

Effective Family Support Models in Elementary Schools

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Honors Project Proposal

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Introduction

In a successful elementary school in a nice neighborhood Student A sits attentively interacting with the teachers, learning and thriving. At 3:00 that afternoon, Student A will go home to at least one adult and sit down at the kitchen table with cookies and milk. Then, Student A will pull out homework for the day and finish it before dinner with help from a mother or father. It is the American dream after all; the typical “Beaver Cleaver” moment in America where everyone and everything is taken care of without any hardship.

Now imagine that five city streets over is another elementary school. However, this school is not particularly well kept. It is in the older part of the city, and the residents live in what is commonly known as the ghetto, or the projects. The school itself has fairly adequate teachers, but many of the students are in and out of the principal’s office. Teachers spend most of the day dealing with reluctant learners and distractions created by misbehavior. It is a wonder a single lesson is finished during the day. This is where Student B goes to school. Along with 6.1 million other children who are responsible for their own care, Student B will go home at 3:00 this afternoon to an empty apartment or small house (Sloan Work and Family Research Network, 2009). Before watching afternoon cartoons or caring for a younger sibling, an empty refrigerator will be opened in hopes of finding a small snack. A few hours later, a caregiver (maybe a parent but just as likely an older sibling, family friend, or grandparent) will walk through the door with a small inexpensive meal to share - possibly between several siblings, cousins, or relatives living in the home. Student B is among the 5.6 million children living in extreme poverty (Children’s Defense Fund, 2010). Living in extreme poverty, as defined by the CDF (2010), means that these children and their families live on \$30 or less per day and \$11,025 a year.

Why do such stark differences exist? Why must one child come to school hungry, while another child has a full stomach and is ready to learn? How can a starving child be expected to focus on school work when basic physical needs have not been met? Why will one child achieve in a highly rated elementary school, while another child lacks the tools to understand the basic required curriculum? What influences strong family support for education and what impediments cause families to lack support for educational goals? Is there anything that can be done to change the latter to the former?

The scenario described in the story of Student B accurately illustrates the state of several American schools, communities, families, and children. Parents struggle to raise children with little to no education, earning minimum wage. Marshall, Texas, is one community facing these problems. Marshall is a semi-rural community located in East Texas with a population of approximately 23,763 people (U.S. Census Bureau, 2009). The community is composed of the following demographics: 58 percent White, including Hispanics, 36 percent African American, 1 percent Asian, less than 0.5 percent Native American, less than 0.5 percent Native Hawaiian or Pacific Islander, and 4 percent from other ethnicities (U.S. Census Bureau, 2009). The Marshall Independent School District (MISD) has 5,776 students, 2,326 of whom are elementary students. The district is comprised of the following demographics: 40.7 percent African American, 24.5 percent Hispanic, 33.7 percent White, 0.3 percent Native American, 0.8 percent Asian/Pacific Islander (Texas Education Agency, 2010). According to the U.S. Census Bureau (2009), 24 percent of people in Marshall live at or below the poverty level. Of those families living in poverty, “female-headed families are four times as likely to be poor” as children in two parent homes (CDF, 2010, xii). This reflects 49 percent of female-headed families in Marshall (U.S. Census Bureau, 2009). Given these conditions, all of us must ask ourselves: What is the best way

to support these parents and students? Can a single school make a difference in a community and if so, how?

The faculty of the School of Education at East Texas Baptist University (ETBU) is investigating the possibility of a University-based private school (the University Academy) to meet the needs of economically disadvantaged students like Student B, specifically those in the Marshall area. In order for the University Academy to best serve the needs of these students, it is necessary to research the current methods and practices used in effective and successful educational institutions which are similar to this proposed school and which serve similar populations. Specifically, the school seeks to establish programs which will impact the students not only while they are attending school during the day but which will support them and their families well beyond the school walls. Thus, the Academy seeks to answer the question of whether or not a single school can make a difference to its community.

Purpose

The purpose of this study is to investigate the extent to which elements of a successful family support model are being implemented in area schools to inform the possible development of a school serving educationally disadvantaged students in the ETBU geographic area. To this end, this researcher will contribute to the development of this program by addressing the following research questions:

Research Questions

- What family support model(s) would best serve students in the proposed private semi-rural elementary school for economically disadvantaged students?

- What are other semi-rural elementary schools in the target region doing to try to support the families of their students?

Definition of Terms

Economically Disadvantaged

For this research, the terms “economically disadvantaged” and “disadvantaged” are used interchangeably within the current federal definition. Title I of the Elementary and Secondary Education Act (also commonly known as No Child Left Behind [NCLB]) focuses on the provision of federal funding for the educational needs of the disadvantaged. This legislation defines disadvantaged students “as those who are reported as eligible for free or reduced-price meals under the National School Lunch and Child Nutrition Program, or other public assistance” (TEA, 2009).

Family Involvement

The federal definition of family involvement is “regular, two-way communication and meaningful communication involving student academic learning and other school activities” (United States Department of Education, 2004). For the purpose of this research, parent involvement and family involvement are interchangeable terms.

Adult Education

Adult basic education typically serves anyone no longer receiving or anyone no longer eligible for secondary education (Kruidenier, MacArthur, and Wrigley, 2010).

Literature Review

Family Support Models

Family Involvement

An impetus for family involvement programs is the relatively recent federal mandate for them. NCLB mandates that schools encourage family involvement and have structures in place to guarantee a certain level of communication. The federal definition of family involvement is “regular, two-way communication and meaningful communication involving student academic learning and other school activities” (United States Department of Education, 2004).

Epstein (2004) advises schools that they can achieve the goals set by NCLB through six types of involvement: parenting, communicating, volunteering, learning at home, decision making, and collaborating with community. Schools can encourage each type of involvement while building partnerships with the parents and communities (Vance, 2009). According to Epstein et. al. (2002), the first type, parenting, asserts that schools and teachers should “assist families with parenting skills, family support, understanding child and adolescent development, and setting home conditions” that will produce capable students (as cited in Epstein, 2004, p.4). Vance (2009) adds that parents have a “life-time commitment” to their children and are more involved in a child’s life than any other adult (p. 2). To assist families with parenting, two-way communication with parents and families about programs and student progress is necessary to keep them informed, as well as letting them keep the school informed (Epstein, 2004; Epstein & Voorhis, 2010). Communicating is the second family involvement strategy recommended by Epstein (2002). This second category can be fulfilled by notes and newsletters sent home to parents, as well as pertinent health information and parent concerns sent from home (Vance,

2009). Moving beyond the home-school relationship, schools should enable teachers and volunteers to work with each other as they each support the students at school (Epstein, 2004; Epstein & Voorhis, 2010). Vance (2009) lists three ways families can volunteer, Epstein's third category of involvement (2002): in the classroom, for the school, and as a participant or audience member at school functions. As Vance (2009) points out, teachers spend a limited amount of time with students. Therefore, learning at home, Epstein's fourth category of involvement (2002), should involve parents through activities done at home, which includes setting goals and asking for input from family members concerning curriculum-based decisions (Epstein, 2004; Epstein & Voorhis, 2010). According to Epstein et. al. (2002), the fifth category of involvement, decision making, will "include families as participants in school decisions, governance, and advocacy activities through school councils or improvement teams, committees, and parent organizations" (as cited in Epstein, 2004, p. 5). Other type 5 involvement activities could include distributing information to other parents and organizing groups of parents that make other types of involvement possible (Vance, 2009). The final, sixth, category of involvement identified by Epstein, collaborating with community, involves the coordination of resources that families and community members can offer to students, or other families (Epstein, 2004; Epstein & Voorhis, 2010). It is to the advantage of both the community and the families and students to build this partnership; the community benefits from the activities of the families and the school benefits from the shared or transferred resources of the community (Vance, 2009). All six types of involvement work together and are interrelated with each other (Vance, 2009). One activity may require two or more different categories of family involvement to be successful in enhancing the students' learning.

Family involvement has several forms, but in the end, it is about providing guidance and support for students (Warger, Eavy and Associates [WEA], 2009, p. 1). There is extensive research evidence that upholds the correlation not only between parent involvement in education and student achievement but also in other crucial benefits for students, regardless of family background or income (Minke & Anderson, 2005; WEA, 2009). Consequently, school outreach programs are imperative to maximizing student success by involving parents in the education process. Strong partnerships between families and the school have a positive impact on student achievement (WEA, 2009). As WEA (2009) states, family involvement improves not only achievement, but also attendance, social skills, and enrollment in postsecondary education.

Two of the three schools studied by WEA (2009) are elementary schools: P.S./ M.S. 124, Osmond A. Church School and Frankford Elementary School. Osmond A. Church School serves students from Queens, New York, with approximately 90 percent qualifying for free or reduced price lunch, meaning that the majority of the student body fits the federal definition of economically disadvantaged. This school includes parents by making classroom curriculum available to each home and encouraging classroom visits. On several evenings during the month families are invited to the school to learn teaching strategies to use at home. Parents are also encouraged to participate in classroom activities alongside their children during the day. Field trips are organized for whole families to attend, not just chaperones and students. As a result of these programs, more than 82 percent of these students have met or exceeded the state standards for English proficiency (WEA, 2009).

Frankford Elementary School educates students in rural Delaware and 80 percent of the students qualify for free or reduced price lunch, meaning that the majority of the student body fits the federal definition of economically disadvantaged. Approximately 70 percent of students

have a wide range of ethnic and cultural backgrounds, many from non-English speaking homes (WEA, 2009). Nearly half of the student body is Hispanic (WEA, 2009). To address the diversity of the school, the principal has asked community members to donate services and resources to improve the educational experience of both the student and the parent. Frankford Elementary also provides translators, community liaisons, and family nights to encourage parent participation and ease communication between the school and families (WEA, 2009).

Weissberg, Resnik, Payton, and Brien (2003) also recommend programs that involve families, and thus parents, as partners. These programs should incorporate strategies that strengthen the relationship between students, school personnel, and families (Weissberg et. al., 2003). The Caring School Community program, “a nationally recognized, research-based K–6 program that builds classroom and school wide community” (Developmental Studies Center [DSC], n.d.)” which was recently recognized by the U.S. Department of Education for its research-based practices, offers family involvement activities for elementary students and families to share ideas and experiences about learning (Weissberg et. al., 2003; Developmental Studies Center [DSC], n.d.). Typically, students are introduced to material at school then expand on the concept at home with help from parents, and finally the lesson is concluded at home (DSC, n.d.). These activities involve the whole school and build community for an inclusive environment (Weissberg et. al., 2003). Overall, the program has seen a five percent increase in achievement scores as well as an improvement in behavior as reported by teachers (Weissberg et. al., 2003). Students also reported higher achievement and other influences on their lives. Stronger motivation was reported by 24 percent of students, and reported use of marijuana and alcohol dropped by 19 percent (DSC, n.d.)

From the success of each of these school programs, it is apparent that family involvement is an essential element in supporting a student's educational needs. Strong relationships between the school and family also appear to be a common theme in each of these programs.

Parent Education and Literacy

Parent involvement has proven to be crucial to a student's success. In fact, a child's reading improves when parents are involved in helping the child learn to read and assisting in reading instruction (Sénéchal, 2006; The National Center for Family Literacy, n.d.). However, an estimated 3.8 million people in Texas need adult education services, including literacy instruction, whereas only approximately 100,000 people receive those services (Literacy Texas, n.d.). This deficit in literacy skills leads to a deficit in earnings as well. Reder & the National Institute for Literacy (2010) found a strong relationship between literacy proficiency and earnings. According to Holzer & Lerman (2007), future jobs will require more than a high school education; however, the National Commission on Adult Literacy (2008) found that the number of workers that lack high school diplomas and literacy skills has increased (as cited in Workforce Investment Council [TWIC], 2010). In view of this research, it is necessary to consider the effects of intergenerational education, particularly the aspects of adult education and literacy, as they impact family involvement and support.

Kruidenier et al. (2010) have reviewed the most recent research on reading instruction in adult education and have found that there is only small amount of research on adult education in general. Using the available research, Kruidenier et al. (2010) have identified the most accurate research and methods of instruction for adults learning to read. The major aspects of adult reading instruction identified by Kruidenier et al. (2010) include the assessment of reading

ability, alphabetics instruction, fluency practice, and vocabulary and comprehension instruction (p. 116). Adults receiving literacy education have been found to have many of the same reading difficulties and struggles as children who are learning to read (Kruidenier et al., 2010).

Therefore, a school or program looking to provide adult literacy classes could employ many of the same reading instruction strategies that are already in use in their classrooms. (Kruidenier et al., 2010).

One adult education model, Even Start, serves students and their families from kindergarten through the third grade. It is “an integrated adult education, early childhood education, and parent education program that facilitates parents and children spending time together doing literacy activities” (CDE, 2009). An approach used in this program is the Family Education Plan which provides guidelines addressing individual family needs and how those needs will be met. Additional features of this model include instruction in adult basic education, GED preparation, ESL classes, job-skill training, and parenting skills provided by the neighborhood school (CDE, 2009). These classes provide parents with encouragement and the skills needed to become “active participants in their child's education” (CDE, 2009, p. 4). During the 2007-2008 school year, 82 percent of participating parents met the educational goals of their family education plan, (CDE, 2009). As a result of further education, 67 percent of parents passed the GED or received a high school diploma and 80 percent of eligible parents enrolled in higher education or training (CDE, 2009). The impact did not end with the parents. Ninety three percent of preschool-age children with parents participating in the program function at developmentally appropriate levels, and 66 percent of primary aged children finished the year reading at grade level or showed one year’s growth (CDE, 2009). The impact of adult education

did not end with academic achievement either. More than half of parents found employment and remained employed for at least six months (CDE, 2009).

A second program based in Texas serves children from preschool age through second grade (Texas LEARNS, 2010a). School readiness is the primary focus; children are screened for developmental delays and receive research-driven curriculum and assistance (Texas LEARNS, 2010a). Parents receive Adult Basic Education and ESL instruction, alongside parenting classes (Texas LEARNS, 2010a). Participating parents showed more improvement than the state standard (Texas LEARNS, 2010a). Language skills improved by 75 percent compared to the state standard of 57 percent. Math skills improved by 70 percent compared to the state standard of 59 percent. Reading skills improved by 67 percent compared to 57 percent. ESL adult students improved by 71 percent in oral abilities and 85 percent in literacy skills compared to a 67 percent ESL oral standard and a 72 percent ESL literacy standard. Participating children from preschool through second grade scored higher, in the 90th percentile or better, than the Texas standards in every category, which included oral English, school attendance, school promotion, and reading readiness or reading abilities (Texas LEARNS, 2010a). Most recent available TAKS scores show that 97 percent of students passed TAKS reading (Texas LEARNS, 2010b). In addition, 92 percent of preschoolers showed a year's growth or more of receptive vocabulary in a four to six month period, a predictor of success in reading (Texas LEARNS, 2010b).

The Family Literacy Initiative (FLI) is a third model of support for adult education and literacy. The FLI funds "small community-based programs" and serves students without high school diplomas and parents of young children (Volunteer USA Foundation [VUF], n.d., para. 5). The initiative has seen learning gains twice the national average, and students gain almost two years of knowledge in one year (VUF, n.d.). FLI works toward three goals: to educate adults

for the workforce through reading, math, parenting, and GED instruction, to prepare children for school, and to instill learning as a family value for future generations (VUF, n.d.). To accomplish these goals, the organization has identified five elements of family literacy: parenting education, adult education, early childhood education, and Parent and Child Together (PACT) Time (VUF, n.d.). FLI describes each element briefly. Parenting Education includes “life and parenting skills, child development, financial literacy and family reading strategies” (VUF, n.d., para. 7). Adult education is described as instruction in reading, writing, math, workforce skill, English as a second language, and GED preparation (VUF, n.d.). Early childhood education works towards school readiness for children through developmentally appropriate practice (VUF, n.d.). PACT serves as a class devoted to “intergenerational learning activities” for parents to use and practice (VUF, n.d., para. 7). Through research-based evidence, the FLI has formed each of these classes to best serve the parents at each FLI location, “[reporting] that attendance... is twice that of adult literacy programs nationally” (VUF, n.d., para. 9).

In addition to these services, the FLI has also instituted a Literacy Academy Network (VUF, n.d.). The network includes Family Literacy Academies that assist mothers with childcare and meals, including tutoring for children already in school (VUF, n.d.). The Deaf Family Literacy Academy is also part of the Literacy Academy Network. The Deaf Family Literacy Academy offers American Sign Language and English literacy instruction for the children and families of deaf children or parents. The FLI reports that more than 50 percent of parents complete one to two grade levels or more in each year, with 92 percent of those students finishing three to four grade levels (VUF, n.d.).

Therefore, research suggests that the implementation of adult literacy instruction in selected programs by schools can result in educational gains for students. More information on these and other programs has been requested for further research.

Family Counseling

In addition to improving adult literacy, a successful family support model should also focus on the emotional state of the family and its impact on student learning. Crespi, Gustafson, and Borges (2005) state that, “rising rates of family discord, parental neglect and abuse, sexual abuse, attention disorders, and assorted acts of violence negatively impact children’s adjustment,” or achievement (p. 68). With all of these problems manifested in poor grades and little to no motivation to improve those grades, educators are left wondering how to help these children. Family counseling can be a viable solution to the resolution of these problems because “without emotional and social well being, academic progress will slow or stall” (Ziffer, Crawford, & Penney-Weitor, 2007, p.155).

Research has found that problems seen in students are often reflections of the problems in the home, in the families, and in the communities (Hong, 2006; Crespi et. al., 2005). Thus, family counseling may potentially benefit not only students but also entire communities. The idea is that “the inclusion of parents in the counseling process is important because the adults in a child’s life make the decisions that impact the child” (Ziffer et. al., 2007, p. 155).

In low socioeconomic areas, access to such services is often challenging (Hong, 2006). School-based family counseling services could be the ultimate solution. Jaatinen, Erkolahti, and Asikainen, (2005) found it to be “clear that clinical service for school-aged children could not be created without the active involvement of the schools” (p. 295). The implementation of school-

based services increases a child's chance of success— academically, socially, and emotionally (Bryan & Holcomb-McCoy, 2010; Crespi et. al., 2005). Counseling services offered at the school or nearby location are less threatening because of the familiarity of school, and it is more accessible to students and parents lacking transportation because the student is already at school (Ziffer et. al., 2007).

When these services cannot be provided by a school, an agency or agencies can closely coordinate with schools and communities to serve families and students in need (Hong, 2006). ACCESS Family Services is one such agency. ACCESS partners with Austin Independent School District (AISD) in Austin, TX to provide free family therapy for students ages 10 to 18 in AISD (Austin Child Guidance Center [ACGC], n.d.). Between eight and twelve weekly sessions are organized for both parents and children to attend together (ACGC, n.d.). ACCESS helps families work to improve negative behavior, communication problems, and repair relationships (ACGC, n.d.). At least one parent or caregiver must attend each meeting (ACGC, n.d.). A wide range of issues are dealt with by ACCESS Family Services. These include “low achievement, truancy, fighting with peers or siblings, significant changes in the home or school, and defiance or other challenging behaviors (ACGC, n.d.). In addition to these services, parents have the opportunity to learn parenting techniques to help their at-risk children. Parenting With Love and Limits, an extension of the ACCESS program, also targets intermediate grades (ACGC, n.d.). The program “integrates parent training, family therapy, and cognitive behavioral treatment” (ACGC, n.d.).

The Child and Family Center of Santa Clarita (CFCSC) is another agency serving school-aged children. It is a private and non-profit organization offering school-based counseling and mental health services for students aged early childhood through adolescence and their families

(Schallert, 2005). Part of CFCSC's program is early intervention with specifically elementary students and training for the staff and faculty interacting with those students (Schallert, 2005). CFCSC's partnership with the school and other outside agencies allows access to resources for a large group of students, which could not be provided by schools alone (Bryan & Holcomb-McCoy, 2010). In CFCSC's case, all students have an opportunity to receive help, from those needing early intervention to individuals with more severe issues (Schallert, 2005). In this program, families are required to participate with their children when services are rendered (Schallert, 2005). In working with schools, all professionals, employees of the agency and the school, are met with regularly to address a child's need and the family's need. CFCSC wishes to remain respectful of the "unique culture" of education, and therefore, wants every professional involved to be included in the process (Schallert, 2005, p. 51). Service plans are discussed in these meetings, as well as individual education plans, clinical referrals, and other matters pertaining to the student and family at hand (Schallert, 2005). The program itself has been locally and nationally acclaimed. CFCSC has received the Community Provider Award of Excellence from the National Council for Community Behavioral Healthcare (Schallert, 2005). The program has also served as the Best Practices model for the Los Angeles County Association of Community Human Services Agencies (Schallert, 2005).

Each of these programs is an outside agency integrating with the local school systems. When schools collaborate with professional health services, "professionals... have a better chance to address the complex problems facing the family, school, and community" (Hong, 2006, p. 17). When schools, families, and whole communities partner with each other,

they create prevention and intervention programs that foster education resilience in children; bridge cultural gaps among schools, diverse families, and communities; address

students' academic, personal, college, and career concerns, and promote empowerment of students, their families, and their communities. (Bryan & Holcomb-McCoy, 2010)

Conclusion and Summary

Based on this literature review, a successful family support model will include structures which encourage parent involvement, programs targeting family literacy and provisions for family counseling. Each of these plays a vital role in the success of students and, in effect, the success of a school and community.

Method

After requesting and receiving Human Subjects approval for the interview process and protocol, including the questions that were asked of the interview participants, the following research method was implemented.

