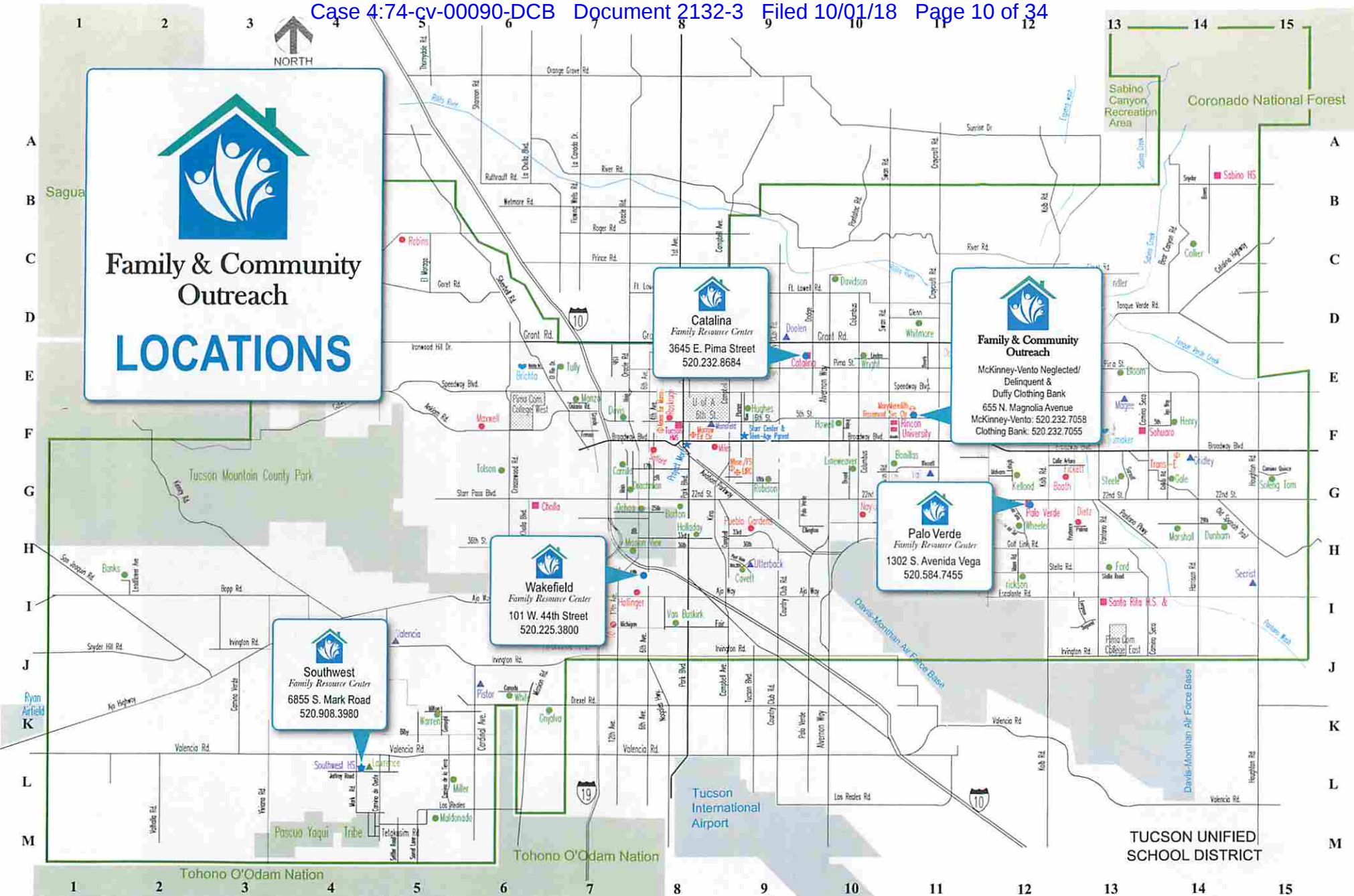
Services:

- Homeless, Neglected, & Delinquent Youth Services
- Clothing, Uniforms, Undergarments, & Shoes
- Backpacks & School Supplies
- Toiletries/Hygiene Kits



Family & Community
Outreach

LOCATIONS



Tucson Unified is where
Students love to Learn
Teachers love to Teach
and People love to Work
We are Team TUSD



TUCSON UNIFIED
SCHOOL DISTRICT



— DISTRICT BOUNDARY ♥ INFANT & EARLY LEARNING CHILD CENTERS

SCALE
0 1 2 3 4
MILES

SYMBOL KEY

- ★ ALTERNATIVE PROGRAM
- ⊕ INSTRUCTIONAL SUPPORT
- ⊕ FACILITIES SUPPORT
- ⊕ INST. + FAC. SUPPORT

- ELEMENTARY SCHOOL
- K-8 SCHOOL
- ▲ J-8 SCHOOL
- ▲ MIDDLE SCHOOL
- HIGH SCHOOL



Building for Children

2025 E. Winkler, Tucson, AZ 85719

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TUCSON UNIFIED
SCHOOL DISTRICT



African American Parent Conference

**Catch The Vision: “Purpose, Preparation, Perseverance,
Pride, and Praise”**

SATURDAY, SEPTEMBER 23RD • 8AM – 1PM

- Special guest speaker, J.D. Hill – NFL 1st round draft pick, Pro Bowl, College All-American, College Offensive Player of the Year
- Tools to become the best advocate for your child or grandchild
- Workshops for elementary, middle & high school students
- Meet with Tucson Unified School District Leadership
- Breakfast and Lunch is included at this **FREE** event
- For childcare and transportation, call 225-3800
- Free gift for parents



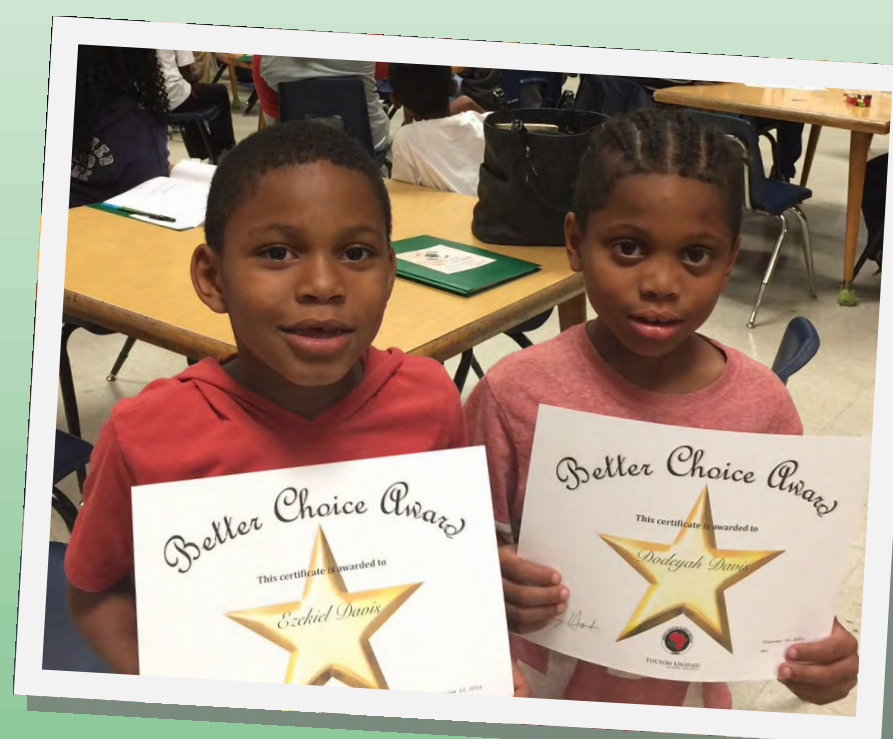
REGISTER TODAY AT
www.tusd1.org

Located at
**Palo Verde High Magnet School
Auditorium**
1302 S. Avenida Vega
Tucson, AZ 85710



