

SAN DIEGO CITY SCHOOLS

Date: September 13, 1978

To: Elementary and Secondary School Administrators and Children's Centers Supervisors

Subject: OPTION BANK, PART B--STUDENT EXPERIENCES, STAFF DEVELOPMENT, PARENT/COMMUNITY INVOLVEMENT

Department and/or Persons Concerned: Elementary and Secondary School Administrators and Children's Centers Supervisors

Reference: Option Bank, Part A (distributed at Management/Supervisory Workshop, September 1, 1978), Administrative Circular No. 9, Superintendent's Office No. 3

Information in Brief: Office No. 3

To further assist in the planning and implementation of the Race/Human Relations Component of the San Diego Plan for Racial Integration, the attached document, "Option Bank, Part B--Student Experiences, Staff Development, Parent/Community Involvement," has been developed.

"Option Bank, Part B," describes appropriate objectives, activities, and references for student, staff, and parent experiences in school/site-level, race/human relations programs.

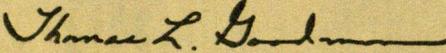
Administrators, staff members, and site committees are encouraged to select or adapt activities that best meet the unique needs identified at the site for both classroom and schoolwide use. It is anticipated that individual sites will build upon the plans and programs which were implemented during the first year of the district's integration effort.

"Option Bank, Part C" is being developed and will be forwarded to individual sites upon completion. "Part C" will serve as a reference guide relating to suggested experiences in "Part B."

Any questions you may have should be directed to the Community Relations Division (293-8300), or you may contact the race/human relations facilitator assigned to your site (293-8303).

Edward S. Fletcher
Assistant Superintendent
Community Relations Division

APPROVED:



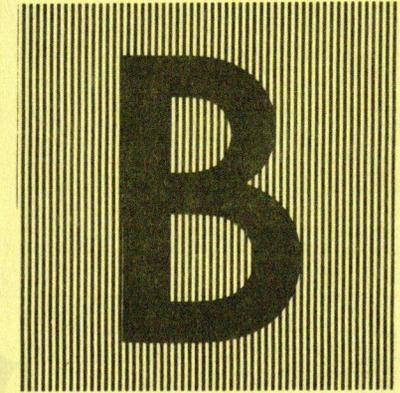
Thomas L. Goodman
Superintendent

TLG:la
Attachment

Distribution: List B
List C

PART

OPTION BANK



**Race
Human
Relations
Program**

STUDENT EXPERIENCES

STAFF DEVELOPMENT

PARENT/COMMUNITY INVOLVEMENT

SAN DIEGO CITY SCHOOLS

1978



OPTION BANK

SUGGESTED ACTIVITIES FOR THE
PLANNING AND IMPLEMENTATION OF
SCHOOL/SITE RACE/HUMAN RELATIONS PROGRAMS

* * *

PART B --LEARNING EXPERIENCES FOR STUDENTS

--STAFF DEVELOPMENT

--PARENT/COMMUNITY INVOLVEMENT

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San Diego City Schools
Community Relations Division
San Diego, California
1978

SAN DIEGO CITY SCHOOLS
Community Relations Division

PREFACE

Part B of the Option Bank is a compilation of exemplary activities and resources appropriate for students, staff and parents drawn from 1977/78 school/site race/human relations programs, and recommendations of district resource personnel. This section includes sample objectives, activities related to the objectives, available reference materials, and personnel required to implement each activity. It is hoped that the degree of specificity of content and the utilization of the standard school/site plan format will provide each school/site greater assistance in their respective race/human relations plan development. In addition, it is hoped that the contents of Part B will also provide each school/site with the emphases each plan should pursue.

Each race/human relations facilitator has had a thorough orientation in procedures for planning, developing and implementing the race/human relations plan. They may be scheduled at the school/site by calling 293-8303.

In order to make this document more useful to individual needs, please refer any comments or suggestions to Clifford Mendoza, Specialist, Multicultural Education, Education Center, Room 2233 or call 293-8300.

Edward S. Fletcher
Assistant Superintendent
Community Relations Division

PART B

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LEARNING EXPERIENCES FOR STUDENTS

RACE/HUMAN RELATIONS AND COMMUNICATION

Participants in race/human relations and communications programs share experiences designed to:

- Develop self-awareness.
- Improve communication skills.
- Develop a positive school climate.
- Promote harmonious interpersonal, interracial and intergroup relationships.
- Develop problem-solving skills.