Sampling

Purposeful sampling was used for this study because I chose to interview the administrators in the geographic area of East Texas Baptist University (ETBU) about the perceived efficacy of the current family support models in place at their respective schools. McMillian and Schumacher (1997) describe purposeful sampling as the researcher searching for information-rich key informants. Random participants are not a concern. The disadvantage of this type of sampling is that it may not give a true picture of every elementary school and the effectiveness of its particular family support model. This study is only concerned with students and schools within the close geographic area of ETBU.

Setting

This study took place in the communities surrounding ETBU. The two elementary schools within closest proximity to the future location of the University Academy are School A

and School B. Both schools serve students from kindergarten to fourth grade. School A has the following demographics: 36.6 percent are African American, 19.5 percent are Hispanic, and 43.9 percent are white (Texas Education Agency [TEA], 2010). Of those students 77.6 percent are economically disadvantaged, and 13.5 percent have limited English proficiency (TEA, 2010). School B serves students with the following demographics: 55.1 percent are African American, 27.6 percent are Hispanic, and 16.9 percent are white (TEA, 2010). Also, 95.7 percent of those students are economically disadvantaged and 18.3 percent have limited English proficiency (TEA). Interviews of the administrators of School A and School B took place during the fall semester of 2011.

Participants

I am the first participant of this study. I am a senior Elementary Education major in the Teacher Education Program at East Texas Baptist University. My calling to be a teacher is not something I take lightly. I want to learn all that I can about teaching and how I can best serve my future students. Part of that education is learning how providing support for my students' families will improve their achievement.

The administrators of School A and School B are also participants in this study because of their close geographic proximity to ETBU. School A is .8 miles from ETBU; School B is .6 miles from ETBU. The administrators were interviewed concerning the family support models currently used at their school and the perceived effectiveness of those models.

Data Collection

Interviews

Each administrator was asked to describe any programs or methods used to provide support to the families of their students. Interview questions were formulated around the three elements which research literature suggest are essential to a successful family support model: parent involvement, parent education and literacy, and family counseling. These questions can be found in the appendix. They were also asked to explain the perceived success resulting from these programs and methods. Results from the interviews were used to identify the most common methods that area schools are using to support the families of their students and the extent to which those programs are implemented.

Real Artifacts

Following the time spent interviewing each administrator, observation notes and examples of real artifacts were collected. These data included: parent information flyers, back to school notices, and other school announcements sent home to parents. These were requested from the schools at the time of the interviewer's visit in order to confirm the administrators' perception of the level of family support offered by the schools.

Online Presence

The online presence of each school was assessed for the evidence of family support systems in place at the school. The researcher reviewed materials publically available on the district website and the associated websites of the selected schools in order, again, to confirm the levels of family support available to parents of students at these schools and in this district.

Finally, any evidence of family support programs published in the local community newspaper was also collected in order to cross-reference the articles with the researcher's findings.

Trustworthiness

Validity

In this study, member checking, low inference descriptors, and seeking out differences in the data are each used in attempt to validate the information. Member checking was used as a means to most accurately recreate the interviews and results for the purpose of this study. Stake (1995) believed that the participants provide "critical interpretations and suggestions relating to the data and its sources" (as cited in Sargent, 2009). Thus, participants were asked to review their answers as recorded by this researcher. This researcher made necessary changes per the participants' request. Low inference descriptors are words used because of their limited meaning, whereas words with several meanings may cause confusion or misinterpretation. The purpose of low inference descriptors is to keep information clear and concise (McMillian & Schumacher, 1997). Each interview will be cross-referenced to identify differences in how schools are supporting students and their families. As McMillian & Schumacher (1997) state, these differences will assist in recording the most accurate data possible.

Bias

To avoid researcher bias, member checking and a peer debriefer were used. Member checking aids the researcher in data triangulation because participants are given the opportunity to correct misinterpretations by the researcher and clarify meaning of statements recorded in the interview (Sargent, 2009). The purpose of the peer debriefer is to pose questions that challenge initial analyses and assertions to the researcher (McMillian & Schumacher, 1997).

Data Triangulation

In order to confirm the findings arrived at throughout the analysis process, data triangulation was used. Burke (1997) explains that cross checking data and inferences using multiple resources is the triangulation of data (as cited in Sargent, 2009; Bogdan & Bicklen, 1998). Triangulation operates on the idea that more sources of data produces a more comprehensive perspective of the data (Bogdan & Bicklen, 1998). For this research, triangulation was achieved through the cross reference of interviews, real artifacts, and the online presence of each elementary school in order to identify the most accurate representation of available family support programs in use School A and School B.

Data Analysis

The Constant Comparison method was used in the analysis of the data to identify themes and patterns. The formal analysis of the study was nearly finished by the end of this study because analysis begins at the commencement of the study (Bogdan & Bicklen, 1998). The Constant Comparison method allows the researcher to put pieces of information into categories that appear to relate to each other (Lincoln & Guba, 1985; Bogdan & Bicklen, 1998). As patterns emerge from data analysis, those categories can be refined into more precise and defined themes (Sargent, 2003). For this study, the literature review and data was used to create initial categories, with further review that followed.

Results and Implications

Data collected from the interviews, real artifacts, and online sources was compiled and categorized in the three themes identified in the literature review.

Family Involvement

To assess the data, family involvement was categorized further into the 6 types of involvement identified earlier: parenting, communicating, volunteering, learning at home, decision making, and collaborating with community.

Parenting

This data is found mainly in the interviews. When asked to identify the kind of parenting information provided to parents the following responses were made.

I would say a lot of that happens in parent-teacher conferences, [but] not just “this is how to be a good parent.” It is saying, “here are some ideas for you and how you can handle situations like this at home,” which is not actually a parenting class; however it does happen all the time in parent-teacher conferences with myself and teachers, just because we are constantly giving parents ideas of how to work with their kids at home (administrator at School A, personal communication, September 23, 2011).

The administrator at School B gave a similar response indicating that parenting skills that are communicated to parents are those that pertain to school business.

Well, we take nothing for granted, so it’s just getting well balanced meals, getting to bed on time, reading with your kids, here’s the resources, this is where the library is, as far as the city library, suggesting different types of books, how to help their kids with their homework, how to communicate with the school, so mama’s not showing one way to do things and the teacher’s showing them other things. ...So just how to communicate with the school and how to help their kids out at home... taking care of school business (administrator at School B, personal communication, September 16, 2011).

However, the administrator at School B suggested further information is provided to parents,

Our district is lucky enough to be a part of [a new afterschool] program. It's a big grant for after school stuff. One of the components of that grant is family engagement. ...They have designed parent nights, that, you know, we bring parents up here to show them how to help their kids with homework, teach them good strategies as far as making sure they're to bed on time, on test days to make sure they have a good breakfast, that sort of thing, more parenting type tips. (personal communication, September 16, 2011)

This was confirmed by the program's parent handbook, which describes mandatory meetings that parents attend in order for their students to participate in the new program. The new afterschool program was also described by the administrator as such,

A three hour extension of the school day. Each hour is divided. The first hour's an academic hour. The second hour is like a social skills hour, you know, like they're doing a bullying program right now. The third hour is, for the lack of a better term, a P.E. hour, like how to play organized games and follow the rules of them and all of that. It's really just a way to get those kids that might be riding their bikes up and down the street from 3:00-6:00, to keep them at school so we can have more interaction with them and control their world for a little bit longer, instead of just letting them loose in the evening times. It also provides the stability of a hot meal in the evenings, so that means for some of those kids that are on free lunch they get three free hot meals a day. So we're taking care of those physical needs. (administrator at School B, personal communication, September 16, 2011)

This was also confirmed in the program's parent handbook.

Other artifacts found at School B included pamphlets written in Spanish explaining the stages of child growth and symptoms of learning differences in young children. These artifacts also informed Spanish speaking parents of ways the district can assist children needing special services.

Communicating

Both administrators mentioned in their interviews the use of a phone system known as “Alert Now” to contact and inform parents and families of school events. This contact is also done through notes and letters that are sent home at the end of the day. Samples were collected by the researcher at the time of the interview and these confirmed the administrators’ statements. The administrator at School B made the following comments concerning written communication with parents,

We have a marquee. We send home notes and letters. Teachers send home a daily report with their kids: how they did academically and behavior, if there is something specific they need for class, they write a little note on there. Sometimes it can be a little much, but we rather them be over-informed than calling up here asking questions about what’s going on. ...We’re seeing that it’s effective. Any time you rely on a K-4 student to take a note home, there’s always that chance that it’s going to get lost or something. So, I would say it’s as effective as it could possibly be. (Administrator at School B, personal communication, September 16, 2011)

The administrator at School A gave a similar response, but the administrator added that incentives are used to encourage parent attendance at school or classroom events.

“We tell the kids to encourage the parents to come up. We offer incentives if they come up for different things. ...So the kids bug the parents. We offer free dress passes, free homework passes, different things like that. The kids really want to be there. ...They [the parents] are involved as they know how to be. If you step out and get them involved and invite them to come up, then generally they do, (Administrator at School A, personal communication, September 23, 2011).

A total of 22 notes and letters from School A and 10 notes and letters from School B were collected. These are listed in detail in the appendix.

Online Presence as Communication

In addition to these real artifacts, a survey of the online presence of both schools was conducted. Both websites provided a list of faculty and staff with pictures for identification. Although emails were not provided on the school website, these names could be used to find the appropriate email address through the district directory provided on the district website. Links designated for parents provided information for appropriate student dress. The calendar for the current school year was also provided on the district website. In addition, School A provided a campus calendar that could be printed or subscribed to through an RSS feed.

Articles published online by the local newspaper were also considered. Currently, no listings posted by either School A or School B are available. The newspaper did have several articles that included announcements about the first day of school, meet-the-teacher night, the new afterschool program, and encouragement to become involved in the school system. One article discussed the superintendent’s new podcast that would become available to the community. The podcast will discuss district and school events, as well as issues brought up by the school community. It was noted that these articles and postings were made by the newspaper

writers and it appears that the schools or the district are communicating with the newspaper to make these announcements in an effort to reach more families.

Volunteering

The administrators of both School A and School B confirmed that volunteering at each school is encouraged through the Parent-Teacher Associations (PTA) at both schools. The administrators were asked if their respective PTA was active and if the demographics of the PTA were representative of the demographics of the school. The administrator at School A said the PTA is active and continued by adding,

I have a very good PTA board and they're really good at reaching out to other parents and trying to get them involved. They are pretty active in the school and trying to get things going. ...The PTA board is actually all Caucasian, and so it does not represent the ethnicity of the school. As far as looking at the economically disadvantaged students and the students that are not economically disadvantaged, I would say they are well represented. As far as race, it is not (administrator at School A, personal communication, September 23, 2011).

The administrator at School B also confirmed that the PTA is active at School B, adding that the demographics of the PTA do not match the demographics of the school. The administrator also commented that, "it's starting to shift that way, and we want it to be that way, but there's just really not an effort to seek that out" (administrator at School B, personal communication, September 16, 2011). Of the artifacts collected, 2 artifacts from School A and 1 artifact from School B pertained to the PTA and all were available in English only.

When asked specifically about volunteering opportunities, the following responses were recorded.

[Parents can] come into the classroom and read to the kids or help during an art project. Like if they're doing a book study on a certain book and they're doing activities that go along with that book, we invite them to come in and help with that. Parents also come in and help. We're having a walk-a-thon next Saturday, so parents come in and help with that. We have what we call the Penguin Patch at Christmas time. It's a non-profit thing that PTA does and they sell items at a low cost to the students. It doesn't cost them very much and they don't make money off of it- PTA doesn't. Parents come in and volunteer to work that. They [the students] purchase things for their family for Christmas.

(administrator at School A, personal communication, September 23, 2011).

The opportunities at School B were described as such,

We usually try to make them feel comfortable, whatever they want to do. Like a parent that's working with PTA right now, she's more comfortable doing things behind the scenes, more office type stuff. Some parents are more comfortable just socializing with kids at lunch. Others are more comfortable helping out in classrooms, reading and stuff. So it depends on what they want to do. (administrator at School B, personal communication, September 16, 2011).

Learning at Home

According to the interviews, opportunities for learning to be done at home are included in homework assignments. The administrator at School A stated that optional activities and projects that require parental assistance are frequently assigned. The administrator at School A stated,

There are opportunities. For example, my child is in first grade and so it's easy to know exactly what's going on in their classroom with their homework. On the back of their homework sheet, they have activities to do at home and it goes along with what they are studying for the week. It's also activities for the child and the parents to do at home to encourage them to do some of the curriculum studies at home. There are activities throughout the grade levels. I would say that third and fourth grade teachers do a lot of that, even without me seeing their homework sheets. They do a lot of projects at home, especially in fourth grade. I know that it involves parents having to get involved and then work together to create the project. It has those good conversations going on between the students because it's the students and the parents. The parents sometimes don't understand what they are supposed to be doing in the classroom, so the students are able to take that as an opportunity to teach their parents which helps them learn the content better. I know that first grade is doing Johnny Appleseed on Monday. They are celebrating Johnny Appleseed's Birthday. They are supposed to wear pots and vests to school. The parents are supposed to come up and see what they're doing in the classroom. (administrator at School A, personal communication, September 23, 2011).

Although these opportunities were not discussed with the administrator at School B, the school's website did contain a student page consisting of links to other educational websites. These websites could reasonably be used for practicing skills at home, thus learning at home could be achieved. In addition, a pamphlet instructing readers on how to be organized at home for school was published in English and Spanish and was available for students and parents.

Decision making

An example of decision making was found in School B. The administrator described a site-based team that is composed of the administrator, a district representative, teachers, a parent representative, and a community representative. The parent representative has a “limited role” (administrator at School B, personal communication, September 16, 2011). Among the artifacts collected, a PTA executive board application was found offering parents a way to make decisions within the PTA at School A. Other opportunities were not found at either school during the data collection.

Collaborating with Community

Examples of community collaboration were found in the interviews, real articles, and online presence of both schools. One administrator described a special luncheon held by one of the teachers.

She gets community members to come in and if the children have good behavior then they get to dress up nice and come to school. At lunch time, they have a visitor that comes in and sits down and talks to them about etiquette and how they do different things as a lady and as a gentleman. It involves community members. (administrator at School A, personal communication, September 23, 2011)

The website of School A and an online article published by the local newspaper also mentioned a nature trail that was recently renovated by two local Girl Scouts. These young women also created activities for the nature trail that could be used with the current curriculum. The nature trail is open to the community and School A. In addition to the school’s collaboration with the Girl Scouts, the school’s website also contained a posting about one local grocery store

donating school supplies to the students at School A and working with the school to support the students' needs.

The administrator of School B mentioned collaboration with community health services, such as Open Doors and Community Health Court, which will be discussed later in the presentation of the data. However, in review of the real artifacts collected at School B, this researcher found that the new afterschool program works in cooperation with the local Boys and Girls Club, combining resources that will benefit the children participating in the program.

Parent Education and Literacy

Evidence of adult literacy and adult education was not found in the real artifacts or online. However, the administrator at School B sounded hopeful that job-skill training would become a component of the new afterschool program; "I don't know what's going to be coming down the pipe through [the new program]. That might be a component of that, but as far as I know, I do not believe there is anything." As far as taking care of the parent's needs, the administrator at School B suggests that the program has begun to address those needs.

It [the new program] allows the parent ...extra time to work. It's trying to be friendlier towards them and be more geared towards their schedule (administrator at School B, personal communication, September 16, 2011).

Although this does not provide job-skill training directly, this does give parents the ability to hold a job and possibly develop the skills they may learn on the job.

Family Counseling

Family counseling is not directly offered by either school. However, both administrators expressed a desire to meet the physical and emotional needs of their students. This is found in the statements made by the administrator at School B.

Sometimes we do overlook things because it's more important that they feel safe enough that they can go catch up on sleep in the nurse's clinic, or feel a part of something as far as helping out around here. It is dependent upon the situation, and our comfort level with the family and the parents. But, there are times when you have to take care of the basic needs of the kid and once those are taken care of academics will take care of themselves a lot of times (administrator at School B, personal communication, September 16, 2011).

This attitude is reflected in the administrator's replies to questions about family counseling or addressing problems at home.

We might refer [the parent] to an outside counseling agency, like Open Doors. ...Some of our parents take their kids to... I want to say it's called Community Health Courts, an outside counseling agency. The school does allow those counselors to come up and talk with kids. We let them use the office, or something, to come up here and check on them and see how things are going at home. We have a real open relationship with them. We share what's going on at school, trying to help them out and figuring out what's making the kid tick these days (administrator at School B, personal communication, September 16, 2011).

When asked the same questions, the administrator at School A gave a similar response. She explained that the school does not have a licensed counselor on the campus, but they do use

a district service that employs LLSPs, “licensed school specialists in child psychology. They come in and work with the kids to try to figure out what is going on,” (administrator at School A, personal communication, September 23, 2011). School A also employs a campus service called Student Support which is explained as a program providing someone who works with “kids that have things going on in their lives that are hard for anyone to deal with, much less kids to deal with,” (administrator at School A, personal communication, September 23, 2011). Evidence of this or other counseling services could not be found in the real artifacts or in the online presence of either school.

Discussion

This researcher conducted this study to answer the following questions:

- What family support model(s) would best serve students in the proposed private semi-rural elementary school for economically disadvantaged students?
- What are other semi-rural elementary schools in the target region doing to try to support the families of their students?

From the data collected, the researcher has found that the semi-rural elementary schools in the target region support families primarily through parent involvement, particularly through the areas of communicating and volunteering. The evidence found for this study is primarily one way communication: i.e., letters, notes, online information, and pre-recorded telephone messages. Based on the research discussed in the literature review and recommendations made by Epstein (2004), it would be in the best interest of School A and School B to create more avenues of two way communication. This can be done by providing the email addresses of the

teachers on the school website in addition to the employee directory found on the district website.

Epstein (2002) identifies another category of parent involvement: volunteering. Vance (2009) lists three ways families can volunteer: in the classroom, for the school, and as a participant or audience member at school functions. School A and School B have accomplished this through the Parent Teacher Association [PTA]. However, PTA information is not currently published on either website. In order to promote parent volunteers, the schools may consider using their websites to promote the PTA, publish information and employ online volunteer applications. The schools may also find it appropriate to publish more non-English versions of the information provided online. This and regular updates of the website will keep parents informed of current events and the needs of the school, promoting two way communication and volunteers.

Other areas identified by Epstein (2004), including parenting skills, opportunities for learning at home, and collaboration with the community, were found in limited aspects. According to Epstein et. al. (2002), schools and teachers should “assist families with parenting skills, family support, understanding child and adolescent development, and setting home conditions” that will produce capable students (as cited in Epstein, 2004, p.4). It is suggested that School A and School B begin utilizing the new afterschool program more in order to provide these services to parents. Although opportunities for learning at home were found at School A, Epstein & Voorhis (2010) suggests that this include setting goals and asking for input from family members concerning curriculum-based decisions. School B achieves this through a site-based planning team in a limited aspect. Research suggests School A and School B may benefit from expanding this practice to encourage more parents to become involved in the process.

The final category of involvement identified by Epstein, collaborating with community, involves the coordination of resources that families and community members can offer to students, or other families (Epstein, 2004; Epstein & Voorhis, 2010). It is to the advantage of both the community and the families and students to build this partnership; the community benefits from the activities of the families and the school benefits from the shared or transferred resources of the community (Vance, 2009). The utilization of Open Doors, Community Health Courts, and the Boys and Girls Club was noted. However, both administrators stated that the utilization of these services is somewhat limited, and partnerships with these organizations are not fully developed. This researcher encourages each school and their district to explore further use of these and other community resources to fulfill this domain of parental involvement.

These schools would also benefit their community by providing opportunities for adult education and literacy development. The major aspects of adult reading instruction identified by Kruidenier et al. (2010) include the assessment of reading ability, alphabets instruction, fluency practice, and vocabulary and comprehension instruction (p. 116). Adults receiving literacy education have been found to have many of the same reading difficulties and struggles as children who are learning to read (Kruidenier et al., 2010). Therefore, a school or program looking to provide adult literacy classes could employ many of the same reading instruction strategies that are already in use in their classrooms. (Kruidenier et al., 2010). Relatively little data has been found to support the assertion that these schools have provided such opportunities. The Harrison County Literacy Council provides these services and could be contacted in an effort to begin providing these at or through the elementary schools. If this cannot be done by the school, then referring parents to this or another similar agency is recommended.

Funding for such a program may be obtained from the Family Literacy Initiative (FLI), which funds “small community-based programs” and serves students without high school diplomas and parents of young children (Volunteer USA Foundation [VUF], n.d., para. 5). Specific funding for Texas is found under the Barbara Bush Texas Fund for Family Literacy; “eligible applicants include schools, community colleges, universities, charter schools, prison programs, Head Start and Even Start programs, community-based organizations, and libraries” (The Barbara Bush Foundation for Family Literacy 2011).

Family counseling, the third component found in the review of literature, does not currently exist in either School A or School B in the form of counseling services designed specifically for families. The administrators of School A and School B perceive their efforts to be as the administrator of School B stated, “effective as it could possibly be” (administrator at School B, personal communication, September 16, 2011). The administrator at School B stated the one way communication with organizations like Open Doors and Community Health Courts has already been established. This kind of partnership is encouraged and highly recommended by the research. The implementation of school-based services increases a child’s chance of success— academically, socially, and emotionally (Bryan & Holcomb-McCoy, 2010; Crespi et. al., 2005). When these services cannot be provided by a school, an agency or agencies can closely coordinate with schools and communities to serve families and students in need (Hong, 2006). Counseling services offered at the school or nearby location are less threatening because of the familiarity of school, and it is more accessible to students and parents lacking transportation because the student is already at school (Ziffer et. al., 2007).