@TUSDAASSD

**For information and to
RSVP, visit www.tusd1.org
or
call 584-7500**





African American Parent Conference

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**For information and to
RSVP, visit www.tusd1.org
or
call 584-7500**



TUCSON UNIFIED SCHOOL DISTRICT



FOR IMMEDIATE RELEASE

CONTACT:

Jimmy Hart
Director African American Student Services
1302 S. Avenida Vega, 85710
(520) 584-7500
jimmy.hart@tusd1.org

Annual African American Student Recognition Program

Tucson, AZ – Tucson Unified African American Student Services will host the 32nd Annual African American Student Services Recognition Program. More than 400 students will be honored at this annual event. Students in grades 6 to 12 will be recognized for their academic achievement and school attendance. Held annually at the University of Arizona Student Union Grand Ballroom, registration will begin at 5:00pm. Parents and students will have an opportunity to meet with University of Arizona admissions and financial aid offices, as well as several TUSD departments.

What: 32nd student recognition program

Where: University of Arizona Student Union Grand Ballroom

When: 6:00pm start, check-in at 5:00pm

Who: Honored students, parents, family and TUSD community

To learn more about this annual achievement celebration, visit www.tusd1.org/aastudies, or call our office at 584-7500.

Info: For additional information and questions contact the AASSD office at 584-7500.
#



Arizona University Admission Requirements

Subject areas	Arizona Board of Regents' requirements	or ACT scores	or SAT score	or College course work to make up deficiencies
English Composition Literature 4 units/years <i>composition or literature</i>	English I English II English III English IV	English sub score of 21 or above	SAT Reasoning Test: critical reading score of 530 or above	One 3-credit English course
Mathematics 4 units/years	Algebra I Geometry Algebra II Advanced Math for which Algebra II is a prerequisite	Math sub score of 24 or above	SAT Reasoning Test: math score of 540 or above	One 3-credit course at the college algebra level or higher
Laboratory Science 3 units/years	One unit from any three of the following: biology, chemistry, physics, earth science, integrated lab science (may include advanced study in one area)	Natural science sub score of 20 or above (Test scores may be used to demonstrate competency in one (1) science only)	SAT Subject Test scores: chemistry—600 or above; biology—590 or above; physics—620 or above	Three 4-credit lab science courses (only two may be in the same field)
Social Science 2 units/years	One unit of American history; one additional unit from: (European/world history, economics, sociology, geography, government, psychology, anthropology)	Equivalent not available	SAT Subject Test scores: American history/social studies: 560 or above; European/world culture: 580 or above	One 3-credit American history course and one 3-credit social science course
Second language 2 units/years	Two units of the same language	Attain a minimum score on a national standardized language test, such as AP or CLEP Examination scores; or earn certified placement into third college-level semester of higher based on an exam given by an accredited institution of higher education; or other forms of verification are available, please call 520.621.3237		One year of study in the same language; includes American Sign Language
Fine Arts 1 unit/year	One unit of fine arts or any combination of two semesters of high school fine arts	N/A	N/A	One 3-credit fine arts class

Applicants must have an unweighted overall grade point average of 2.0 (A=4.0) in each subject area and may not have more than two deficiencies. Students may not have deficiencies in both math and laboratory science or in the same subject area.

HIGH SCHOOL 4-YEAR EDUCATIONAL PLAN

Name: _____
Date: _____ Counselor: _____

Matric#: _____
Grade: _____

Freshman

Semester 1	Semester 2

Summer School: _____
Credits: _____

Sophomore

Semester 1	Semester 2

Summer School: _____
Credits: _____

Junior

Semester 1	Semester 2

Summer School: _____
Credits: _____

Senior

Semester 1	Semester 2

Summer School: _____
Credits: _____

TUSD Requirements for Graduation

Curriculum

Subject Areas

English/Language Arts
Mathematics
Science
Social Studies

Physical Education
Health
Fine Arts or Career &
Technical Education
World Language
Electives
Total credits

Minimum Credits

4
4 Algebra I, II, Geometry & 4th credit
3 Biology by end of soph. year
3 Amer. Govt., Amer. History,
World History & Economics
1
.5
1
0
6.5
23