Each INDIVIDUAL brings to the process his or her uniqueness - racial/ethnic background, prior experience, education, attitudes and understandings.

Through a NEEDS ASSESSMENT, school community groups can work to determine race/human relations program goals, objectives and activities most appropriate for individuals in each school. The assessment of needs is a continuing process which allows a school community to expand or modify the program as needs arise.

SELF-AWARENESS programs seek to build a sense of worth in each individual, and to emphasize the positive nature of differences. Race/human relations facilitators lead workshops and teachers conduct classroom lessons that include areas such as:

- Values education: How are individual values developed? How do values affect our attitudes towards others?
- Identity, self-concept, self-esteem, self-development: What stages do we experience in these areas? How do self-concepts develop in a multiracial society?
- Prejudice, stereotyping, labeling: How does racial identity affect individual and group attitudes: What are the negative effects of stereotyping and labeling?

COMMUNICATIONS SKILLS programs are aimed at improving the exchange of information and feelings between individuals and groups. Workshops may focus on communication skills or may use communication skills as a vehicle for learning in other areas. Communications skills programs include emphasis on human development, decision-making, intergroup communications and parenting skills.

CULTURAL AND ETHNIC AWARENESS - Through information and personal sharing with people of other races and cultures, and through activities which build awareness and empathy for people of other groups, bridges of understanding and friendship can be built. Classroom experiences with a multicultural perspective enable students to recognize and prize diversity, to understand and respect all cultures and to develop positive and productive interaction among diverse cultural groups.

INTERGROUP RELATIONS - Programs in intergroup relations are designed to improve the participants' understanding of themselves and others while building skills in communication which will lead to the resolution of misunderstandings arising between groups.

In an integrated school, the distinctive identity of each group is recognized and maintained. Differences among persons and groups are respected, accepted, and used as opportunities for learning and growth.

The race/human relations programs, supported by the district race/human relations team of facilitators, emphasize integration. The focus is on breaking down fears and misconceptions people have about one another. Differences among people are treated as valid and important characteristics. A common ground is established among students in order to transcend physical, ethnic and cultural differences.

PROBLEM SOLVING - Programs emphasizing techniques in problem solving, decision making and conflict management are provided for students and staff by the race/human relations facilitators. Workshops and lessons provide instruction in specific skills and processes students can use when faced with the need to make personal decisions or decisions involving other individuals.

Race/human relations facilitators and the teaching staff work through existing school courses to include these experiences in the daily curriculum. Throughout the district, a wide variety of activities for students, staff, and parents are conducted on the basis of needs identified at individual schools. The emphasis is on preparing people for harmonious desegregation with integration as the goal.

The student experiences described in this section under "Activity, Service or Program" relate primarily to race/human relations or communication. The major subcomponent addressed by the activity, (i.e., Self-Awareness, Cultural/Ethnic Awareness, Intergroup/Interpersonal Relations and Problem Solving) is identified as is the appropriate grade level for the activity. Site committees and site staff members are encouraged to select appropriate activities for both classroom and school-wide use. As you plan, remember that recommended pupil experiences are not to be taught as isolated subjects. A combination of these and similar experiences should be an integral part of the total curriculum. In classroom presentations, race/human relations, communication and multicultural education experiences (p 3-45) should be combined and infused into the daily curriculum. For further information see "Characteristics of an Effective Race/human Relations Programs" p 21, Part A, Option Bank, The School/Site Level Plan.

Writing Objectives for Students, Staff and Parents

It is important to remember that the sample objectives are only a guide for site committees in planning the school/site race/human relations program. No attempt has been made in the sample objectives to identify the percentage of staff, students or parents who will accomplish each objective. The number of workshops, the type of program and the expected outcomes for participants depends on the individual school/site and should be based on survey results and identified needs. Each site committee is responsible for determining the specifics for each objective and including them as a part of the site plan.