Conclusion

From these findings, this researcher finds that these schools have limited experience with each component of family support. However, the schools have built strong communication systems and are beginning to expand their family support systems. The new afterschool program was put into effect after research began, and it appears that the process of addressing these concerns has commenced through this program.

The literature suggests that addressing these concerns would be in the best interest of the schools and the schools' community. It would be in the best interest of the University Academy to implement the strategies that School A and School B are practicing, but it should be noted that these schools have not fully developed their family support systems. Therefore, it is also recommended that the University Academy consider other models of family support.

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Appendix

Interview Questions

1. What is your school's strategy for family involvement?
 - a. Are families encouraged to volunteer at the school?
 - b. Do you have any specific opportunities for them?
 - c. Does the school have a Parent Teacher Association, or PTA, and is it active?
 - d. Is the makeup of the PTA representative of the school demographics?
 - e. How are parents informed about school/classroom events?
 - f. How does the school encourage and/or create partnerships between students, school personnel, and families?
 - i. Are opportunities for family involvement included in the curriculum?
2. How does the school address the educational and literacy needs of parents?
 - a. What kind of parenting information is provided?
 - b. Is any information about job-skill training for parents provided?
 - c. How are the needs of non-English speaking parents addressed?
 - d. To what extent are outside community resources used to address the educational and literacy needs of parents?
3. How does the school address negative situations at home or in the family when students are affected?
 - a. What counseling services are offered to students and/or families?
 - b. How are student needs addressed when these problems result in low achievement and poor behavior?

- c. To what extent are outside community resources used to address issues originating from situations outside school but which effect students at school?

Interviews

Interviewee: Administrator at School A

Date: September 23, 2011

Time: 19:54 minutes

1. My first question: What is your school's strategy for family involvement?

We have activities to have the parents involved. We invite them up for just about anything that we can possibly invite them up for. We do a lot of what we call Alert Nows, where we contact the parents to invite them up for different activities we do on the campus. Also, the teachers and I invite them in to see different projects that they've done and different things like that.

Do you have any specific, recent activities that you have done?

Yes, we actually did grandparents day not too long ago. We invited grandparents to come eat lunch with all the kids. We had about 150 adults show up that day, which we have roughly 340 kids, so probably about half of them had somebody that came up to eat with them. We also did Open House, recently, where the parents came in and see what the kids have done the first couple weeks of school.

a. You mentioned that you invite parents, or families, to the school. Are families encouraged to volunteer at the school?

Yes. In fact when we had our meet the teacher night, before school even started, we had tables set up in the cafeteria where they could visit each table to find out information about the school. We ran about 200 packets because we have to have approved volunteers. We had about 200 packets that were actually picked up, and we haven't had that many turned in yet, but we do encourage that they fill out those packets and come in and volunteer.

b. What kinds of volunteering opportunities do families have?

To come into the classroom and read to the kids or help during an art project. Like if they're doing a book study on a certain book and they're doing activities that go along with that book, we invite them to come in and help with that. Parents also come in and help. We're having a walk-a-thon next Saturday, so parents come in and help with that. We have what we call the Penguin Patch at Christmas time. It's a non-profit thing that PTA does and they sell items at a low cost to the students. It doesn't cost

them very much and they don't make money off of it- PTA doesn't. Parents come in and volunteer to work that. They [the students] purchase things for their family for Christmas.

Do they sell little trinkets or is it practical items that they might need?

Both. There are some things like rings and bracelets. There's flashlights. There are alarm clocks. It's a variety of things that they can purchase. Now, it's dependent on how much they spend. There are necklaces that say mom. They have pens. So there's a little bit of things that they could use, but some of it is just trinkets also.

c. You said the school has a PTA, but is the PTA active? Do you see it involved in the atmosphere of the school?

Yes. This year, yes. I have a very good PTA board and they're really good at reaching out to other parents and trying to get them involved. They are pretty active in the school and trying to get things going.

i. Is the makeup of the PTA representative of the school demographics?

No. It is not to be honest with you. It is not. The PTA board is actually all Caucasian, and so it does not represent the ethnicity of the school. As far as looking at the economically disadvantaged students and the students that are not economically disadvantaged, I would say they are well represented. As far as race, it is not.

So only economical demographics are represented well?

Yes.

d. How are parents informed about school/classroom events?

Notes go home. We tell the kids to encourage the parents to come up. We offer incentives if they come up for different things. We also do the Alert Now. They call and talk to them.

Are the incentives for the students?

It is. So the kids bug the parents. We offer free dress passes, free homework passes, different things like that. The kids really want to be there.

e. How does the school encourage and/or create partnerships between students, school personnel, and families?

A lot of our teachers are mentors to our students. They spend a lot of time, build that relationship between the student and the teacher to help the student feel better about themselves. Studies show that if the children have those relationships with the people at their school then they perform better because they don't want to disappoint them. We make lots of parent contact. Ninety percent of the time when we contact a parent, they are willing to come up and do anything. They are involved as they know how to be. If you step out and get them involved and invite them to come up, then generally they do.

Have you seen any friction between the students, personnel, or their families?

No.

i. Are opportunities for family involvement included in the curriculum?

In the written curriculum?

Yes. For example, if the social studies lesson is talking about ethnicity, and there is a family of one particular ethnicity, do the parents have the opportunity to come talk to the class?

There are opportunities. For example, my child is in first grade and so it's easy to know exactly what's going on in their classroom with their homework. On the back of their homework sheet, they have activities to do at home and it goes along with what they are studying for the week. It's also activities for the child and the parents to do at home to encourage them to do some of the curriculum studies at home.

Do you think that goes all the way through fourth grade?

There are activities throughout the grade levels. I would say that third and fourth grade teachers do a lot of that, even without me seeing their homework sheets. They do a lot of projects at home, especially in fourth grade. I know that it involves parents having to get involved and then work together to create the project. It has those good conversations going on between the students because it's the students and the parents. The parents sometimes don't understand what they are supposed to be doing in the classroom, so the students are able to take that as an opportunity to teach their parents which helps them learn the content better.

Do you know of anything that the teachers are planning or have planned that would invite the parents to school during the classroom instruction?

I know that first grade is doing Johnny Appleseed on Monday. They are celebrating Johnny Appleseed's Birthday. They are supposed to wear pots and vests to school. The parents are supposed to come up and see what they're doing in the classroom.

2. To change subjects a little bit, how does the school address the educational and literacy needs of parents?

Other than encouraging the kids to read to their parents...

Nothing?

Yes.

a. What kind of parenting information is provided?

To try to teach parents good parenting skills?

Yes.

I would say a lot of that happens in parent-teacher conferences, not just this is how to be a good parent. It is saying, here are some ideas for you and how you can handle situations like this at home, which is not actually a parenting class; however it does happen all the time in parent-teacher conferences with myself and teachers, just because we are constantly giving parents ideas of how to work with their kids at home.

I do know that _____ has instituted a new afterschool program this year. Do you see any parenting tips being offered in that program?

I have not seen that. I'm not saying that it hasn't happened. We have site coordinators that we work with to make sure that its running smoothly and going about the right way. She has not said anything to me about it, but she may be offering tips and I am not aware of that.

b. Is any information about job-skill training for parents provided?

No.

Ok.

c. How are the needs of non-English speaking parents addressed?

We do translate letters that go home. When we have after school events, we have a translator that's here, and a lot of times the kids do the translating, just because they can.

Is it that way for teacher conferences?

We have a translator for teacher conferences.

d. To what extent are outside community resources used to address the educational and literacy needs of parents?

They are not used.

3. How does the school address negative situations at home or in the family when students are affected?

With things that are going on at school or at home?

At home. Things that occur at home that affect the child at school.

I see what you're saying. It depends on the severity of what is going on at home. If it's a child that sleeps all day at school, then we would definitely contact the parent and let them know that they've got to get them to bed on time, be sure they are getting enough sleep. If it's a child that isn't getting to eat at home, then if they get to school late or don't have time to go through the cafeteria, we allow them to go ahead and go through or we provide them a snack, in order for them to not be hungry during the day. Usually, any behavior problems we have are a result of things that go on at home and we handle those situations as they occur. We discipline them according to what our discipline procedures are. Parent contact is always made, if there is a problem in the classroom. We definitely meet with the parents and talk about the discipline problems that the students have to correct the behavior.

a. What counseling services are offered to students and/or families?

I don't have a licensed counselor on campus. She is called Student Support, but she does a very good job of working with those kids, kids that have things going on in their lives that are hard for anyone to deal with, much less kids to deal with. She's really good at working with them and explaining to them and helping them work with their emotions.

Does that have an open door policy or do they have to let the teacher know and the teacher has to refer them?

It's kind of an open door policy. But if the teacher notices something going on with the child, she will say, "Why don't you go down and visit our Student Support". The teachers are good about communicating with her about when the kids need some kind of support.

b. How are student needs addressed when these problems result in low achievement and poor behavior?

We have AIMSweb testing. It tests the kids and it levels them. It will tell you if they are average, below average, well below average, above average, or well above average. If they fall in the "below average" or "well below average," we immediately begin intervening with the students and working with them on the skills and the basics that they need. Then, we progress monitor them every week. Now, that program is new to the district; we started it mid-year last year, but that's one way we intervene with students that are struggling. Teachers are constantly working with the kids that are struggling and trying to help them become successful in the activities that they do in the classroom. We also have the new after school program now. The first hour is a homework hour, or tutorial hour. They help that child if they know that child is lacking a skill.

To back track a little bit, if a child is identified as average through the AIMSweb testing and then falls below average, what happens? Is that testing ongoing or is it something the teacher keeps up with?

We test at the beginning of the year, the middle of the year, and the end of the year. If they test average at the beginning of the year and then "below average" or "well below average" in the middle of the year, then we begin intervening. However, a teacher knows when the kids begins struggling, so they will start working with them before we even test them. We already know before we actually test which kids are going to be on that list. The teacher will work with them if they see they start falling behind. We don't strictly base it off of that test.

If a child begins acting out because of what is going on at home, does the teacher immediately go through discipline procedures, or do they try to contact the parent?

If the child is acting out in a way that is abnormal for that child, they definitely contact the parent and ask if things are different at home or if something is going on. They try to find out so that they can solve the problem.

c. To what extent are outside community resources used to address issues originating from situations outside school but which effect students at school?

We do not use outside counseling services. We have people in the school that come in and do that if it gets to that point. They are what we call LLSPs; they are licensed school specialists in child psychology. They come in and work with the kids to try to figure out what is going on.

Is that a district service?

Yes. They try to help with the child and, they will pull the child. They walk through steps on how to do things. But we do not contract outside of the school. I do have a teacher that has what is called “A Lady’s Luncheon” and “A Gentlemen’s Luncheon,” which doesn’t have to generally do with this, but it does pull the community in. She gets community members to come in and if the children have good behavior then they get to dress up nice and come to school. At lunch time, they have a visitor that comes in and sits down and talks to them about etiquette and how they do different things as a lady and as a gentleman. It involves community members.

Well if there isn’t anything you would like to add, then thank you very much for your time.

I think that’s it. You’re welcome.

Interviewee: Administrator at School B

Date: September 16, 2011

Time: 18:44 minutes

1. What is your school's strategy for family involvement?

Probably the overarching strategy is: get them involved early and often. We have several ways of getting them involved. The district has volunteers that you can sign-up to be. We have the PTA program that they can be a part of. We're just very open with our parents and encourage them to come visit any time. We have an open door policy. So, like I said, early and often.

a. It sounds like families are encouraged to volunteer at the school.

Yes.

b. Do you have any specific opportunities for them?

We usually try to make them feel comfortable, whatever they want to do. Like a parent that's working with PTA right now, she's more comfortable doing things behind the scenes, more office type stuff. Some parents are more comfortable just socializing with kids at lunch. Others are more comfortable helping out in classrooms, reading and stuff. So it depends on what they want to do.

c. Does the school have a Parent Teacher Association, or PTA, and is it active?

Yes it is.

d. Is the makeup of the PTA representative of the school demographics?

Honestly, no it doesn't. It doesn't line up exactly with the school. We're starting to see it get that way; it's trying to align itself. There isn't a concerted effort to make sure that the PTA officers and stuff is a third, a third, a third, because our school is pretty much that way. But we do have representatives from all, but we have a new PTA. I'm not really sure if there is a Hispanic representative on there, but I know we have African American officer on there. So like I said it's more... it's starting to shift that way, and we want it to be that way. But there's just really not an effort to seek that out. It's kind of whoever volunteers gets.

e. How do you keep parents informed about school/classroom events?

School-wide events: the district has what they call "Alert Now" and that's a phone system. It's just like a phone bank. I could put in a message, for instance, about open house last week, you know, "Hey! Open House is at 5:30 on Tuesday. Y'all show up

at the cafeteria. Come see what's going on." It calls every single kid in the school. We have a marquee. We send home notes and letters. Teachers send home a daily report with their kids: how they did academically and behavior, if there is something specific they need for class, they write a little note on there. Sometimes it can be a little much, but we rather them be over-informed than calling up here asking questions about what's going on.

Do you think that's effective or that there is something more to go along with that, that you could do?

We're seeing that it's effective. Any time you rely on a K-4 student to take a note home, there's always that chance that it's going to get lost or something. So, I would say it's as effective as it could possibly be.

f. You talked about encouraging volunteers, but how does the school encourage and/or create partnerships between students, school personnel, and families? As in, the school and families working together.

Our district is lucky enough to be a part of [a new afterschool program]. It's a big grant for after school stuff. One of the components of that grant is family engagement. And so, the grant coordinator has a family engagement specialist. They have designed parent nights, that, you know, we bring parents up here to show them how to help their kids with homework, teach them good strategies as far as making sure they're to bed on time, on test days to make sure they have a good breakfast, that sort of thing, more parenting type tips. So that's through that program. Then of course PTA has its own little component built in of getting parents involved so that way it's more of a community effort surrounding the kids. The [new] program is the best thing we have going on.

i. Are opportunities for family involvement included in the curriculum?

We do have... each campus is required to have a site-based team, and that's made up of, of course myself, a district representative, teachers, a parent representative, and a community representative. That's a very limited role because there is only maybe two or three parents on it. That is one thing we look at as you know, "this is what the curriculum is, this is how it's going". Of course, if students are struggling we invite parents up here and we talk about

it. They see exactly what the curriculum is and if they have questions about it.

As far as “what is the curriculum? How do I feel?”, the site-based committee is the only thing we got for them.

2. Alright, to switch subjects a little bit: how does the school address the educational and literacy needs of parents?

That’s a good question. I’d refer back to the [new] program. For right now, that’s the best opportunity we have for parents to get involved and get some tips on their own. In the past and at other schools in the district, there are opportunities like South _____ has a Latino Literacy program. They go up there and get reading instruction on how to help their kids read for fluency and reading comprehension. There are programs like that out there; we just haven’t developed them yet here.

a. What kind of parenting information is provided? You did mention the [afterschool] program.

Well, we take nothing for granted, so it’s just getting well balanced meals, getting to bed on time, reading with your kids, here’s the resources, this is where the library is, as far as the city library, suggesting different types of books, how to help their kids with their homework, how to communicate with the school, so mama’s not showing one way to do things and the teacher’s showing them other things. It’s just more for those parents that maybe didn’t... it’s been a while since they’ve been to school, or they went to school... we’re starting to see a lot of these from Mexico that didn’t have any formal schooling. So just how to communicate with the school and how to help their kids out at home taking care of school business.

b. Is any information about job-skill training for parents provided?

Not that I’m aware of. I don’t know what’s going to be coming down the pipe through [the new program]. That might be a component of that, but as far as I know, I do not believe there is anything.

c. How are the needs of non-English speaking parents addressed?

Honestly, all we deal with is Hispanic. We try to provide translators at events, open house, PTA stuff, so that they feel more included and involved, and with any notes that we send home. The Alert-Now messages are always bilingual, so they get the message clearly communicated to them as well because a lot of our parents are first

generation Americans, so they still don't speak English. It's hard to again to rely on that child to translate and be ready for the event. It's really just making sure that they have the same information and are aware of the same things that the English speaking parents are.

Do you find that your teachers work well with those parents or find ways around that language barrier?

They do. I'm blessed to have a great teaching staff. Sometimes they go above and beyond what they normally do for a parent to make sure that they understand what is exactly expected of their child, expected of them as a parent, but of course it's a barrier communication wise. They do everything they can, and we do everything we can to get through to them.

d. To what extent are outside community resources used to address the educational and literacy needs of parents?

Again, I really don't know. I know the community has different programs that parents can be a part of. But as far as, this school communicating that with them and letting them know that that is available, I'm not sure how much that's done.

Would you consider the [new] program an outside resource?

It's outside of the regular school day, but it's part of the district, so I wouldn't consider it an outside community resource. But that is probably their best bet, but I know _____ does provide a lot of different things for them. They're out there, but this school does not really focus on them ourselves, nor are we aware of them.

You've already mentioned the [new] program a lot, but how would you explain the program to someone that has no idea what it is?

What it is, it's a three hour extension of the school day. Each hour is divided. The first hour's an academic hour. The second hour is like a social skills hour, you know, like they're doing a bullying program right now. The third hours is, for the lack of a better term, a P.E. hour, like how to play organized games and follow the rules of them and all of that. It's really just a way to get those kids that might be riding their bikes up and down the street from 3:00 -6:00, to keep them at school so we can have more interaction with them and control their world for a little bit longer, instead of just letting them loose in the evening times. It also provides with the stability of a hot

meal in the evenings, so that means for some of those kids that are on free lunch they get three free hot meals a day. So we're taking care of those physical needs. It gives our teachers an opportunity to work with struggling kids a little bit more, and get compensated for it, honestly. They want to do a lot and help a lot, but they got things to do to and planning for the next day, so it kinda gives them an avenue to tell the moms and dads about it, so that they can maybe pull those kids in that need help. So it's basically just a true three hour enrichment time that we can hone in on some specific skills and reach specific students to create a safe environment for the next three hours.

Do teachers rotate through this? Or is it the same teachers every day, all year?

It's the majority of the same teachers, but they're on a rotation. That's one of the things that me as an administrator... I didn't want them to work three extra hours a day five days a week all year long and then get burned out too quick. So some of them are on a rotation, like our fourth grade team: one of them takes Monday, one takes Tuesday, one takes Wednesday and they're departmentalized, so they know on Monday they are going to get some extra math, and Tuesday extra reading, and Wednesday extra writing. We have a lot of our staff working it, that's one of the things a certified teacher has to do that academic hour. We try not to burn them out because they don't have to do it, but they are highly encouraged to do it.

That sounds wonderful for the students. How does that keep the parents involved in the child's life? You mentioned that they receive parenting tips. How do they receive that?

They receive that through, I want to say that its every quarter, they're required if their child is a participant in [the program], they're required to come to these parent involvement meetings/ parenting tip meetings. I'm trying to think of another way. It really helps them out as far as... we don't advertise it as a babysitting program.

Of course.

But it allows the parent that might can have job, because they have to take care of their kids when they get home from school, it allows them that extra time to work. It's trying to be more friendly towards them and be more geared towards their schedule.

3. What else is the school doing to help parents or families? How does the school address negative situations at home or in the family when students are affected? Maybe emotionally or academically.

Of course, we have extreme cases where the child could be in danger, and we are required to report it to CPS. But, our theory here is we can't control what happens outside our four walls, but when they're here we're gonna give them structure and safety. Let them have a good day here. We had a little girl that came this morning that was upset that people were fighting at home. Well, she didn't have to worry about that when she came up here. She knew she was going to have good solid day here. She shouldn't have to worry about those things. We try to control their environment here so that they know they have a safe place to come and it encourages them to come and want to be here. When they're dealing with things out there, we have a counselor that talks to kids about things. My door is always open; the teachers here are great, so it's a balancing act between going too far and being too nosy in their business, but at the same time if they come to us with something we've got a great staff and we're always willing to help them out.

a. You already mentioned counseling services for the students, but what counseling services are offered to families?

What do you mean?

Well, if a mom came in wanting to talk to the counselor because she is having trouble with her child or because of family problems. Would she be able to talk to the counselor?

She can talk to the counselor, but our counselor is going to go from the aspect of what is best for the student. We might refer the mom to an outside counseling agency, like Open Doors. As far as counseling a parent, we can't get involved in that we can just direct them, or tell them, where they can get some assistance.

b. How are student needs addressed when these problems result in low achievement and poor behavior?

I think a lot of times we just have to get to know that families over time. So you know the ones that you can call and say "Ok, get your stuff together because so-and-so is having problems at school and its really affecting them. But, there are other times that you don't need to get involved and you just need to really not worry about the

academic needs of the kid and take care of their physical and emotional needs. Sometimes we do overlook things because it's more important that they feel safe enough that they can go catch up on sleep in the nurse's clinic, or feel a part of something as far as helping out around here. It is dependent upon the situation, and our comfort level with the family and the parents. But, there are times when you have to take care of the basic needs of the kid and once those are taken care of academics will take care of themselves a lot of times.

c. To what extent are outside community resources used to address the issues originating from situations outside school but which effect students at school?