Recommended Testing Schedule

9th Grade

AzCIS

10th Grade

PSAT, AzCIS,

11th Grade

ASVAB, PSAT, AzCIS
SAT/ACT

12th Grade

Interviews &
College Applications

TUCSON UNIFIED SCHOOL DISTRICT GRADUATION REQUIREMENTS

There are basic graduation requirements that will allow you to attain your diploma from TUSD. However, these requirements will not provide you with the needed curriculum necessary to be admitted to most 4-year colleges/universities, including our Arizona state universities. Please note the information listed below is for high school core classes. TUSD requires **23** credits and any state testing that may be required.

Each high school has its specific requirements and credit evaluation, and each college has specific entrance requirements. Please see your counselor for specific information.

Curriculum Subject Areas	Minimum Graduation Plan	College Prep Program Arizona State Universities	Rigorous College Prep Program
	Credits	Credits	Credits
English	4	4	4
Mathematics	4 Algebra I, II, Geometry & 4 th credit	4	4-5
Science	3 Biology by end of soph. year	3	4-5
Social Studies	3 Amer. Govt., Amer. History, World History and Economics	2	3
Physical Education	1		
Health	.5		
World Language	0	2	4-5
Fine Arts or Career & Technical Education	1	1*	1*
Electives	6.5		Computers
Total Credits	23	Minimum of the above 16	24 or more

*Arizona Board of Regents requires one credit of Fine Arts. Assured Admission is dependent upon being ranked in the top 25% of the graduating class with no course work deficiencies.



Bring a team of friends or team up with new friends as you get started

Invention Project is a new kind of experience for **6th through 8th** graders.

During this fun and high-energy program, you'll team up to make the impossible possible.

THE CHALLENGES

- | | | | | | |
|---|--|--|--|--|---|
| 1 DESIGN
+ PROTOTYPE
SMART
GEAR | 2 ENGAGE AS A
LEADER,
DEVELOPER
or BUSINESS
OWNER | 3 BUILD
— AND —
BATTLE
MINI-BOTS | 4 DISCOVER YOUR
INNOVATION
STYLE AND
— CREATIVE —
PERSONALITY | 5 CREATE
MARKETING
— AND —
ADVERTISING
CONCEPTS | 6 LEARN WHAT IT
TAKES TO KICK START
A BUSINESS AND
SIMULATE A
PRODUCT LAUNCH |
|---|--|--|--|--|---|

STEM Summer Enrichment Program

Booth~Fickett K8 School

June 4 – June 29

7:30am to 12:30pm



For questions, contact TUSD African American Student Services @ 584-7500

(Registration form on back)



National Inventors
Hall of Fame

Inspiring future innovators

In partnership with



Investor in Creativity
and Invention
Foundation

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STEM Summer Enrichment Program

Registration Form

RSVP by completing and submitting to:
Tucson Unified School District, African American Student Services,
1302 S. Avenida Vega, Tucson, AZ 85710
or at Fax (520)584-7502

Parent Name: _____ **Phone#** _____

Email: _____

Student : _____ **Grade:** _____

Name of School: _____

Student : _____ **Grade:** _____

Name of School: _____

Summer Enrichment Program with a Fine Arts Edge

**FREE
Breakfast
and Lunch**



Summer Lit



100% Rooted

*Sign-Up
Today!*

Open to ALL
Tucson Unified
high school students
entering 9th-12th grade

June 4 to June 29, 2018
Tucson High Magnet School
Monday - Friday

Breakfast Program
7:30 - 8 am 8 am - 2 pm

TUCSON UNIFIED
SCHOOL DISTRICT



English & Math Enrichment
All Levels

SAT/ACT Prep

*Get an edge by learning test-taking skills,
note taking, good study habits, and more!*

Specialty Classes

*Music • Production • Dance
Poetry • Steppin' • Creative Art
and more...*

Call now to sign-up or get info (520) 225-5104

OPEN TO HIGH SCHOOL STUDENTS ONLY • TRANSPORTATION OR BUS PASS PROVIDED