SAMPLE OBJECTIVE	ACTIVITY, SERVICE OR PROGRAM	MATERIALS, RESOURCES, PERSONNEL
<p>By June (of the current school year), students will have participated in a minimum of six workshops to build skill in inter-personal/intergroup relations.</p> <p>By June (of the current school year), students will have participated in a minimum of six workshops to explore the value of individual and group differences.</p>	<p style="text-align: center;"><u>Race/Human Relations Workshops</u></p> <ul style="list-style-type: none"> -Plan a workshop series designed to increase the participants' understanding of inter-personal and intergroup relations. --Select student participants for the workshop who represent all major ethnic groups in the school. --Schedule monthly workshop sessions. --Meet with facilitators and/or counseling staff to determine appropriate topics. --Discuss topics identified by planning committee. -Participate in selected workshops which explore the following concepts: <ul style="list-style-type: none"> --The development of individual values. --The effect individual and group values have on personal attitudes towards others. --The effect of racial identity on individual and group attitudes. 	<p>Race/human relations facilitators, Community Relations Division 293-8303</p> <p>Guidance Services, 293-8434 Site administrators and selected staff</p> <p>See <u>Option Bank Part C</u></p> <p><u>How to Build Self-Esteem in the Classroom</u>, San Diego City Schools, Pare and Mendoza, 1977.</p> <p>Teaching staff.</p>

SAMPLE OBJECTIVE	ACTIVITY, SERVICE OR PROGRAM	MATERIALS, RESOURCES, PERSONNEL
<p>By June (of the current school year), students will have participated in a minimum of six workshops to increase student awareness of the San Diego Plan for Racial Integration.</p>	<p style="text-align: center;"><u>Integration Plan Awareness</u></p> <p>-Plan a workshop series designed to increase student awareness of <u>The San Diego Plan for Racial Integration</u>.</p> <p>--Select student participants.</p> <p>--Identify speakers who will inform students of various district programs, i.e.:</p> <p>---Race/human relations programs</p> <p>---Magnet programs</p> <p>---Voluntary Ethnic Enrollment Program (VEEP)</p>	<p>Site administrators and selected staff</p> <p>Voluntary Ethnic Enrollment Program, 293-8009</p> <p>Elementary Schools Division 293-8255</p> <p>Secondary Schools Division 293-8409</p>
<p>By June (of the current school year), selected students and ASB officers will participate in ten sessions to develop leadership skills in the areas of race/human relations and multi-cultural awareness.</p>	<p style="text-align: center;"><u>ASB Officers Training</u></p> <p>-Develop a program to train ASB officers and other selected students in techniques to promote cultural awareness and race/human relations.</p> <p>--Select district personnel to conduct the training program.</p> <p>--Schedule and implement the training sessions.</p> <p>--Inform teachers of student training and availability for leadership in classroom programs which focus on cultural awareness and race/human relations.</p>	<p>Site administrators and selected staff</p> <p>Guidance Services - 293-8434 School counselor</p> <p>Race/human relations facilitators, Community Relations Division 293-8303/8304</p>

COMPONENT: STUDENT EXPERIENCES: RACE/HUMAN RELATIONS/COMMUNICATION
 SUBCOMPONENT: Self-awareness, Intergroup/interpersonal Relations

Grade Level Elementary _____
 Secondary _____
 Upper Elementary or Secondary X

SAMPLE OBJECTIVE	ACTIVITY, SERVICE OR PROGRAM	MATERIALS, RESOURCES, PERSONNEL
<p>By June (of the current school year), students will have participated in a minimum of ten discussions to examine personal attitudes, i.e.,</p> <ul style="list-style-type: none"> -awareness of others -respect for others -understanding towards others -communication between students of diverse groups -bases for personal attitudes 	<p style="text-align: center;"><u>Feelings Forum</u></p> <ul style="list-style-type: none"> -Establish a schedule for "Feelings Forum" class discussions. -Contact district resource personnel to facilitate initial discussions. -Select open-ended topics for discussion, i.e., <ul style="list-style-type: none"> --Ask students how they feel when they hear the following words: aggression scapegoat bias segregation bigot discrimination civil liberties integration ethnic groups majority hatred minority rejection prejudice civil rights propaganda race stereotype tolerance desegregation --Explore the reasons for their feelings and guide discussions toward the development of common understanding. -Involve students in evaluating the "Feelings Forum" sessions and in selecting topics for future discussions. 	<p>Classroom teachers</p> <p>Guidance Services 293-8434</p> <p>School counselor</p> <p>Race/human relations facilitators, Community Relations Division 293-8303</p> <p><u>Activities for Enhancing Self-Concept and Interpersonal Skills in Grades K-6, Yates, 1977.</u></p> <p>See <u>Option Bank, Part C</u></p>