We see this a little bit. Some of our parents take their kids to... I want to say it's called Community Health Courts, an outside counseling agency. The school does allow those counselors to come up and talk with kids. We let them use the office, or something, to come up here and check on them and see how things are going at home. We have a real open relationship with them. We share what's going on at school, trying to help them out and figuring out what's making the kid tick these days. That is really just a one way street. We don't really ask them for information of what's going on at home, unless it's a big time, major issue. We do interact with CPS a lot, but I wouldn't call them an outside resource.

Alright, well thank you very much for your time and I appreciate you letting me do this!

Anytime!

School A Artifacts



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August 29, 2011

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The Historic Jefferson Railway provides field trips from September through December and March through May each year.

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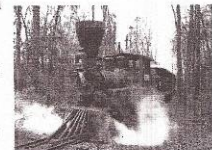
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Saturday May 5, 2012

12:30, 2:30 6:30
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Dates & Times

Applications, Auditions and Interviews will be held every Saturday from 1:00 p.m. until 4:00 p.m., now through September 10, 2011 at the Historic Jefferson Railway depot. The depot is located at 400 E. Austin in Jefferson, Texas. Work hours begin at 5:00 p.m. each Friday, Saturday and Sunday of the event. Dates for 2011 Terror on the Bayou are October 7-9; October 14-16; October 21-23; October 28-29. The Terror on the Bayou Halloween Festival will be held at the Cypress Bayou RV Park, 1602 State Highway 49 East, one mile from Jefferson. This event consists of the Runaway Fright Train, the Screamin' Corn Maze, CarnEvil of the Damned Haunted House, and children's games and carnival.

Mandatory orientation will be held on Saturday, September 17th from 4:00 p.m. until 6:00 p.m. at the depot. Rehearsals will be held on Saturday, September 24th from 4:00 p.m. until 9:00 p.m.; October 1 from 4:00 until 9:00 p.m. and on October 5th and 6th at 5:00 p.m. We require attendance at the orientation and the dress rehearsals. Rehearsals will be held at the Cypress Bayou RV Park.

If you are auditioning for a haunter's position:

We hire haunters to scare in the corn maze, along the railroad track in the woods and for the haunted house. You must audition for haunter positions. You do not need to bring anything with you. When you arrive, you will be asked to fill out an availability calendar and application forms. You do not have to prepare a monologue. Just come, have fun and give us your best scream! Experience preferred but not necessary. Employees rehired from prior years will be given preference as to positions.

If you are interviewing for an event staff (non-acting) position:

Interviews are being held for the following support positions: steam train engineer, switchman, narrator, training manager, corn maze manager, train haunter manager, haunted house manager, security, parking attendants, box office staff, custodians, maintenance, ticket handlers, retail staff, and children's games and carnival support. Although you won't be asked to audition, these positions require fun, energetic individuals that SMILE AND HUSTLE all the time.

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School/Group Name: _____

Contact Person: _____

Contact Phone: (w) _____ Contact Phone: (c) _____

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Fax: _____ Contact E-mail: _____

Date and Time

Date of Field Trip: _____ What time do you plan to arrive: _____

What time do you need to leave by: _____ Do you have other tours or attractions scheduled in Jefferson? If so, where and when: _____

Student Information

Age(s) and Grade Level(s) of students: Age(s) _____ Grade(s) _____

Total Number of Students: _____ Special Needs: _____

Total Number of Chaperones (teachers, aides, parents, bus drivers): _____

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☐ Jay Gould Railcar tour

☐ Excelsior Hotel tour

☐ Jefferson Historic Museum

☐ Lunch at the Depot

☐ The Great Train Locomotive Chase

(May 4, 2012, \$5 per person)

☐ Trammel's Trace Rendezvous

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Note: If you are riding the train, we can assist in booking additional tours. However, we will require separate checks for each attraction.

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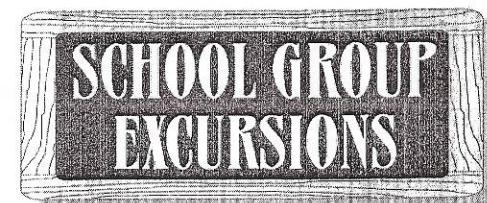
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- Saturday: Vintage Racing
Music by Chris LeBlanc Band
- Sunday: Post Vintage Racing
- Stay for the Sunday Evening
Wine-Down Party &
Fireworks Show

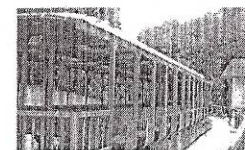
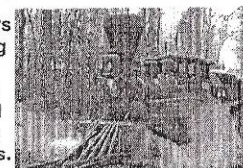


Call 866-398-2038
www.DiamondDon.com
Email: info@DiamondDon.com



The Historic Jefferson Railway is a live steam, narrow gauge railway. The route skirts the Big Cypress Bayou for a five-mile, half-hour round trip.

Along the way, passengers view one of the remaining Confederate powder magazines from the civil war era, the first artificial gas plant in the state, as well as other historic sites.



The train holds about 200 students. We offer age specific narration aboard the train. Each trip is tailored to suit your specific age.

Narration can be focused on a particular aspect of history (steamboats, steam trains, the civil war, etc.)

**LET US
BOOK
YOUR
SCHOOL
TRIP
TODAY!**



(903) 665-6400 (866) 398-2038
www.jeffersonrailway.com
Email: info@jeffersonrailway.com

DISCOVER GIRL SCOUTS

Building girls of courage, confidence, and character,
who make the world a better place.



Who: Calling All Girls

What: Girl Scout Fall Round Up

Date/Time: Monday, Sept. 26, 2011
5:00 pm – 6:00 pm

Where: [Redacted]

Contact: Girl Scout Office
1-800-441-5443

All girls and adults join Girl Scouts for an annual \$12 membership fee.

Girls must be accompanied by an adult.



Join the premiere leadership
organization for girls and
explore your journey!



Year of the Girl

Celebrating 100 years of Girl Scouting!

www.gsnetx.org | 1.800.442.2260

2011 – 2012 MOORE PTA EXECUTIVE BOARD

President
Vice President
Secretary
Treasurer
Parliamentarian



Our PTA Membership Drive runs through Friday, October 7th! Our goal is 185 members! Please fill out the information sent home with your child, or please request additional information. Membership money is used to pay state and local dues.

If your child has 3 or more people sign up for PTA under his/her name, they will receive a PTA coupon book that consists of:

- 2 Free Dress Passes
- A trip to the [REDACTED] BOX to choose a special treat
- 2 Coupons to receive 2 pencils from the pencil (4 pencils total)
- Lunch with the teacher
- Lunch with the Principal

Here are some of the benefits that you will receive for joining PTA:

- La Quinta "state rate" and a minimum of 15% off outside of Texas
- Nationwide Insurance Discounts
- Enterprise Rent-A-Car Discounts
- Aflac
- Schlitterbahn, SeaWorld, and Fiesta Texas Discounts
- Office Depot Coupons
- Southwest Vacations – 5% off when booked online
- BarnesandNoble.com discounts

Our PTA has provided NUMEROUS services and items for the benefit of our students, including AR store, Field Day, Prizes for the fundraisers, and Teacher Appreciation week. Please sign up to be a member of such a worthwhile team! **WE NEED YOU!**



Principal

September 22, 2011

Dear Parents:

We are having Parent Conference Day on Tuesday, October 11, 2011. The conference will be from 3:15 – 6:45 p.m. in fifteen minute intervals.

Please contact the office at your earliest convenience to secure the most convenient time for you to attend your parent-teacher conference. It is important that this form be returned Friday, September 30, 2011, so that we may complete the schedules and make any necessary changes. If you have any questions, please contact the school office [REDACTED]

We look forward to seeing you on Tuesday, October 11, 2011.

Sincerely,



Principal

Student's Name _____ Teacher's Name _____

Your name _____ Phone number _____

☐ I plan to attend Parent Conference Day.

☐ I do NOT plan to attend Parent Conference Day.

Requested Conference Time: _____



Grandparent's Day

You're invited to eat lunch with your grandchild/grandchildren in honor of Grandparent's Day (Sunday, September 11, 2011)!

To: GRANDPARENTS

Date: Friday, September 9, 2011

Time: Kindergarten – 11:00 – 11:30
First Grade – 12:00 – 12:30
Second Grade – 11:30 – 12:00
Third Grade – 11:45 – 12:15
Fourth Grade – 11:15 – 11:45

Place: [REDACTED] Cafeteria

Cost: Adult Guest - \$3.25

You may purchase a lunch in the cafeteria, bring your own lunch, or just come and visit with your grandchild/grandchildren while he/she is eating lunch!

Grandparent's Day



Red Shirt with black letters.

██████████ Elementary

Walk-A-Thon T-Shirts

We will be taking orders for Walk-A-Thon T-Shirts again **this year**, designed by one of our 4th grade students. We will be hosting a Walk-A-Thon this Fall and again in the Spring of next year. The students will wear the T-Shirts at both events and also be allowed to wear them on Fridays with blue jeans.

Please indicate below the size and the number of shirts you would like to order. Adult sizes are available if you would like to walk with your child. The cost of each shirt is \$10.00.

Small (youth) _____ Medium (adult) _____

Medium (youth) _____ Large (adult) _____

Large (youth) _____ X-Large (adult) _____

X-Large (youth) _____ XX-Large (adult) _____

Small (adult) _____ XXX-Large (adult) _____

Student Name _____

Teacher Name _____



Earn Money for our
school by
sending empty
CapriSun pouches!

Every empty pouch
earns our school
\$0.02!

Want a FREE Yearbook?

All you have to do is sell 5 or more items out of the yearbook fundraiser flyer and you will receive a yearbook at the end of the year - FREE!

As of Thursday, September 1, 2011

BOX TOPS Update!

You have sent in 838 box tops so far this year! That has already earned our school \$83.80 to spend on student rewards! Please continue to send in those box tops! We have great prizes for the class / grade level that is in 1st place at the end of the year! Here are the top three classes:

- 1st - [redacted] with 245 box tops (4th grade)
- 2nd - [redacted] with 117 box tops (2nd grade)
- 3rd - [redacted] with 117 box tops (4th grade)

For every 100 BOXTOPS that your child brings he/she earns a FREE DRESS PASS!

NO SCHOOL

On Labor Day

Monday, September 5, 2011

As of Wednesday, September 7, 2011

BOX TOPS Update!

You have sent in 1,462 box tops so far this year! That has already earned our school \$146.20 to spend on student rewards! Please continue to send in those box tops! For every 100 BOXTOPS that your child earns a FREE DRESS PASS!

As of Wednesday, September 14, 2011

BOX TOPS Update!

You have sent in 2,123 box tops so far this year! That has already earned our school \$212.30 to spend on student rewards! Please continue to send in those box tops! For every 100 BOXTOPS that your child earns a FREE DRESS PASS!

We invite students, teachers, and parents to join our See You at the Pole event on Wednesday, September 28, 2011. Anyone who would like to attend needs to meet at the flag pole at 7:00 a.m. that morning.



WHO: All [redacted] students who want an AWESOME yearbook!

WHAT: "Celebrating Home" fundraiser to support [redacted] 2011-2012 yearbook production

WHEN: September 12- September 23

WHY: If you sell just 5 items from the fundraiser brochure, you will earn a FREE yearbook!!!

*If you are one of the top 3 sellers in your grade level, you will have your photograph placed on the yearbook cover!!

HOW: Begin selling products from the "Celebrating Home" brochure today, collect money, and turn in by September 23rd.

*Make checks payable to [redacted] ELEMENTARY YEARBOOK.

1st Grade

Sept. 12-16

Story: Curious George at School (Non-fiction)

High Frequency Words: do sing find no funny they

Phonics: short vowel /o/

Grammar: Sentence frames / Verbs

Spelling Words:

- | | | | |
|--------|--------|--------|----------|
| 1. log | 4. dot | 7. mop | 10. for |
| 2. dog | 5. lot | 8. ox | *seasons |
| 3. hot | 6. top | 9. he | |

Homework Folder: Please remember to check your child's homework folder every night and sign when all homework is completed.

Books: All books/booklets need to stay in the baggies and return to school every day!

RECYCLING: Please start saving the following items for our classroom. We have fun activities and projects we want to do through out the year! Tell your family, grandparents, and friends to save for us too! Thanks for helping bring these items to make our learning fun!

1. Box Tops
2. Empty white bleach bottles (Please rinse them out/every child needs one of these also!)
3. Powder detergent scoops (every child needs at least one also!)

1st GradeAug. 29 - Sept. 2

We will begin our reading program this week. We will spend at least 90 minutes each day on reading. I will inform you each week of the skills we will focus on. I will also include the spelling and vocabulary/high frequency words for the week. Please look for a baggie reader that your child will read for the week every Monday. Your child will return the baggie reader on Thursday and receive a new book on again on the following Monday. Your child will soon have opportunities to check library books out to take home for reading practice.

Story: What is a Pal? / Nan and Dan

Comprehension: Main Idea

High Frequency Words: play be and help with you

Phonics: short vowel /a/

Phonograms: -am, -an, -at (words that end with these sounds)

Grammar: Sentences, Draw and write

Spelling Words:

- | | | | |
|--------|--------|---------|----------|
| 1. am | 4. dad | 7. have | 10. was |
| 2. man | 5. sat | 8. said | * school |
| 3. at | 6. mat | 9. they | |

Program Theme Camps
Elementary
Where it is SHOWTIME!

Dear Program Parents:

Beginning on Monday, September 19, 2011, we will start theme camps in our Program. The camps will be broken into 3 week sessions with the exception of the 10 week drama camp. Please mark 4 (1,2,3,4) choices on the enrollment form in the order of interest. We will do our very best to give your child his/her first choice.

Please return this form tomorrow. If you have already filled out a form, please do this one as well. We had to make some corrections to the camp that are being offered. If you do not feel out a form, your child will be placed in the camps that are not full.

If you have any questions, please feel free to contact me at

Thank you,



Program Coordinator

**We are in need of any empty 20 ounce plastic soda bottle and empty paper towel and toilet paper rolls. If you have any, please send them to the school for the Program! Thank you for your support!

Students Name _____ Date _____

Program Theme Camps

Please number from 1 - 4 with your child's preference for theme camps.

Back to the Drawing Board - Learn the fine art of drawing, shadowing, and sketching as our kids transfer the images we see to paper.

The Crafty Crew - Glue, feathers, buttons....create your masterpieces in the Crafty Crew Camp.

Crafts are Us - Ordinary supplies will become extraordinary masterpieces!

Curtain Call - Shakespeare's Globe Theatre; Carnegie Hall; Join us as we get our kids bitten by the acting bug. (These students will perform their play in December)

Dance Central - Boogie on down as we take our kids through the moves from line dancing to folk dancing to ballroom dancing. Our kids will out fleet of foot!

Game Stop - Have some fun while keeping a little competition on the side. Kids will compete in Game 1 and Game 2 and there might even be some prize for the winners! This will be a games and tournament camp.

Mad Scientist - Learn scientific principles while getting gooey and gross in this hands on science experiments camp.

Theatre Works - This is more than your basic sock! Participants will learn the art of making a puppet, designing sets, writing scripts, and performing.

Where in the World? - Join us as we take virtual field trips around the world! We will take your kids places that will amaze them!














Yummy in my Tummy - Not all art is just paint and canvas. Learn a practical skill through the culinary arts. Creative snacks that the children will enjoy



Independent School District

2011-2012 School Calendar

AUGUST		M	T	W	T	F
11-12	New Teacher Orientation	1	2	3	4	5
15-18	Staff Development	8	9	10	11	12
19	Work Day	15	16	17	18	19
22	1 st Day of School 1 st Six Weeks begins 1 st Semester begins	22	23	24	25	26
		29	30	31		
SEPTEMBER		M	T	W	T	F
5	Holiday				1	2
			6	7	8	9
28	1 st Six Weeks ends	12	13	14	15	16
29	2 nd Six Weeks begins	19	20	21	22	23
		26	27	28	29	30
OCTOBER		M	T	W	T	F
6	Early Release	3	4	5	6	7
11	Parent Conf.	10	11	12	13	14
13	Parent Conf.	17	18	19	20	21
18-21	TAKS Exam	24	25	26	27	28
		31				
NOVEMBER		M	T	W	T	F
3	2 nd Six Weeks ends	1	2	3	4	
4	3 rd Six Weeks begins	7	8	9	10	11
21-25	Holiday	14	15	16	17	18
		28	29	30		
DECEMBER		M	T	W	T	F
16	Early Release 1 st Semester ends 2 nd Six Weeks ends		5	6	7	8
19-30	Holiday	12	13	14	15	16
		23	24	25	26	27
		30	31			
JANUARY		M	T	W	T	F
2	Work Day	2	3	4	5	6
3	2 nd Semester begins 4 th Six Weeks begins	9	10	11	12	13
3-6	*Student Intervention Days	16	17	18	19	20
16	Holiday	23	24	25	26	27
		30	31			
Fall Semester	Aug. 22-Dec. 16	79 Days				
Spring Semester	Jan. 3-Jun. 5	101 Days				
FEBRUARY		M	T	W	T	F
17	4 th Six Weeks ends				1	2
20	5 th Six Weeks begins	6	7	8	9	10
23	Early Release	13	14	15	16	17
28	Parent Conf.	20	21	22	23	24
		27	28	29		
MARCH		M	T	W	T	F
1	Parent Conf.				1	2
7-9	TAKS Exam	5	6	7	8	9
12-16	Spring Break	12	13	14	15	16
26-29	TAKS Exam	19	20	21	22	23
30	Weather Day	26	27	28	29	30
APRIL		M	T	W	T	F
6	Holiday	2	3	4	5	6
12	5 th Six Weeks ends	9	10	11	12	13
13	6 th Six Weeks begins	9	10	11	12	13
19	Early Release	16	17	18	19	20
23-27	TAKS Exam	23	24	25	26	27
30	Weather Day	30				
MAY		M	T	W	T	F
7-17	TAKS Exam	1	2	3	4	
25	Early Release/Graduation 6 th Six Weeks ends	7	8	9	10	11
28	Holiday	14	15	16	17	18
29-31	*Student Intervention Days	21	22	23	24	25
		28	29	30	31	
JUNE		M	T	W	T	F
1-5	*Student Intervention Days	4	5	6	7	8
6	Work Day	11	12	13	14	15
		18	19	20	21	22
		25	26	27	28	29
JULY		M	T	W	T	F
4	Holiday	2	3	4	5	6
		9	10	11	12	13
		16	17	18	19	20
		23	24	25	26	27
		30	31			

*Student Intervention Days are for those students who did not, or are likely not, to perform successfully on TAKS. Those students that passed or are expected to pass can choose whether or not they will attend on those 10 days.

<div>  <div> <div>Elementary School Calendar</div> <div>September 2011</div> </div>  </div>						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	**We are saving Box Tops for Education and Sunny D labels. Please collect and send these in. **			1 <u>Art Week</u> <u>Boy Scout</u> Presentation during school	2  7:30 home game	3
4	5 <u>Labor Day</u> <u>No School</u> 	6 <u>AIMSweb testing</u> - Kinder	7 <u>AIMSweb testing</u> -1 st	8 5:30-6:30 PTA <u>Open House</u> free dress pass <u>AIMSweb testing</u> -2 nd	9 <u>No Game</u> We would love for Grandparents to join their babies for lunch today.	10 <u>Battle on the Border</u>  3:00 away game Independence Stadium
11 <u>Grandparent's Day</u> 	12 <u>Art Week</u> <u>AIMSweb testing</u> -3 rd	13 <u>Lunch with the Gentleman</u> 11:45 	14 <u>AIMSweb testing</u> -4 th	15 <u>Lunch with the Ladies</u> 11:45 	16 <u>No Game</u> <u>Constitution Day</u> <u>Pirate Day</u> in the Library	17 Voting Day for Tax Ratification
18	19	20  Remember to READ!	21	22	23  7:30 away game 1 st <u>Day of Autumn</u> <u>Student Council Elections</u>	24 
25	26 <u>Art Week</u>	27	28 <u>See You at the Pole</u> -7:00 1 st 6 weeks ends	29 2 nd 6 wks begins	30  7:30 home game	

We would like to thank  for their kind donation of school supplies for students in need at 

School B Artifacts

POLICIES

Accidents/Incidents

If an accident occurs while a child is attending the program, the staff will assess the injury and take appropriate action. First aid boxes are kept at the site to deal with minor scrapes, cuts and bruises., and the [REDACTED] sites have nurses on duty during program hours. If a more serious injury occurs which requires medical attention, 911 will be called and the parent will be notified. An accident/incident report will be prepared and a copy will be sent to the parent on all accidents/incidents that require a child to be transported.

Attendance

Because each of our enrichment programs is curriculum based, it is vital that the children enrolled attend every day. While unforeseen circumstances will inevitably occur, excessive absences from any class could result in removal from the program.

Confidentiality

A Department of Education grant funds [REDACTED]. The Department of Education requires [REDACTED] to provide information on our students for the purpose of assessing our program's effectiveness. [REDACTED] staff will, at all times, protect the confidentiality of the families participating in our program. Any information received by our staff will be used only as necessary and only by approved [REDACTED] Independent School District personnel. In addition, our staff will protect the confidentiality of our participating families by protecting any other privileged information gained through conversations and /or written documents. No personal information will be released to outside entities without the expressed written consent of a parent and/or guardian.

Discipline

Children attending [REDACTED] will adhere to the discipline policy for the [REDACTED] Independent School District students during the core day. (See [REDACTED] Student Handbook).

Children whose behavior endangers others will be supervised away from other children. The child will have the opportunity to discuss the problem with a staff member and any other concerned party. If deemed necessary, the parent will be called to pick the child up for the day.

Guidance will always be positive, productive, and immediate when behavior is inappropriate. No child will be humiliated, shamed, frightened, or subjected to verbal or physical abuse while in the care of [REDACTED] staff.

While our staff will make every effort to accommodate your child's needs, there may come a time when staff determines that the program will not be able to meet those needs. [REDACTED] reserves the right to remove a child without use of the steps listed below if the Site Director deems it appropriate.

Serious behavioral problems will be documented and the following actions will be taken:

1. 1st Offense— child counseled and receives a verbal warning;
2. 2nd Offense- child will be referred to the Site Coordinator;
3. 3rd Offense— phone call to parent and the discipline issue documented;
4. 4th Offense- child will be dismissed from the program.

*Options may be available to prepare the child for re-entry into the program.

Health

Our program operates for well children and staff only. Children who are mildly ill (e.g., minor cold symptoms) may remain at the campus only with the program nurse's approval. Children should be fully able to participate in all activities, including outdoor play. Parents should provide appropriate changes of clothing so children do not become either chilled or overheated. Light sweaters or jackets should also be made available.

Children with symptoms of communicable disease remain with a staff member until the parent or designated representative arrives for the child. We make every effort to reach the parents when a child is ill, but after 30 minutes we will call the emergency contacts indicated on the student enrollment form.

We will not serve children with:

- * A fever of 100 degrees° F or above
- * A skin rash that has not been identified by a phone call or in writing from a physician who has seen the rash
- * Diarrhea and/or vomiting two or more times in a day
- * Evidence of head lice or other parasites
- * Severe coughing
- * Rapid or difficulty breathing
- * Yellowish skin or eyes
- * Pink eye
- * Sore throat or difficulty swallowing
- * Evidence of infection

(Health continued)

Children may be readmitted:

- * With a physician's statement that the child is free from communicable disease and that returning poses no risk to the child or others.
- * If visibly free from communicable disease, fever free without benefit from fever reducing medications for 24 hours, and free of vomiting/diarrhea for 24 hours while on normal diet

Medications

Medication will not be given during the [REDACTED] Program. Scheduled medications should be given by campus personnel prior to arrival to the program.

Hours of Operation

We are open from the hours of 3:00 p.m. to 6:00 p.m. (3:15 p.m. to 6:15 p.m. for middle schools) Monday through Friday. The program center will be closed on [REDACTED] ISD holidays and bad weather days.

Late Pick Up:

CHILDREN MUST BE PICKED UP ON TIME! After three late pick ups the child may be subject to removal from the program.

Nutrition

A nutritious snack will be provided. If a child's diet must be modified for health reasons, the parent must notify the center in writing, and it must be included in the child's records. If a child's diet is modified for cultural reasons, the parent must notify the center in writing and may be asked to help provide supplemental foods.

Parent Involvement

[REDACTED] is built on the philosophy that parents must be involved in the child's education. Various parent involvement activities and parenting workshops will be available throughout the year. Parents are required to attend at least two activities per semester and are encouraged to attend all available activities. Social and educational events are held throughout the year to promote interaction between staff and families and you are encouraged to attend.

Parents may also be asked to serve on the [REDACTED] Advisory Council to help guarantee a setting that will reflect the needs of today's families.

If parents have concerns or need assistance with problems related to the program, they may discuss the issue with the Site Coordinator. If they are not satisfied, they may discuss their concerns with the [REDACTED] Program Director.

Safety

We ask that parents closely supervise their children in hallways and parking lots when departing. Parents or approved persons on the enrollment paper must come into the building and sign out their child each day. This is extremely important, since this list is used to check attendance during emergency drills or events.

Children **will not** be permitted to leave with any person for whom the staff has not received written permission from the parent.

All [REDACTED] employees are required by Texas Law to report any suspicion of child abuse or child neglect.

Emergency Program-Closing Information

The [REDACTED] program will be closed when [REDACTED] ISD closes for inclement weather or any other emergency that may arise. During times of inclement weather, listen to radio and television stations detailed in the [REDACTED] ISD *Student Handbook*.

Transportation

Bus transportation between schools and home is provided upon request at the end of the program day for all [REDACTED] sites.

Personal Belongings

Members are **not allowed** to bring cell phones, toys, MP3 players, hand-held video games, cameras, or any other personal belongings to [REDACTED] is **NOT** responsible for any personal belongings that are lost or stolen

Summer Program

The [REDACTED] program will operate from 9 a.m. to 1 p.m. in the summer at [REDACTED] High School for [REDACTED] ISD students completing grades K-6. The [REDACTED] summer program will be free of charge, and children will be served both breakfast and lunch. Transportation will not be provided in the summer.

The Boys & Girls Clubs of the Big Pines will operate from 7:30 a.m. to 5:30 p.m. Students may attend the Club in the morning before [REDACTED] programming begins and also in the afternoon at the end of the [REDACTED] program for a fee.



BOYS & GIRLS CLUBS OF THE BIG PINES

Our goal at The Boys & Girls Clubs of the Big Pines is to help prepare our members to be **LEADERS of TOMORROW**. By doing so, we encourage positive attitudes, education, good sportsmanship and friendship. Our aim is to empower boys and girls with the skills needed to face all types of challenges that they may encounter.




The Boys & Girls Clubs of the Big Pines bases its programs on membership, community involvement and its recognized role as an advocate for youth.

The Boys & Girls Clubs of the Big Pines is aware of the influences of the total environment and so provides youth with relevant, everyday, varied and diversified individual and group services — based on proven principles of youth development — which will achieve the health, social, educational, vocational, character and leadership development of our membership.



www.BeGreatEastTexas.com

TEA
TEXAS EDUCATION AGENCY

¿Qué es [REDACTED]?

[REDACTED] administrado por la Agencia de Educación de Texas (TEA), es un lugar estructurado, seguro y supervisado para el aprendizaje y la interacción social.

[REDACTED] ofrece extensas oportunidades de aprendizaje para los niños y sus familias y ofrece innovadoras y prácticas actividades que refuerzan y complementan los programas regulares académicos de los estudiantes. Estas actividades antes y después de la escuela están basadas en investigación y las mejores prácticas incluyen el enriquecimiento académico, un plan de estudios desafiante, y servicios de tutoría.

[REDACTED] se esfuerza por aumentar la promoción y los porcentajes de graduación y ayuda a los estudiantes a prepararse para la universidad y la fuerza de trabajo.

¿Cuáles son los beneficios de [REDACTED]?



Los alumnos de la [REDACTED] son más propensos a:

- Asistir a la escuela.
- Mejorar sus habilidades en matemáticas, lectura, ciencias, y estudios sociales.
- Desarrollar mejores habilidades sociales y aprender a manejar los conflictos.
- Crear autoestima y la confianza en sus habilidades académicas.
- Pasar las materias básicas.
- Completar la escuela preparatoria.
- Estar preparados para la universidad y la fuerza de trabajo.
- Tener mayores aspiraciones para el futuro.

Todos los programas de [REDACTED] aspiran a mejorar:


- Académicos
- Asistencia
- Comportamiento
- Los porcentajes de promoción
- Los porcentajes de graduación
- Preparación para universidades y carreras.

La investigación muestra que cuando las familias están involucradas, los estudiantes desempeñan mejor en la escuela ... ¡y más allá!

Financiado por el Programa del 21 CCLC. Administrado por el Departamento de Educación de los Estados Unidos

TEA
TEXAS EDUCATION AGENCY



¿Qué servicios de [REDACTED] se ofrecen a las familias?

[REDACTED] ofrece servicios a las familias de los estudiantes que participen en el programa.

Para los estudiantes y sus hermanos y hermanas:

- Apoyo académico
- Educación en ciencia y tecnología
- Los programas de enriquecimiento
- La educación del carácter
- El servicio comunitario

Para los padres de familia:

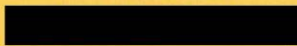
- Clases del idioma Inglés
- Salud y educación física
- Alfabetización informática
- Asistencia en la preparación de un currículum vitae
- Entrenamiento en el manejo del tiempo
- Seminarios y clases para la educación de sus hijos

Las actividades y los programas son personalizados por cada uno de los centros y en consecuencia pueden variar.

¿Cómo puedo apoyar a mi [REDACTED] Local?




[REDACTED] recibe fondos limitados. Como resultado, [REDACTED] depende de en gran medida de las generosas contribuciones de sus patrones, las asociaciones con empresas locales, organizaciones y los voluntarios. [REDACTED] también se beneficia de los recursos, tales como los suministros, alimentos y bebidas, oradores públicos, etc. Su [REDACTED] local necesita su ayuda para crear un programa permanente de la comunidad después del horario escolar y todos los niveles de apoyo son bienvenidos.

¿Cómo puedo aprender más?



* An-Mei Chung y el Departamento de Educación de los Estados Unidos. Programas después de clases: proteger a los niños y inteligencia. NWREL después de la escuela Programas. Bueno para los niños, bueno para las comunidades. Departamento de Salud y Servicios Humanos de los Estados Unidos. Departamento de Labor de los Estados Unidos. Oficina del Censo de los Estados Unidos. Instituto de Estimación Urbana. 2000. Siglo 21 Centros de Educación Comunitaria en Texas. Informe Anual 2006-07. Siglo 21 Centros de Educación Comunitaria en Texas. Evaluación de proyectos financiados durante el año escolar 2004-2005. Derechos Reservados © Texas Education Agency. Este material impreso es propiedad de © y es una marca registrada™ por Texas Education Agency (TEA) y no puede ser reproducida sin el permiso expreso por escrito de TEA. Para obtener información adicional, visite [REDACTED].

Financiado por el Programa del 21 CCLC. Administrado por el Departamento de Educación de los Estados Unidos

What is [REDACTED]?

[REDACTED] is administered by the Texas Education Agency (TEA). It is a structured, safe, and supervised place for learning and social interaction.

[REDACTED] provides extended learning opportunities for children and their families and offers innovative, hands-on activities that reinforce and complement students' regular academic programs. These before and afterschool activities are based on research and best practices and include academic enrichment, challenging curriculum, and tutorial services.

[REDACTED] strives to increase promotion and graduation rates and helps students prepare for college and the workplace.

What are the Goals of [REDACTED]?

All [REDACTED] programs strive to improve:

- Academics
- Attendance
- Behavior
- Promotion rates
- Graduation rates
- College and career readiness

[REDACTED] offers a variety of before and afterschool services, programs, and activities that engage students and allow for more learning to take place in the day. Services are also offered to immediate family members of students who participate in the afterschool program.

For Students and Siblings



- Academic support
- Science & technology education
- Enrichment programs
- Character education
- Drug- and violence-prevention
- Community service

For Parents



- English language classes
- Health and fitness
- Computer literacy
- Resume assistance
- Time management training
- Parenting seminars/classes

Activities and programs are customized by each center and may vary accordingly.

Research shows that when families are involved, students perform better in school...and beyond!

Funded by the 21st CCLC Program administered by the US Department of Education

What are the Benefits of [REDACTED]?

A main focus of [REDACTED] is to prepare students for graduation, college, and the workforce, ultimately becoming engaged contributors of the community.

[REDACTED] students are **more likely to:**

- Attend school
- Improve math, reading, science, and social studies skills
- Develop better social skills and learn to handle conflicts
- Build self-esteem and confidence in academic abilities
- Pass core subjects
- Complete high school
- Be prepared for college and the workforce
- Have higher aspirations for the future

How Can the Community Benefit from [REDACTED]?

ACE is committed to building strong partnerships with businesses and organizations such as yours to create enduring afterschool community centers. Below are some of the many benefits your business/organization may receive as a proud supporter of [REDACTED]:

- Recognition in various forums, such as in community newsletters/newspapers or at [REDACTED] special events
- Sticker recognizing your support of [REDACTED] which can be displayed in your business/organization
- Opportunities to foster relationships with other local businesses/organizations that support [REDACTED]
- Ability to help:
 - Create a stronger, more efficient, workforce
 - Build an enduring afterschool center
 - Create a positive and long-lasting impact on your community
 - Make a significant difference in the lives and futures of children and families in need

To learn more about [REDACTED], visit [REDACTED]

How Can I Support My Local [REDACTED]?

[REDACTED] receives limited funding. As a result, [REDACTED] relies heavily on in-kind contributions, partnerships with local businesses, organizations, and volunteers. [REDACTED] may also benefit from resources such as supplies, food/beverages, activity speakers, etc. Your local [REDACTED] needs your help to create an enduring afterschool community program and all levels of support are welcome. Below are some of the many types of support you can provide your local [REDACTED]:

- In-kind contributions
- Tutor, mentor, chaperone
- Activity presenter/coordinator
- Job shadowing opportunities
- Food/beverages
- Educational programs
- Supplies (pens, paper, equipment, etc.)

Please contact your local [REDACTED] to volunteer your time and/or provide other needed resources.

*An-Mie Chung and the U.S. Department of Education, After-School Programs: Keeping Children Safe and Smart.
 NWEA! After-School Programs: Good for Kids, Good for Communities
 U.S. Department of Health & Human Services
 U.S. Department of Labor
 U.S. Census Bureau
 Urban Institutes Estimate, 2000

Funded by the 21st CCLC Program administered by the US Department of Education

Welcome to [REDACTED] !!!

As we all get use to new faces and places this school year we would like to tell you some things about [REDACTED]

Principal- [REDACTED]

Counselor- [REDACTED]

Secretary- [REDACTED]

Nurse- [REDACTED]

Attendance- [REDACTED]

Translator- [REDACTED]

Phone [REDACTED]

Fax [REDACTED]

Daily Schedule

7:15 Building Opens and Breakfast Begins

7:50 First Bell Rings-End of Breakfast and Beginning of Classes

8:00 Tardy Bell-Students arriving on campus after this time will be marked tardy

3:00 Dismissal Bell

Student Success is Our Top Priority

STUDENT SUCCESS is expected at [REDACTED]. It is our belief that teamwork between parents/guardians and school staff is the most important element in achieving student success. We encourage you to CONFERENCE with your child's teacher on a regular basis. Just a few points to remember.

- Try to schedule all conferences directly with teachers for a time during the teacher's conference or a time mutually agreed upon by teacher and parent.
- Telephone conferences are welcome, but best conducted during the teacher's conference planning period, or after school.
- Classroom observations are welcome with prior approval of the classroom teacher.
- Visitors are always welcome at [REDACTED]. For the safety of everyone please stop by the office and sign in. You will be issued a name badge by [REDACTED] which needs to remain visible during your entire visit.

Attendance

If your child is absent from school please state your child's name, the date, and the reason for the absence when you call in to report the absence. A doctor's note is needed for absences of 3 or more days. Remember that all absences (both excused and unexcused) count towards the 90% attendance requirement set forth in Texas Law. Tardies (arrived at school after 8:00) count at the campus level. Three tardies can keep a student from receiving awards at the end of the grading period and may count as absences. Late students miss out on breakfast and/or important opening activities in class, and it just gets their day off to a bad start. Our ATTENDANCE GOAL for the year is 97% overall. Thank you for getting your child here on time every day.

School Home Communication

The district calendar for the entire year is attached. A copy of our school calendar will be sent home with each child at the beginning of each new month to remind you of holidays, school activities, etc. The cafeteria menu is usually printed on the back. [REDACTED] Elementary also utilizes our school marquee to let you know of upcoming activities. Please check it when you come by for future events. [REDACTED] and [REDACTED] utilize the Alert Now phone messaging system. This is used to communicate weather days, early release days, school holidays, and upcoming events. Make sure your phone number is current and accurate so you don't miss anything. Teachers will also be sending home a daily/weekly report with behavioral and academic notes written on it. Please sign this form and send it back with your child promptly. If you don't see one of these types of reports please call your child's teacher and ask them about it.

Phone Calls

Students will not be called out of class to talk on the phone unless there is a family emergency. Cell phones are not allowed on campus and will be taken up and only returned to the student's parent. Teachers will only return phone calls during their planning time. We will be glad to deliver a message to your child's teacher and have them call you back during their designated time.

School Nurse

■ has a nurse on duty every day. Students will only be sent home if they are running a fever and/or throwing up. **MEDICATIONS** given at school must be in a prescription bottle with directions clearly visible. Parents are required to sign a medication form to be kept on file at school.

NOTE: Many parents do not take time to fill out the back side of the green student information sheet, which deals with student health. It is critical that we know about any special medical needs your child may have, so that we can deal appropriately with any emergency. It is also required by law that the school have on file an UP-DATED EMERGENCY PHONE NUMBER, either for home or a friend/neighbor, where parents can be reached during the day. Be sure and let us know immediately when any phone number, work number, cell number, etc., change.

HEAD LICE POLICY is the same in all ■ schools. Children who are determined by the nurse or office personnel to have live lice in their hair will be sent home. They may not return without proof of treatment.

School Dress Code

UNIFORMS: All students must comply with the ■ uniform policy each day. Boys may wear navy blue, red or white collared tops with khaki, navy blue or black pants. Boys may not wear ear rings of any type. Boys cannot have any designs (mohawks, names, shapes, etc.) cut into their hair. Girls may wear navy blue, red or white collared tops with khaki, navy blue or black jumpers (dress) or pants. Girls may wear "stud" type ear rings, nothing that dangles down past the ear lobe. Students who do not adhere to the dress code will be given ONE WARNING and then placed in I.S.S. the next time a dress code infraction occurs until a change of clothes is brought to school. **NOTE: ANY FREE DRESS DAYS WILL ALWAYS BE ANNOUNCED IN ADVANCE.**

Discipline Management Plan

A copy of the ■ discipline plan is provided to you. Please take the time to review this plan with your student. Just as we have high academic

standards we also maintain high behavior standards. Encourage your students to be on his/her best behavior daily and to be accountable for their actions.

Rewards and Incentives

Students, faculty and staff all love to work hard and we also love to play hard. We are big believers in celebrating the successes we experience together and individually. Each 6 weeks students have an opportunity to earn 3 free dress days through our ROAR program. ROAR: R-responsibility (conduct), O-only A's and B's (grades), A-attendance (perfect attendance with no more than 2 tardies for the 6 weeks) and R-REWARDS. Throughout the year your child's teacher may choose to use a field trip, a fun activity, etc. as motivation for your student to achieve great things academically and behaviorally. It is up to your student to earn these opportunities and learn from them if they do not participate. Teachers will notify you of these events.

What to do when you arrive at school (Morning Procedures)

Parents will need to drop off all students in the front of the school ■. ■ Students walk up the sidewalk and enter building through the front doors or cafeteria doors to the right. Kindergarten, 1st grade and students needing to eat breakfast will go to the cafeteria. 2nd, 3rd, and 4th grade students who are not eating breakfast will report to their teacher's rooms and sit in the hallway outside their teacher's door. This is a great time to finish up homework or read silently.

What to do when it is time to go home (Afternoon Procedures)

Please call by 2:30 if the way your child is getting home is changing. We do not take the word of the students so an adult must call if arrangements are changed.

Students who ride the bus home will be dismissed at 3:00. Buses will depart ■ at 3:05. Buses will then travel to the ■ Transportation Yard and students will board the bus that will bring them home. Please help your student learn the correct bus to get transfer to. Students who get picked up by a car will go to the following locations.

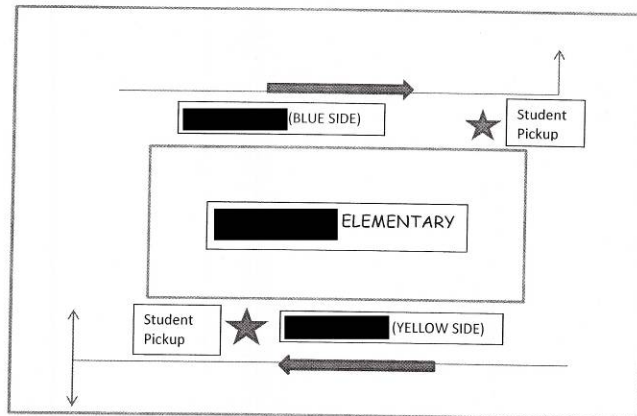
Kindergarten and 1st Grade

Kindergarten, 1st grade (and older siblings of K and 1st students) will report to the sidewalk that leads from the Kindergarten and 1st grade hallway to the street. If you are picking up a student on this side (Blue side) please form one north facing line on [REDACTED] and yield to any buses leaving the parking lot. Once you have picked up your student please turn left at the end of the block so that you don't get stuck in 2nd, 3rd, and 4th grade pick-ups.

2nd, 3rd, and 4th Grade

2nd, 3rd, and 4th grade students will report to the front of the school and wait on the sidewalk that leads to the street. If you are picking up a student on this side (Yellow side) please form one line facing south. Once you have picked up your student please exit the campus by turning onto [REDACTED]

Car riders must be picked up by 3:30.



ADMISSIONS

FD
(EXHIBIT)

REQUEST FOR FOOD ALLERGY INFORMATION

(The District must request, at the time of enrollment, that the parent or guardian of each student attending the District disclose the student's food allergies. This form will satisfy this requirement. Additional information regarding food allergies, including maintaining records related to a student's food allergies, can be found at FD and FL.)

This form allows you to disclose whether your child has a food allergy or severe food allergy that you believe should be disclosed to the District in order to enable the District to take necessary precautions for your child's safety.

"Severe food allergy" means a dangerous or life-threatening reaction of the human body to a food-borne allergen introduced by inhalation, ingestion, or skin contact that requires immediate medical attention.

Please list any foods to which your child is allergic or severely allergic, as well as the nature of your child's allergic reaction to the food.

Food:	Nature of allergic reaction to the food:

The District will maintain the confidentiality of the information provided above and may disclose the information to teachers, school counselors, school nurses, and other appropriate school personnel only within the limitations of the Family Educational Rights and Privacy Act and District policy. [See FL]

Student name: _____ Date of birth: _____

Grade: _____

Parent/Guardian name: _____

Work phone: _____ Home phone: _____

Parent/Guardian Signature: _____ Date: _____

Date form was received by the school: _____

Elementary

Principal

CORPORAL PUNISHMENT CONSENT

Corporal punishment (swats) may be used as a consequence for student misbehavior. Please check next to the appropriate statement regarding the option of your child receiving corporal punishment. This form will be used for the 2011-2012 school year. Any changes in your decision will require you filling out an updated form which you may request from the office.

_____ I DO NOT WANT MY CHILD TO RECEIVE CORPORAL PUNISHMENT

_____ I DO WANT MY CHILD TO RECEIVE CORPORAL PUNISHMENT

_____ My child's teacher **DOES** have permission to give swats to my child under the supervision of _____ or his designee.

_____ My child's teacher **DOES NOT** have permission to give swats to my child. Only _____ or his designee has permission to give my child swats.

We will attempt to contact you before any swats are given to your child. If you are unable to be reached and you have given us permission to use corporal punishment your child will be given swats and a copy of the disciplinary referral will be sent home to you. Please fill out the information below.

Student Name	Date
Parent/Guardian Name	Parent/Guardian Signature
Primary Phone Number	Secondary Phone Number

Independent School District

2011 - 2012 School Supply List

Kindergarten

- 24 count crayons / regular size—2
- Dry erase markers / 4 color chisel-tip / low odor—1
- Washable glue sticks—4
- Pencil box—1
- 12 ct. #2 pencils, sharpened—2
- 4 oz. Elmer's school glue—1
- 5" blunt scissors—1
- Kleenex tissues—3
- 1 subject / wide rule spiral notebook—2
- Pink eraser—1
- Construction paper—1 jumbo pkg.
- Manilla paper—8 1/2 x 11—1
- Hand sanitizer—2 bottles
- Backpack—no wheels

Second Grade

- 24 count crayons / regular size—1
- Folders w/ clasps & 2 pockets—5
- Washable glue sticks—2
- Dry erase markers / 4 color chisel-tip / low odor—1
- Red pens—2
- Pencil box
- 12 ct. #2 pencils, sharpened—2
- 4 oz. Elmer's school glue—1
- 5" blunt scissors—1
- Kleenex tissues—3
- Wide ruled notebook paper—2
- 1 subject / wide rule spiral notebook—2
- Pink eraser—1
- Construction paper—1 jumbo pkg.
- Manilla paper—8 1/2 x 11—1
- Hand sanitizer—2 bottles
- Backpack—no wheels

First Grade

- 24 count crayons / regular size—2
- Folders w/ clasps & 2 pockets—5
- Washable glue sticks—2
- Dry erase markers / 4 color chisel-tip / low odor—1
- 12 ct. #2 pencils, sharpened—3
- 4 oz. Elmer's school glue—1
- 5" blunt scissors—1
- Kleenex tissues—3
- 1 subject / side rule spiral notebook—2
- Pencil box
- Wide ruled notebook paper—2
- Pink eraser—1
- Construction paper—1 jumbo pkg.
- Manilla paper—8 1/2 x 11—1
- Hand sanitizer—2 bottles
- Backpack—no wheels

Third Grade

- 24 count crayons / regular size—1
- Folders w/ clasps & 2 pockets—5
- Dry erase markers / 4 color chisel-tip / low odor—1
- Red pen—2
- Pencil box
- Standard / Metric 12" ruler
- 12 ct #2 pencils, sharpened—3
- 4 oz. Elmer's school glue—1
- 5" pointed scissors—1
- Kleenex tissues—3
- Wide ruled notebook paper—3
- 1 subject / wide ruled spiral notebook—5
- Pink eraser—1
- Construction paper—1 jumbo pkg.
- Hand sanitizer—2 bottles
- Backpack—no wheels
- Wide ruled notebook paper—3
- 1 subject / wide ruled spiral notebook—5
- Pink eraser—1
- Construction paper—1 jumbo pkg.
- Hand sanitizer—2 bottles
- Backpack—no wheels

Independent School District

Fourth Grade

- 24 count crayons / regular size—1
- Folders w/ clasps & 2 pockets—5
- Dry erase markers / 4 color chisel-tip / low odor—1
- Red pen—2
- Pencil box or pencil bag
- Standard / Metric 12" ruler
- 12 ct #2 pencils, sharpened—3
- 4 oz. Elmer's school glue—1
- 5" pointed scissors—1
- Kleenex tissues—3
- Wide ruled notebook paper—3
- 1 subject / wide ruled spiral notebook—5
- Pink eraser—1
- Construction paper—1 jumbo pkg.
- Manilla paper—1 pkg.
- Quart-sized ziplock bags—2 boxes
- Hand sanitizer—2 bottles
- Backpack—no wheels

5th and 6th grade

- 1-Hand sanitizer
- 1- 1.5" 3-ring Binder
- 1- 24 count crayons/regular size
- 5- Folders with clasp & 2 pockets
- 2- Washable glue stick
- 2- Yellow highlighter
- 1- 3x5 ruled white index cards, 100 ct
- 1- washable markers-8 colors-broad tip
- 1- Pencil pouch w/grommets and zipper
- 2- Medium point red pen
- 2- Medium point black pen
- 1- Pencil sharpener w/ receptacle
- 1- 12 ct #2 pencils, sharpened
- 1- 12 ct full length colored pencils
- 1- Standard/Metric plastic 12" Ruler
- 1- 4 oz. Elmer's school glue
- 1- 7" pointed scissors
- 1- Kleenex tissues
- 5- 1 subject/wide rule spiral notebook
- 1- Wide rule notebook paper
- 1- 9x12 construction paper
- 1- 12 ct/latex free/ pink eraser caps

High School

- Clear or mesh backpack—no wheels
- 8- folders w/ brads and pockets (different colors)
- 2-1-subject spirals
- #2 pencils
- Blue or black ink pens
- Red ink pens
- Zipper bag for pens and pencils
- Highlighter in any color
- Map colors or colored pencils (NO markers or Sharpie pens)
- 1 box of Kleenex
- 1 dictionary for use at home
- Please note that students are NOT allowed to carry any type of Trapper-Keeper or other zip-closure notebook.
- Individual teachers may require additional supplies

High School

Students will need to bring paper, pen and pencil on the first day of school. Supply needs will be determined by classroom teacher when school begins.

REMINDER OF DRESS CODE

The following is a statement from the [REDACTED] ISD Student Dress Code regarding appropriate and acceptable student dress:

Tops

Solid navy, red, or white short- or long-sleeve shirts/blouses in these styles: collared polo, Oxford button-down, or turtleneck. Tops must be tucked in and may have a pocket on the front, but no commercial designs, logos, or color combinations. School administrators may approve a top color and/or logo specific to their campus and may select certain days/events (e.g., picture day) for exceptions to the required dress code.

Bottoms

Standard-fit, classic-style pants, walking shorts, overalls, skorts or jumpers with belt (in garments with loops) in solid navy, khaki, or black. Belts are not required in prekindergarten–grade 2. Girls in elementary grades shall wear shorts under skirts or jumpers for P.E. Spandex, sweat pants, wind pants, cargo pants, bike shorts, or leggings shall not be worn.

Winter Clothing

Turtlenecks or polos in solid navy, red, or white worn under plain sweaters, sweatshirts, or vests that are the same color as the shirt and are short enough to allow easy view of the student's pants pockets.

Your student came to school today out of dress code. This needs to be taken care of as soon as possible. Please make sure your student's clothes are in compliance with the [REDACTED] dress code before they return to school. Future instances will be considered a violation of the [REDACTED] ISD Student Code of Conduct and appropriate consequences will be given to the student.

If you have questions regarding this policy please call [REDACTED] at [REDACTED]. Thank you for your prompt attention to this matter.

Sincerely,

[REDACTED]

Independent School District

2011-2012 School Calendar

AUGUST		M	T	W	T	F
11-12 -	New Teacher Orientation	1	2	3	4	5
15-18 -	Staff Development	8	9	10	11	12
19 -	Work Day	15	16	17	18	19
22 -	1 st Day of School 1 st Six Weeks begins 1 st Semester begins	22	23	24	25	26
		29	30	31		
SEPTEMBER		M	T	W	T	F
5 -	Holiday				1	2
28 -	1 st Six Weeks ends	5	6	7	8	9
29 -	2 nd Six Weeks begins	12	13	14	15	16
		19	20	21	22	23
		26	27	28	29	30
OCTOBER		M	T	W	T	F
6 -	Early Release	3	4	5	6	7
11 -	Parent Conf.	10	11	12	13	14
13 -	Parent Conf.	17	18	19	20	21
18-21 -	TAKS Exam	24	25	26	27	28
		31				
NOVEMBER		M	T	W	T	F
3 -	2 nd Six Weeks ends	1	2	3	4	
4 -	3 rd Six Weeks begins	7	8	9	10	11
21-25 -	Holiday	14	15	16	17	18
		21	22	23	24	25
		28	29	30		
DECEMBER		M	T	W	T	F
16 -	Early Release 1 st Semester ends 3 rd Six Weeks ends	5	6	7	8	9
19-30 -	Holiday	12	13	14	15	16
		19	20	21	22	23
		26	27	28	29	30
JANUARY		M	T	W	T	F
2 -	Work Day	2	3	4	5	6
3 -	2 nd Semester begins 4 th Six Weeks begins	9	10	11	12	13
3-6 -	*Student Intervention Days	16	17	18	19	20
16 -	Holiday	23	24	25	26	27
		30	31			
Fall Semester	Aug. 22-Dec. 16	79 Days				
Spring Semester	Jan. 3-Jun. 5	101 Days				

FEBRUARY		M	T	W	T	F
17 -	4 th Six Weeks ends				1	2
20 -	5 th Six Weeks begins	6	7	8	9	10
23 -	Early Release	13	14	15	16	17
28 -	Parent Conf.	20	21	22	23	24
		27	28	29		
MARCH		M	T	W	T	F
1 -	Parent Conf.				1	2
7-9 -	TAKS/STAAR Exam	5	6	7	8	9
12-16 -	Spring Break	12	13	14	15	16
26-29 -	TAKS/STAAR Exam	19	20	21	22	23
30 -	Weather Day	26	27	28	29	30
APRIL		M	T	W	T	F
6 -	Holiday	2	3	4	5	6
12 -	5 th Six Weeks ends	9	10	11	12	13
13 -	6 th Six Weeks begins	16	17	18	19	20
19 -	Early Release	23	24	25	26	27
23-27 -	TAKS/STAAR Exam	23	24	25	26	27
30 -	Weather Day	30				
MAY		M	T	W	T	F
7-17 -	TAKS/STAAR Exam	1	2	3	4	
25 -	Early Release/Graduation	7	8	9	10	11
	6 th Six Weeks ends	14	15	16	17	18
28 -	Holiday	21	22	23	24	25
29-31 -	*Student Intervention Days	28	29	30	31	
JUNE		M	T	W	T	F
1-5 -	*Student Intervention Days	1	2	3	4	5
6 -	Work Day	11	12	13	14	15
		18	19	20	21	22
		25	26	27	28	29
JULY		M	T	W	T	F
4 -	Holiday	2	3	4	5	6
		9	10	11	12	13
		16	17	18	19	20
		23	24	25	26	27
		30	31			







*Student Intervention Days are for those students who did not, or are likely not, to perform successfully on TAKS/STAAR. Those students that passed or are expected to pass can choose whether or not they will attend on those 10 days.

Just a reminder about BLUE SIDE pick ups...

- Form one line on the school side of [REDACTED]
- Please do not park or circle through the staff parking lot
- Please be courteous and allow buses out
- Remember not to block our neighbors' driveways

Thanks for being *patient* and *understanding* with this process.

September 2011

Sun	Mon	Tue	Wed	Thu	Fri	Sat
SEPTEMBER BIRTHDAYS <div></div> <div>9/9</div> <div>9/13</div> <div>9/29</div>				1 	2	3
4	5 HOLIDAY	6 <div></div> will begin AIMSWEB testing	7 Faculty Meeting 3:05	8 Field Trip - <div></div> Leave 9:15	9 Field Trip <div></div> <div></div> —Leave 9:15	10
11 	12	13 PTA—Open House—5:30	14 	15	16	17
18 FIRE DRILL A.M.	19	20	21 Faculty Meeting 3:05	22	23	24 
25	26 	27	28 End of 1st 6 weeks	29 2nd 6 weeks begins	30 Sp. Ed Field Trip— <div></div> <div></div> —8:00 - 2:30	

Mantén un horario para estudiar

Los chicos que salen mejor en la escuela son los que estudian todos los días. Si no tienen una tarea, ellos pasan el tiempo repasando o hasta preparando una tarea larga que tiene que estar completada en unos cuantos días. Aquí hay unas maneras de aprovechar el tiempo para estudiar:

- **Estudia en tus horas de máxima producción.** Puede que quieras estudiar tan pronto llegues de la escuela. Puedes que quieras esperar hasta después de cenar. O tal vez trabajes mejor temprano en la mañana. Mira a ver cuando estás más alerta—y estudia a esa hora todos los días.
- **Fija metas.** Empieza cada sesión de estudios haciendo una lista de “Cosas que Hacer,” usando las cosas que apuntaste en tu cuaderno de tareas. Marca cada cosa que termines y pónla en el cajón o el bolso escolar.
- **Toma descansos.** Los científicos ahora saben que un estudiante recordará más lo que estudió en dos sesiones de 20 minutos que en una de 40 minutos. Así que toma pequeños descansos a intervalos regulares.
- **Planifica tu semana.** ¿Qué ocurre si la práctica de fútbol está prevista para el mismo tiempo en que usualmente estudias? Planifica estudiar a otro tiempo ese día. Recuerda—la escuela es tu trabajo más importante, así que si no puedes hacer tus tareas por falta de tiempo, lo más probable es que no deberías de estar en el equipo de fútbol.

Tomará un poco de trabajo organizarte, pero verás los resultados inmediatamente. Y las destrezas que has aprendido en organizar tus tareas y deberes también serán de uso en el transcurso de tu vida.

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Student
Tips

Cómo Organizar las Tareas en la Escuela y en la Casa



Son las 10 p.m. ¿Es que sabes dónde está tu libro de matemáticas? ¿O es que descubriste que tu libro, en el cual tienes que terminar tu tarea, todavía se encuentra en la escuela?

Si parece ser que tienes problemas organizando tus deberes y tareas, no eres el único. Pregúntale a los maestros por qué los estudiantes no obtienen las calificaciones que deberían y muchas veces encontrarás las mismas descripciones:

“Es un estudiante inteligente, pero no entrega sus deberes.”
“Ella presta atención en clase, pero sus tareas las entrega siempre tarde.”
¿Es que parece ser que estos maestros están hablando de ti? Pues sigue leyendo. Existen maneras en que puedes organizarte para las tareas en la escuela y en la casa.

Student
Tips

Cómo Organizar las Tareas En la Escuela y en la Casa

Usa notas adhesivas

Esos papelitos amarillos adhesivos son una estupenda manera de que te asegures que vuelvas a casa con los libros que necesites. Ten un bloc a mano. Después de cada clase, fija una nota adhesiva al libro si lo necesitas para completar una tarea.

Al final del día, te tomará solo un vistazo para ver qué libros necesitas y cuáles se quedan en la escuela.

Haz un lugar en tu hogar para materiales escolares

El bus acaba de llegar, pero tú no puedes encontrar tu tarea de ciencia. Terminaste tu tarea de matemáticas, pero olvidaste ponerla en tu bolso.

Los maestros no pueden calificar tareas si no las entregas. Así que haz un lugar en tu hogar donde guardes todos tus materiales escolares. Algunos chicos se divierten decorando una caja de cartón que sea lo suficiente grande para guardar su bolso escolar. Otros usan un cajón plástico. Sea lo que uses, pónlo en un sitio donde estés seguro que lo verás tan pronto vuelvas de la escuela—detrás de la puerta o en tu cuarto son buenos sitios.

Ahora asegúrate de que pongas todos tus materiales escolares en el cajón tan pronto llegues de la escuela. Cuando hagas tus tareas, pon cada tarea que completes en el cajón. Antes de ir a dormir, pon todo lo que esté en el cajón en tu bolso. Así estarás listo para la mañana.



Apunta las tareas

¿Es que alguna vez has empezado una tarea y no te acuerdas si tienes que hacer todos los ejercicios matemáticos o sólo los impares? Así que llamas a tu amigo y conversas por una hora pero todavía no sabes de qué consiste tu tarea.

El primer secreto para estar organizado es apuntar tus deberes a la vez que tus maestros los asignen.

Si tu escuela te ofrece un planificador, úsalo. O compra un cuaderno en el cual escribir las tareas. Llévalo a todas las clases y apunta las tareas. Tener todas las tareas en el mismo sitio es de ayuda. También puedes usar tu cuaderno de tareas para apuntar materiales que necesites.

Encuentra tu 'rincón de estudio'

Especialmente si estás teniendo problemas organizándote, probablemente necesitarás encontrar un rincón donde estudiar diariamente. Cuando te sientas en este lugar, sabrás que es tiempo de estudiar. Tu puedes encontrar tu lugar favorito. Pero éste tiene que ser:

- **Bien iluminado.** Busca una lámpara para que puedas ver lo que estás leyendo o escribiendo.
- **Tranquilo.** Cuando estés estudiando, *tienes* que ignorar todas las distracciones—apaga la tele, ignora los mensajes instantáneos, el teléfono y los mensajes de texto. Las buenas noticias es que puedes poner un signo "No Molestar" en la puerta y así deshacerte de tu hermanito hasta que termines de estudiar.



- **Cómodo.** ¿Es que tienes que sentarte para poder concentrar? ¿O te sientes más cómodo en el suelo? Trata diferentes lugares hasta que encuentres uno que te guste.
- **Ordenado.** Si estás constantemente buscando un lápiz, tu cuaderno y la calculadora, te tomará más tiempo hacer las tareas. Trata de mantener todo ordenado para que puedas encontrar lo que necesites.
- **Bien provisto.** No necesitas muchos materiales escolares, pero sí necesitas papel, bolígrafos, lápices y algunas fuentes de información—un diccionario, un tesoro y un atlas. Si estás estudiando una lengua extranjera, necesitarás un diccionario de traducción. Algunos cursos de matemáticas requieren una calculadora. Y de paso, mantén tus materiales donde estudies. Si tu diccionario de francés está siempre en el piso de abajo, probablemente no lo uses mucho, y tu nota en francés bajará.



También mantén materiales a mano en la escuela

Asegúrate que tengas lápices, bolígrafos, calculadoras y otras cosas que necesites para la escuela. Manténlos en el mismo lugar. Una caja o una cartera con cremallera en tu cuaderno o en un bolso puede ser de uso. Y asegúrate de que lo lleses contigo.

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Have a regular study time

Kids who do the best in school study every day. If they don't have an assignment, they spend time reviewing or even getting ready for a big assignment that's due in a few days. Here are some ways to make the most of your study time:



- **Study in your own "prime time."** You may want to study right after school. You may want to wait until after dinner. Or you may do your best work early in the morning. Figure out when you are most alert—and then study at that time every day.
- **Set goals.** Start every study session by making a "To Do" list, using the things you wrote down in your assignment notebook. Check off each item as you finish it and put it in the school box or in your backpack.
- **Take breaks.** Scientists now know that you will remember more from two 20-minute study sessions than from one 40-minute session. So try to take short, regular breaks.
- **Plan your week.** What happens if soccer practice is scheduled for the time you usually study? Plan another time to study that day. Remember—school is your most important job, so if you can't get your schoolwork done, you probably shouldn't play on the team.

It'll take some work to get organized, but you'll start to see results right away. And the skills you've learned for organizing your schoolwork and your homework will help you be successful throughout your life.

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Student Tips

How To Get Organized For Homework & Schoolwork



It's 10 p.m. Do you know where your math book is? Or did you just discover that your book, which you need in order to finish your homework, is still at school?

If you seem to have trouble getting organized to do homework and schoolwork, you're not alone. Ask teachers why students don't earn the grades they could and you'll often hear the same descriptions: "He's a bright student, but he doesn't turn in his homework."

"She pays attention in class, but her papers are always late."

Does it sound like these teachers are talking about you? Then read on. There are ways you can get organized for homework and schoolwork.



How To Get Organized for Homework & Schoolwork

Use self-stick notes

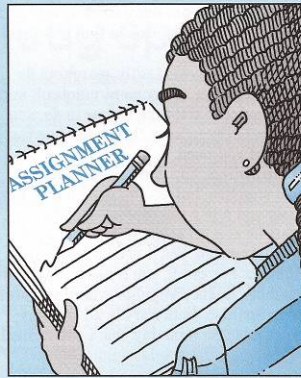
Self-stick notes are a great way to make sure you go home with the books you need. Keep a pad handy. After each class, **attach a self-stick note to a book** if you need it to complete an assignment. At the end of the day, it only takes a quick glance to see which books have to go home and which can stay at school.

Make a place for school stuff at home

The bus is pulling up to the bus stop, but you can't find your science report. You did your math homework, but forgot to stick it in your backpack.

Teachers can't grade homework you don't turn in. **So create a place at home where you keep all your school stuff.** Some kids have fun decorating cardboard boxes that are large enough to hold their backpacks. Others use plastic crates. Whatever you use, put it in a place where you're sure to see it as soon as you get home from school—inside the front door or in your room are good choices.

Make sure you put your school stuff in the box as soon as you get home. When you do your homework, put every completed assignment back in the box. Last thing before bed, stick everything in your backpack. You'll be ready to head out the door in the morning.



Write down assignments

Ever start studying and not remember whether you were supposed to do *all* the math problems or only the odd-numbered ones? So you called your friend and you talked for an hour but then you *still* didn't know what your math assignment was.

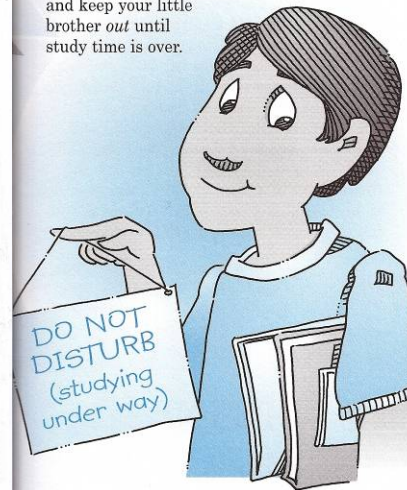
The first secret to getting organized is to **write down your assignments as your teachers give them to you.**

If your school gives you a planner, *use it*. Or get yourself an assignment notebook. Take it to every class and write down the assignment. It helps to have all assignments written down in one place. You can also use your assignment book to make note of supplies you'll need.

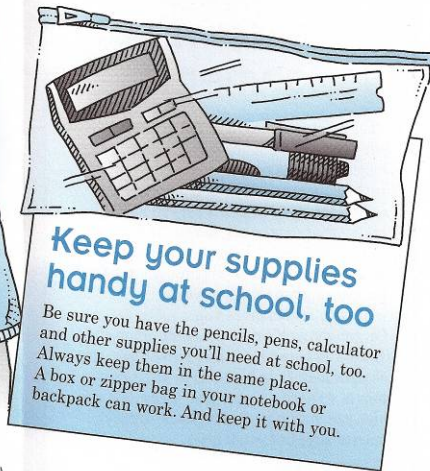
Find your 'study spot'

Especially if you have trouble getting organized, you probably need to find one place where you study regularly. When you sit at this place, you'll know it's time to get serious about schoolwork. You can find your own best spot. But it should be:

- **Well lit.** Look for a good lamp so you can see what you're reading or writing.
- **Quiet.** While you're studying, you *must* ignore all distractions—turn off the TV, ignore your IMs, and don't answer the phone or text messages. The good news is you *can* hang a "Do Not Disturb" sign on your door and keep your little brother *out* until study time is over.



- **Comfortable.** Do you need to sit up to concentrate? Or are you more comfortable on the floor? Try different places to find one that works for you.
- **Neat.** If you are constantly searching for your pencil, your assignment notebook and your calculator, it'll take longer to do your homework. Try to keep things neat so you can find what you need.
- **Well supplied.** You don't need a lot of school supplies, but you do need paper, pens, pencils and a few references—a dictionary, a thesaurus and an atlas. If you're studying a foreign language, you'll need a translation dictionary. For math, you'll need a calculator. Remember to keep supplies where you study. If your Spanish dictionary is all the way downstairs, you probably won't use it much and your Spanish grade could go down.



A los 3 meses, un niño típicamente:

- Sigue objetos con sus ojos
- Responde a sonidos fuertes
- Sonríe
- Hace sonidos

A los 6 meses, un niño típicamente:

- Reconoce caras familiares
- Juega con sus dedos
- Trata de hablar
- Se sienta

A los 12 meses, un niño típicamente:

- Se para apoyándose de algo
- Gatea
- Pone juguetes en contenedores
- Habla una o dos palabras

A los 18 meses, un niño típicamente:

- Se quita los zapatos y calcetas
- Ojea libros
- Camina sin ayuda
- Sigue direcciones simples

A los 2 años, un niño típicamente:

- Dice frases
- Reconoce fotos
- Juega solo
- Corre
- Identifica partes de la cara

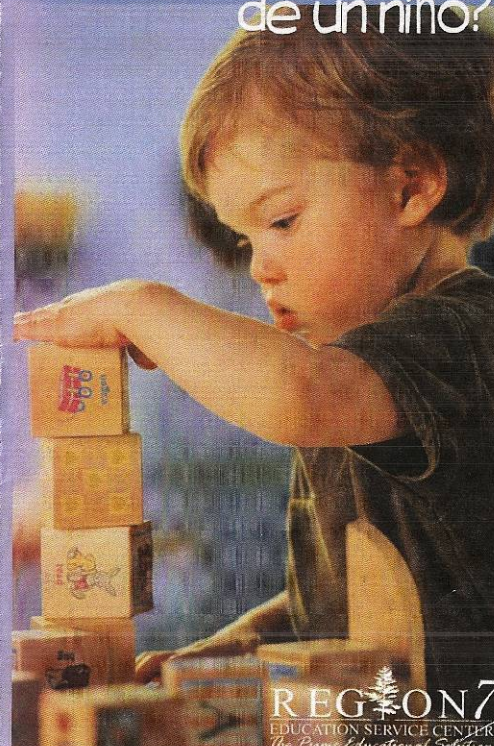
A los 3 años, un niño típicamente:

- Maneja un triciclo
- Habrá puertas
- Esta entrenado para ir al baño
- Brinca con un solo pie
- Juega con otros niños

**Llama al programa de
educación especial en tu
distrito escolar local.**



¿Conoces las
ETAPAS
TÍPICAS del
CRECIMIENTO
de un niño?

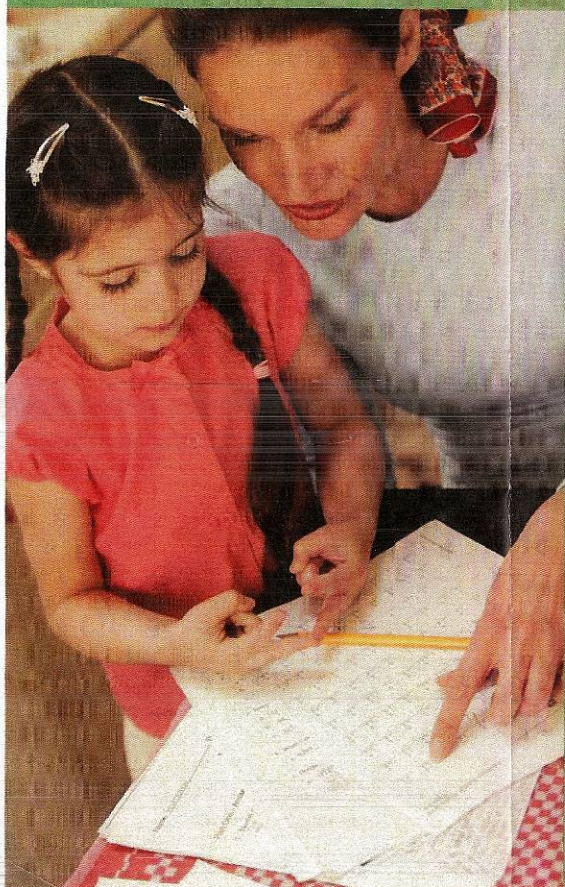


REGION 7
EDUCATION SERVICE CENTER
The Premier Educational Solution

Si Piensas que tu niño

NO se esta desarrollando típicamente

"Buscando Niños" puede ayudar.



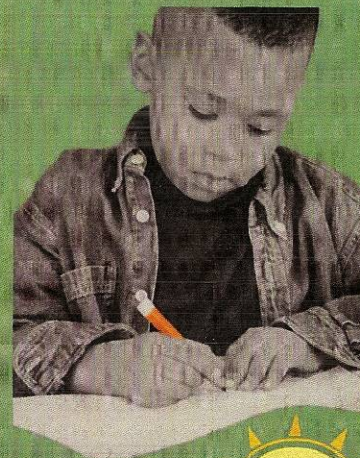
La educación temprana puede ser critica por el amonto de aprendizaje que toma lugar en los años preescolares.

El Programa Preescolar para Niños con Discapacidad provee servicios para niños entre 3-5 años de edad. Si tú conoces de un niño con una discapacidad, por favor contacta al departamento de educación especial de tu distrito escolar local para información acerca de un servicio de evaluación sin costo alguno.

Las escuelas públicas de Texas proveen para la educación especial de niños con discapacidades. Niños con discapacidades identificadas como físicas, mentales preceptuales, lenguaje, social y/ emocional pueden ser elegibles para el programa. Niños con problemas con la visión y/o el oído pueden ser elegibles para los servicios empezand al nacer. Los distritos usan informacion de varios recursos que determinan la elegibilidad a base de las normas federales y estatales.

Los servicios proveídos son desarrollados por el Comité de Admisión, Revisión y Despido. Este Comité típicamente consiste de padres, un educador, administración y alguien encargado de las evaluaciones. Cada programa es individualizado para satisfacer las necesidades de cada niño.

Para una lista de las etapas de desarrollo por favor refiérase a la sección titulada "Cosas a buscar."



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Education. Texas. One child at a time.



CHILD FIND
 ENCONTRANDO AL NIÑO

Servicios especiales
 disponibles a los infantes,
 niños y jóvenes que
 demuestran algún
 impedimento. Ellos pueden
 estar experimentando
 dificultades en una o más de
 las siguientes áreas:

- * Incapacitación Física
- * Sordera o dificultad en oír
- * Impedimento Visual (no ver bien)
- * Sordera-Ceguera
- * Retardación Mental
- * Inestabilidad Emocional
- * Problemas de Aprendizaje
- * Disfunción de Lenguaje (dificultad para hablar)
- * Autismo
- * Impedimentos de Salud
- * Lesión Cerebral Traumática



CHILD FIND
 ENCONTRANDO AL NIÑO

*educando en Texas
 ...cada niño!*

Para mas
 informacion llame
 al Director de
 Education Especial
 en su distrito
 escolar:

O llame a CHILD FIND
 903/984-3071, ext. 267



CHILD FIND
 ENCONTRANDO AL NIÑO

*educando en Texas
 ...cada niño!*





Posiblemente usted piense que las puertas para la educación de su niño están cerradas. Nunca es tarde o temprano para explorar las oportunidades en la educación del niño. Si usted sospecha que un infante, niño o joven sufre de algún impedimento, su distrito escolar puede ayudarlo, abriendo las ventanas de esperanza para un futuro mejor.

Cada niño es único y algunos tienen inquietudes o necesidades especiales para aprender, pero todos tienen derecho a ser educados. Estos **servicios son gratuitos** (no se cobran) y son brindados a todos los que tienen incapacidades. Desde que nacen hasta los 21 años de edad sin tomar en cuenta la severidad del impedimento.

Las experiencias de aprendizaje estimulan el desarrollo intelectual, social y emocional. Los niños se

sienten más seguros de ellos mismos y de sus relaciones con otros niños. Cada niño tiene la capacidad de aprender y crecer a su máximo potencial.

¿Conoce usted algún niño que necesita ésta Educación Especial?



¿Muestra el niño problemas o dificultades en alguna de estas áreas?

DISFUNCION DE LENGUAJE

- * Tiene dificultad de pronunciar palabras
- * Dificultad para que le entiendan
- * Habilidad limitada para expresarse
- * Tiene dificultad para entender, o no responde cuando le hablan
- * No balbucea, se arruía o habla

OIDO

- * Contesta inapropiadamente
- * No responde a los sonidos
- * Problemas crónicos de oído
- * Se jala las orejas

VISION

- * No puede ver objetos cercanos o lejanos
- * No mira a las personas
- * No sigue con la vista los objetos
- * No puede reconocer objetos o personas
- * Entrecierra los párpados
- * Se frota los ojos a menudo

COGNOSCITIVO/MENTAL

- * No entiende direcciones o instrucciones
- * No juega con otros o se relaciona con otras personas
- * No identifica objetos comunes



DESARROLLO FISICO/MENTAL

- * Movimiento desequilibrado, no se mueve
- * No demuestra interés en juguetes
- * Superactivo o pasivo
- * Torpe, comete muchos errores
- * Tiene energía limitada
- * Vitalidad y atención limitada



COMPORTAMIENTO

- * Inquieto
- * Se mueve constantemente
- * No se da cuenta de los peligros reales
- * Experimenta cambios de humor drásticos

INDEPENDENCIA

Los niños se desarrollan diferentemente. La mayoría de los niños dan muestras de querer ser independientes cuando empiezan a caminar.

Algunas otras preocupaciones pueden ser:

- * No trata de alimentarse por sí solo
- * Pocas veces dice lo que quiere o desea
- * Muestra poca o nada de independencia
- * Se desalienta fácilmente
- * Depende de otros para que lo cuiden

Su distrito puede ayudarlo, dándole los servicios educativos necesarios si existe una incapacidad identificada.

A word about weapons

Too often, kids decide they have to get a weapon to settle a conflict.

This is the worst decision you could make.

Schools are very serious about keeping weapons off campus. If you're caught with a weapon, you may be arrested. You will probably be expelled from school. That could put your whole future in jeopardy.

When students have weapons, the chances are that one or both of you could get hurt . . . or even killed.

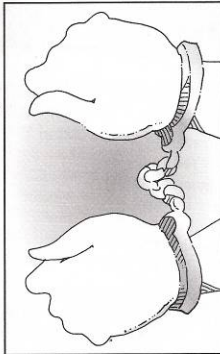
Choose one of the other methods of resolving conflicts. Tell your parents or a teacher. Call the police if you're really scared. But *don't* get a weapon and try to settle the conflict that way.

Throughout your life, you're going to be faced with conflicts. Using these methods will help you resolve them more constructively so you can deal with things that are more important . . . and more fun.

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Student
Tips

Resolving Conflicts



You were counting on playing your new video game with some friends this weekend but now your parents want you to clean out the basement. Instead, your friend said she'd come over to watch a video with you on Saturday, but on Friday she cancelled on you again. This time she said she decided to go to someone else's house instead.

You were sure your teacher said you could have until Friday to turn in your book report, but today she said the deadline is tomorrow and there's no way you can do that!

You were just minding your own business. Then a group of older kids came along and started picking on you. One of them told you they were going to beat you up. Now you're afraid to go to school without some protection.

Conflicts are a normal part of life. From minor misunderstandings to major disagreements, people don't always see eye to eye.

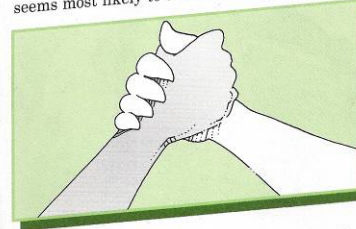
But sometimes problems escalate. People argue or even resort to violence. There are better ways to resolve conflicts. In this StudentTip, you'll learn strategies to help you work through conflicts before they become major problems.

Student
Tips

Resolving Conflicts

You can resolve conflicts

Here are six ways to resolve conflicts. Each is effective in certain situations. When you're faced with a conflict, try to think about each of these alternatives and choose the one that seems most likely to achieve your goal.



1. Compete. There's only one spot left on the team. There's only one starring role in the play. Sometimes, you have to compete for what you want.

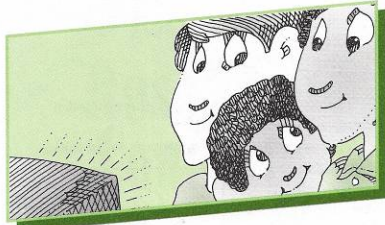
Competition can be a good thing—it can drive you and your competitor to do your very best. But competition can be hard on relationships. If you're competing with someone, remember—nobody likes a bragging winner or a sore loser. And *nothing* is so important that it's worth cheating to achieve.

6. Confront it. When the matter is very important to you and must be resolved right away, it's best to confront it directly. If your friend is suddenly not acting like your friend anymore, it's time to act. You might say, "This is the second time you've told me at the last minute that you can't come over. My feelings are hurt. What's going on?"



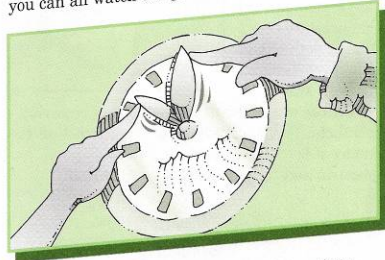
"Confronting" doesn't mean physical fighting. You are usually most effective if you can state calmly and clearly what's bothering you without resorting to anger or violence.

There are some kinds of behavior—sexual harassment, threats of violence, physical attacks—that you should *never* have to tolerate. If any of those things happens to you, tell an adult right away. In school, tell a teacher, counselor, or the principal. In the community, tell a parent, a religious leader or the police.



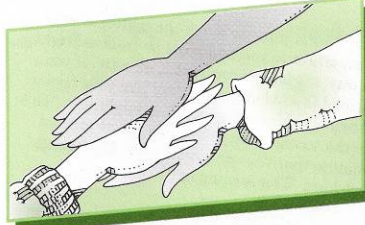
2. Accommodate. You want to go to your friend's house to watch the game. Your mother needs you to take care of your little brother.

You could fight about it—but you know your mom will probably win in the end. Or you could try to find a way to accommodate both your needs. Tell your mom you'll take care of your little brother—but try asking if your friend can come over so you can all watch the game at your house.



3. Compromise. You may be able to solve a problem by finding a middle ground. You want to stay out until midnight. Your folks say you have to be in by 10. Maybe you can compromise on an 11:00 curfew. In a compromise, you won't get everything you wanted, but the other person won't either. Both of you have to be willing to give something up in order to get to an agreement.

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4. Collaborate. Working on a problem together can sometimes make it easy to resolve conflicts. For example, if put-downs and negative comments are causing conflicts in your group of friends, try working together to solve the problem. You'll probably come up with some pretty creative solutions. And as you get to know each other better, the put-downs and negative comments will stop.



5. Avoid it. Sometimes you don't need to get into a conflict at all. There's no need to push ahead of someone in the lunch line. You'll get there soon enough. If you really *don't* care whether you set the table or clean up after dinner, let your sister choose.

When an issue doesn't matter that much to you, try avoiding the conflict. Later, when there's an issue that *is* important, people will usually try to work with you because you've been reasonable in the past.

If you see someone being bullied

Almost everyone has seen someone being bullied. Here are some things you can do:

- Remember that it's not the victim's fault. So don't blame the person for getting bullied.
- Don't let the victim be alone. Bullies tend to single out kids who are all by themselves. You and your friends can prevent bullying just by being there.
- Tell an adult. Report what you've seen.
- Ask if your school can start a "bully box" where kids can write what they've seen without signing their name. Adults don't always know what's going on if kids don't tell them.



Bullying doesn't have to be a fact of life. Adults don't want it to go on in school. So if you're the victim of a bully . . . or if you know someone who is, don't wait. The sooner you act, the sooner the bullying will stop.

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Student
Tips

Dealing With Bullies



Your mom keeps giving you lunch money, but you can't buy lunch. The kid who lives on the next block has threatened to beat you up if you don't give him your lunch money. Yesterday when you were getting dressed in the locker room, two other girls started to moo. Now you hear people making that sound wherever you go. You never want to go back to school again.

Has anything like this ever happened to you? Then you're the victim of bullying. And you're not alone. Studies show that as many as one out of four kids has been the victim of bullying at some time or other.

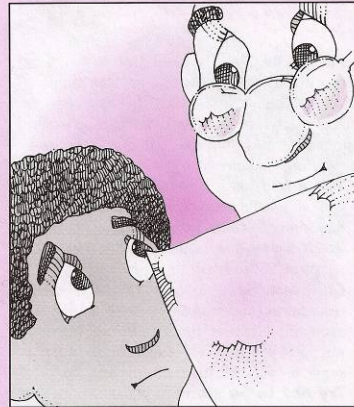
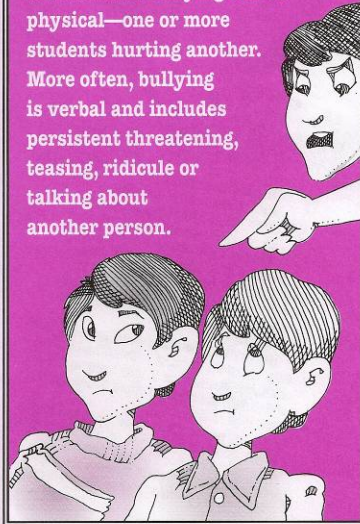
Today, we know a lot more about how to stop bullies. So you don't have to let yourself be a victim . . . and you don't have to stand by and watch bullying happen to someone you know. Here's what you need to know about bullying.



Dealing With Bullies

What is bullying, anyway?

"Bullying" is another name for harassment. Bullying can be physical—one or more students hurting another. More often, bullying is verbal and includes persistent threatening, teasing, ridicule or talking about another person.



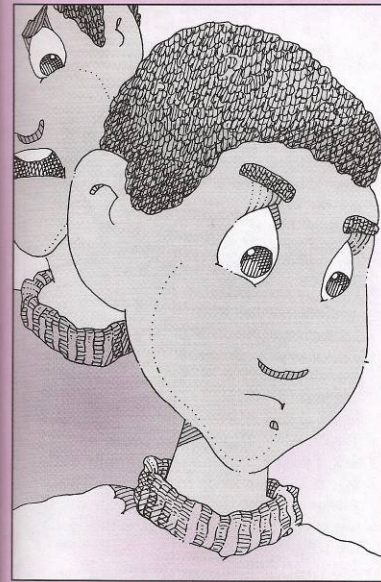
Tell an adult

It's pretty tough to stop bullying by yourself... or even with the help of friends. So if you've tried some of the things on the list inside and the bullying hasn't stopped, it's time for you to tell an adult.

Nobody likes to admit that they're being bullied. And some kids think they're being a "tattletale" if they tell an adult. That's not true. Kids have a right to be safe from attacks. And often a bully has more than one victim—so if you don't tell, the bully will just keep on harassing other people, too.

Start by telling your parents. Show them the things you've written down. Ask them to tell a teacher or your principal.

There are things schools can do to stop kids from bullying—but they can't take action if they don't know what's happening. (And usually bullies are clever enough to do their bullying when no adults are around.)



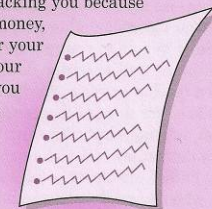
It's not your fault

Bullies don't pick on you because of something you did. The bully is picking on you because of the way he or she feels. (Yes, girls are as likely to be bullies as boys.) Some people bully others as a way of feeling popular, showing off or making themselves look tough. Others think that intimidation is the best way to handle problems. Often, they've been the victims of bullying themselves. So if someone is bullying you, don't think it's your fault.

You aren't helpless

Parents may tell their children to strike back at bullies. Usually, that creates more problems than it solves. But if you're being bullied, you *aren't* helpless. You can do some things that may stop the bullying. Here are some things you might try:

- **Tell a friend.** Ask your friend to help you—it's tougher to pick on a person who has someone there for support.
 - **Walk away.** It's harder to bully someone who won't stand still to listen.
 - **Chill out.** Bullies seem to target kids who respond to their taunts. So try hard not to show any emotion. Practice by looking in a mirror if you have to. It's no fun to bully someone who doesn't seem to care.
 - **Try not to be alone** in places where the bully picks on you. This may mean you need to sit in a different place on the bus or take a different way to school.
 - **Don't fight back.** Usually, bullies are bigger and stronger than you are. If you try to fight, you'll probably get clobbered. You could make the situation worse. Or you could even get blamed for starting the fight.
 - **Write it down.** Keep track of what happens—dates, times, places. Write down exactly what the bully says. When you are ready to tell an adult, you'll have proof.
- Remember—people matter more than things. If bullies are attacking you because they want your money, your sneakers, or your jacket, give up your property before you give up your life. A jacket can be replaced. You can't.



Get organized

Having two houses can be a real pain. You want to wear your red shirt, but it's at your Dad's.

It's not much of a problem to wear another shirt. But it can be a *big* problem if what's at the other house is your math homework or your science book.

Work out a system to make sure you have what you need for school each day. Plan ahead. Don't rely on your brain—write stuff down. Check your assignment notebook or your planner at the beginning and the end of every day.

Color-coding can help. Use a red book cover and notebook for math, blue for science. That way, you'll be less likely to have your book but not your notebook when you get to class.

The organization skills you'll develop will help you throughout your life. You're just getting a little head start on everybody else.

It gets better

Most kids from divorced families do just fine. They go on to be good students. They have friends and they have fun.

You'll get there, too. Divorce is always hard, but with the support of your parents and teachers, it is something you can deal with.

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Student
Tips

Coping With Divorce



We're getting a divorce." Each year, more than one million kids hear those words from their parents. Maybe you weren't too surprised. If your parents fought a lot, you might have wondered if they would get a divorce. But if you're like a lot of kids, you might never have had any idea that your parents were separating. Whether you were prepared for it or not, the divorce is a reality. And you're going to have to learn to deal with it. It isn't easy or fun, but kids do survive divorce. In fact, they usually go on to have pretty normal, happy lives. Here are some ways you can cope with your parents' divorce.

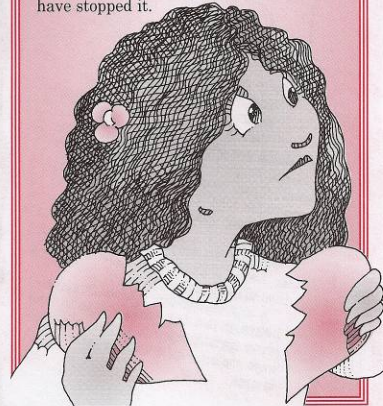
Student
Tips

Coping With Divorce

Know that it's not your fault

Kids often blame themselves when their parents split up. They think if they hadn't fought with their brother, if they'd kept their room neater, if they'd helped out more, their parents would still be together. Not true.

Divorce is something adults have decided they need to do. You didn't make the divorce happen, and you couldn't have stopped it.

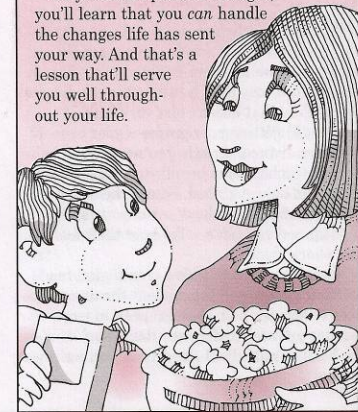


Things will change

After a divorce, you might live with one parent. Or you might spend time with both parents, but at different houses. You might have to move to a different house . . . or a different school. If you've had one parent at home all the time, that parent might have to get a job. And, to be honest, both your parents may worry more about money than they did before.

Those are things you aren't going to be able to control. But you can make some *positive* changes during the divorce. For instance, you'll have more one-on-one time with each parent, so you can start new traditions. Declare one night Popcorn and Video Night. Have a contest to see who can make the greatest new pizza. Or have a picnic in the living room . . . even if it's winter outside.

As you make positive changes, you'll learn that you *can* handle the changes life has sent your way. And that's a lesson that'll serve you well throughout your life.



Know that your parents won't stop loving you

For reasons nobody understands, parents do sometimes stop loving each other. Sometimes, two people have very different goals in life or start to care about different things. So they argue, or they just get sadder and sadder. When that happens, they may decide they have to live apart. But even if parents don't love each other enough to stay married, they NEVER stop loving their kids. If you're worried, ask them. They'll tell you the truth—they love you as much as ever, and maybe even more.



It's normal to feel sad

There's no other way to say it—divorce is crummy. So if you're feeling sad or lonely or worried or angry . . . well, you're a normal kid.

Of course, your mom and dad probably have all those feelings, too. You may feel like you need to "protect" them by hiding the way you feel. Don't.

It's always best to talk about your feelings. If you have trouble talking, you might try to write your parents a letter. Or draw a picture. But get your feelings out in the open. That way, you and your parents can start to deal with them.



Tell your teachers

Right after a divorce, you might have trouble concentrating in school. Your teachers will help you if you let them know what's going on. Your grades may drop a little after the divorce, but usually that doesn't last very long. If you're still getting poor grades a year or more after the divorce, though, you need to get help.

Your teachers may be able to suggest ways to get the help you need. Some schools have groups where kids whose parents are going through a divorce can talk about their feelings and share ideas.

Remember that teachers aren't mind readers. You have to tell them about the divorce before they can help. Ask to speak to your teacher privately before or after school. If it's too hard to talk about the divorce, try writing a note.

A special warning

When depression isn't treated, it can lead kids to take their own lives. Perhaps you have been thinking that the only way to solve your problems is to end your life.

If you're having these feelings, you need to get help right away. Don't wait. Depression doesn't simply go away. And when you're suffering from depression, you don't have very good judgment. So you may think a problem can't be solved, when it's really something you can fix once you're thinking more clearly.

Suicide is never the answer. Your mom and dad need to know if you're having these feelings. If you can't tell them, tell a counselor, a teacher, your doctor or a religious leader.

And if a friend tells you he's thinking about suicide, you have a duty to tell an adult right away. Suicide is serious, and it's not something kids can handle on their own.

If you think you're suffering from depression, or if you think you know someone who is, don't wait. Like other illnesses, depression can be treated successfully. But without treatment, depression won't go away.

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Student Tips

Dealing With Depression



You used to want to spend time with friends. Now you spend most of your time alone. You used to enjoy activities like sports and music. Now nothing interests you. You used to look forward to the future. Now you don't even want to face today. Do these things describe you? Then you could be suffering from depression. More than sadness, depression is an illness that affects as many as 1.5 million kids each year. But until recently, most doctors didn't know much about how this illness affected children.

Now they do. They know that depression can be treated. But if depression isn't treated, it can get worse and can lead to many serious problems. Here are the facts you need to know about depression.

What is depression?

Depression is more than just feeling sad. Everyone has sad feelings. But when those sad feelings won't go away . . . when they don't have any obvious cause . . . and when they significantly interfere with everyday life, they may be the illness we call depression.

That's right—depression is an illness. And just like other illnesses, it affects your entire body, not just your mind. Depression affects people of all ages, all races and all levels of society.

Doctors can treat this illness. Yet more than half the people with depression don't get proper medical treatment. That can be dangerous. When depression isn't treated, it is the leading cause of alcoholism, drug abuse and other addictions. Untreated depression is also the number one cause of suicide.

So I may have depression...

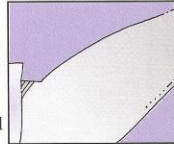
Now what?

Remember, depression is an illness that's not going to go away by itself. You need help. Start by talking with your parents. Tell them you think you have depression and you need help.

Many parents may be relieved to hear you say these words. They may have worried that something was wrong, but they weren't sure. They'll probably take you to a doctor or a counselor to try to get you some help.

But what if your parents don't know what to do or where to go so you can get treatment? Then you might talk with your school counselor or your doctor. *They might suggest:*

- **Counseling for you.** It can help to talk about your problems. Counselors are trained to help you work through issues and learn how to deal with them.
- **Counseling for your whole family.** Your depression can affect everyone at home. And depression *does* tend to run in families.
- **Group counseling with other kids.** Especially if your depression is caused by something like your parents' divorce, it can be really helpful to talk with other kids going through the same thing. In many schools, there may even be a group that meets during the lunch hour or after school.
- **Medication.** Your doctor may prescribe special medication. Remember, depression is an illness, so there's nothing wrong with taking a medication your doctor prescribes.



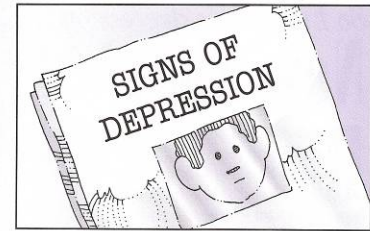
Student
Tip!

Dealing With Depression

Here's what depression is not

- Depression is not something to be ashamed of.
- Depression is not the same as feeling sad or "down" sometimes.
- Depression is not a character flaw. It's not a sign of weakness.
- Depression isn't a mood. It's not something you can "snap out of." (You wouldn't tell someone with heart disease to "Just snap out of it.")

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What are the signs of depression?

- Your persistent mood is sad, anxious or "empty."
 - You feel hopeless and pessimistic.
 - You feel guilty, worthless or helpless.
 - You've lost interest in the hobbies and activities you once enjoyed.
 - You can't sleep . . . or you sleep all the time. You may awaken in the middle of the night and not be able to go back to sleep.
 - You have no appetite and you've lost weight. Or (less often) you seem to be gaining weight without trying.
 - You have no energy. You feel like you're constantly in slow motion.
 - You're constantly restless and irritable. (You're not the only one who's noticed—your parents, friends or teachers may also have said something.)
 - You have trouble concentrating and making decisions.
 - You have thoughts about death or suicide. You may have attempted suicide.
- If you have had at least five of these symptoms, mostly all day, every day for more than two weeks, you may be suffering from depression.

Define the problem. Sometimes, we get swept along with the crowd. In any situation, remember that you *always* have a choice. Even if you came to the party and everyone else is drinking, you have a choice of whether to drink or not. Seeing the problem clearly is the first step to solving it.

Examine alternatives. There's rarely just one solution to a problem. If your friends want to go joyriding or try to get into a bar, it might just be because they're looking for excitement. Suggest alternatives: "Why don't we go to that paintball place?" "Why don't we see that new movie?"

Consider how each choice relates to your goals. Getting arrested will *not* help you get into college. Getting pregnant will *not* help you finish high school.

Identify acceptable choices. Some choices that might even be okay for other people wouldn't be acceptable to you. Unacceptable choices are those that cause you to do something you know is wrong, force you to lie to your parents, are against the law or that are against your religious or moral beliefs.

Decide on one choice. Once you think through the alternatives, you'll see an alternative that probably looks best. When you make *conscious* decisions, you almost always make better decisions.

Evaluate the results. Okay, not everything turns out as you planned. After you've made a choice, try to think back on what worked and what didn't. What would you do differently another time?

*Peer pressure affects everyone.
By learning these skills, you can keep
your friends . . . and your values.*

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Student
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Dealing With Peer Pressure



Everybody's wearing the same green shirt. There's just one problem: when you wear green, you look like you're not quite over some terrible disease. But you want to fit in. Do you wear the shirt anyway? Everybody else has pierced their ears . . . or their nose . . . or their tongue. You almost faint when the doctor has to prick blood from your finger. What do you do? Choices like these are a normal part of growing up. Of course you want to be like your friends. And whether you decide to wear the shirt or not, it won't have any long-term effect on the rest of your life. (Except maybe a bad picture in the yearbook.)

But sometimes, peers can influence kids to make choices that do last a lifetime. They can pressure you to try drugs or alcohol, to do poorly in school or to become sexually active.

You can deal with peer pressure in a positive way. Here are some tips.

Student
tips

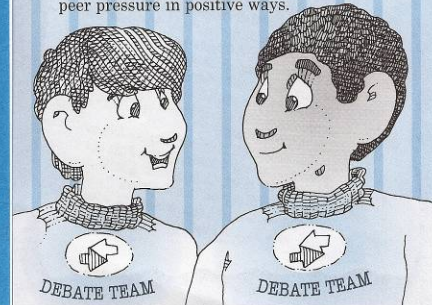
Dealing With Peer Pressure

PICK FRIENDS WHO SHARE YOUR INTERESTS & VALUES

If you're a person who wants to do well in school and stay out of trouble, don't hang around with kids who misbehave and think making good grades is uncool. It's just that simple.

Where can you find friends who share your interests? Join a club or team that interests you. Kids who love acting or enjoy running track or who like to debate are usually too busy to get involved with the negative stuff.

Look for groups that promote positive behavior. Groups like Students Against Drunk Driving, religious youth groups, peer mediation groups and volunteer organizations all use peer pressure in positive ways.



Have to make a tough choice?

Here's how to decide

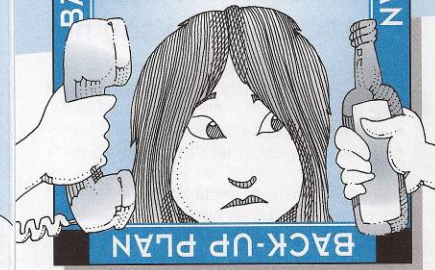


Your decision about shirts and nose rings won't change your life. But some decisions *can* be life changing. So when you have to make a tough choice, think of the letters in the word *decide*. They spell out a process that will help you make the *right* choice.

BACK-UP PLAN

Develop a back-up plan

Sometimes, you get into a situation you can't handle. Work out a code that means, "Come and get me right away." Call your parents and say, "How is Aunt Beth feeling?" They'll know that's their cue to come get you right away . . . no questions asked.



BACK-UP PLAN



Invite kids to your house

Turn your house into a regular hangout (with your parents' permission, of course—and only when they're home). That way, you can pretty much set the rules about what kids can and can't do. You'll always have a graceful way to say 'no.' "Gee, I'm sorry, but if my parents ever saw anyone drinking here, they'd ground me for the rest of my life."

Know your values . . . and trust your feelings

Long before you're ever offered the first cigarette or marijuana "blunt," think about what your values are. You know what drugs do to your body and your mind. If you choose not to use, be proud of your decision. And if you're in a situation that just doesn't feel right, pay attention to your feelings.



Practice ways to say no

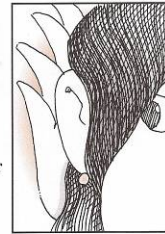
Role-play situations in which you can say "no"—nicely, but clearly. *Here are some suggestions:*

- I'm busy that night.
 - The coach says that stuff will really hurt my game.
 - Sorry—my parents would kill me.
- Sometimes, the shortest answer is the easiest. Simply say, "No, thank you."

My friend often blows up. What should I do?

It can be really scary to be around when someone else blows up. *If a friend gets angry, here are some things you can do:*

- **Listen.** People will usually calm down if someone will just listen to them. Don't interrupt or criticize your friend.
 - **Suggest taking a timeout.** "Let's go for a walk and think about this some more when we get back."
 - **Ask what you can do.**
 - **If you can think of a solution,** offer it. Two heads really can be better than one.
- MOST IMPORTANT:**
- **If you feel threatened,** get out of there. Somebody else's anger isn't your responsibility. Don't put yourself in a situation where you could bear the brunt of your friend's anger.



Anger is normal, so you need to learn to deal with it in yourself and others. The way you deal with anger can make a situation better . . . or worse. So take charge. Control your anger instead of letting your anger control you.

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Student
Tips

Controlling Anger



Your friend borrowed your favorite video game . . . and broke it. Your little brother came into your room and messed up your stuff again. Someone called you a name and now it seems like the whole school is using it.

All those things can make you feel angry. It's normal—and sometimes even a good thing—to feel anger in some situations. The trouble comes when you don't know how to deal with your anger. Then your anger controls you.

Here are the facts you need to know about anger . . . from what causes anger to how you can deal with it in yourself or a friend.

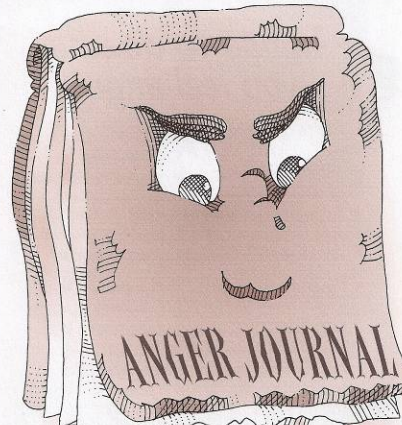


Controlling Anger

What is anger, anyway?

Anger is a normal emotion, like happiness or sadness. We're actually supposed to get angry sometimes—anger is a way we defend ourselves when we're attacked. Usually, a chemical in our brain known as *serotonin* helps us get calm again. But sometimes, our anger boils over. That's when anger can be a problem.

For instance, if you get angry just before taking a big test, your anger could interfere with your ability to concentrate. Get angry with your friends often enough and you'll probably find they aren't your friends any more. Lose your temper with the wrong person and you could wind up in a fight . . . or even dead. If you end up spending half your life mad at people, if you hit people or if you always feel like you want to break something, then anger is a problem for you.



Try an anger journal

If anger is a problem for you, try to think about what causes you to blow your stack. Keep an anger journal—write down when you lost your cool and what brought on the anger. Then try to think about how you could have handled the situation differently.

What causes anger?

Sometimes, anger grows out of frustration—you just don't get your science homework, so you get angry and rip up the worksheet.

Sometimes, a simple misunderstanding causes anger. You thought your friend was going to hang out with you after school, but he made plans to be with someone else.

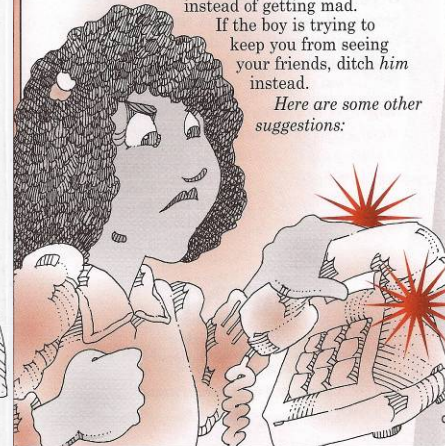
Sometimes, people have irrational beliefs or expectations. A boy may think that once he's dated a girl, he can control her life and set limits on where she goes and who she sees. That's wrong—and it can be dangerous.

Sometimes, anger is caused by things that *should* upset you. A friend calls you a name. A person tries to steal your jacket. A group of kids pick on another student.

How you deal with your own anger depends on what's caused it. If you and a friend didn't communicate, *talk* to each other instead of getting mad.

If the boy is trying to keep you from seeing your friends, ditch *him* instead.

Here are some other suggestions:



Things to do when you feel angry:

We're all going to feel angry at some time or other. Here are some ways to help you deal with your anger in a positive way:

- Remind yourself that staying in control gives you power. Say, "I'm able to control my anger. I'm in control—my anger isn't."
- Count to 10. It's the oldest advice in the world, but it works. A few seconds can give your brain time to kick in. So take a big breath and count slowly. The extra time will give you time to think about your next move.
- Talk to your best friend, yourself or even your dog. Talking it out is a great way to understand and deal with anger.
- Exercise or do something physical. Go for a walk or a run. Shoot some hoops.
- Pick your battles. Sometimes a fight just isn't worth it. Do you *really* want to get into an argument with your mom just before she decides if you can go out on Friday? Probably not. Sometimes you just have to swallow your anger.
- Think about whether anger is the best way to deal with the situation. Suppose someone is teasing you. Getting angry may just encourage more teasing. Try ignoring the teasing and see if it stops.
- Get help. If your anger is often out of control . . . if you always feel like you're about to explode . . . if you're always in verbal or physical fights, you need help. See a doctor or counselor and get a medical exam.