COMPONENT: STUDENT EXPERIENCES: RACE/HUMAN RELATIONS/COMMUNICATION
 SUBCOMPONENT: Self-Awareness

Grade Level Elementary X
 Secondary X
 Upper Elementary or Secondary

SAMPLE OBJECTIVE	ACTIVITY, SERVICE OR PROGRAM	MATERIALS, RESOURCES, PERSONNEL
<p>By June (of the current school year), the total student body will have participated in a minimum of 20 activities designed to increase sensitivity to interpersonal relationships, and self-awareness.</p>	<p style="text-align: center;"><u>Self-Awareness</u></p> <ul style="list-style-type: none"> -Plan and implement student activities such as: <ul style="list-style-type: none"> --identifying personal values that affect students' relationships with others --making individual collages representing student interests --drawing posters showing individual values --describing the things students like about themselves -Encourage students to discuss and evaluate activities in which they participate. 	<p>Classroom teachers</p> <p>Race/human relations facilitators, Community Relations Division 293-8303</p> <p>Counseling staff</p>
<p>By June (of the current school year), site staff will hold a minimum of three assemblies to increase student awareness and appreciation of themselves and others, and will develop additional methods to provide recognition for student achievement.</p>	<p style="text-align: center;"><u>Student Achievement Recognition</u></p> <ul style="list-style-type: none"> -Organize an "Achievement Recognition" program -Obtain space on prominent bulletin boards to display recognition of individual student achievements in areas such as music, sports, citizenship, and school service. -Develop criteria and procedures for selecting students to receive recognition. -Write articles about these students for school publications. 	<p>Site administrator and selected staff</p>

COMPONENT: STUDENT EXPERIENCES: RACE/HUMAN RELATIONS/COMMUNICATION
 SUBCOMPONENT: Intergroup/Interpersonal Relations; Problem Solving

Grade Level Elementary _____
 Secondary _____
 Upper Elementary or Secondary x

SAMPLE OBJECTIVE	ACTIVITY, SERVICE OR PROGRAM	MATERIALS, RESOURCES, PERSONNEL
<p>By June (of the current school year), a communication system will have been developed and utilized which provides opportunities for student participation in the design and implementation of positive inter/intra school/community communications.</p>	<p><u>School/Community Communication System</u></p> <ul style="list-style-type: none"> -Organize a communications committee responsible for increasing effective communication among all school groups. -Survey student and staff ideas for improving communication. -Select, plan and implement activities such as: <ul style="list-style-type: none"> --monthly student/principal interaction sessions focusing on student and administration concerns --home visits by staff --school visits by parents --workshops for students and staff on establishing new lines of communication --increased use of daily bulletin to publicize school activities and resources -Establish a "Complaint Bureau" and/or "Rumor Control Center" for students, parents and staff. 	<p>Site administrator Selected staff and students Guidance Services 293-8434 School counselor</p>
<p>By June (of the current school year), a student/staff exchange day will have been implemented to promote communication, awareness and unity among all members of the school community.</p>	<p><u>Student/Staff Exchange</u></p> <ul style="list-style-type: none"> -Organize a student/staff exchange day. <ul style="list-style-type: none"> --Establish procedures and activities. --Identify those students and staff members exchanging roles. -Schedule the exchange day and publicize the event. 	<p>Site administrator and selected staff</p>

COMPONENT: STUDENT EXPERIENCES: RACE/HUMAN RELATIONS/COMMUNICATION
 SUBCOMPONENT : Intergroup/Interpersonal Relations, Cultural Ethnic Awareness

Grade Level Elementary X
 Secondary X
 Upper Elementary or Secondary

SAMPLE OBJECTIVE	ACTIVITY, SERVICE OR PROGRAM	MATERIALS, RESOURCES, PERSONNEL
<p>By June (of the current school year), a television/videotape program will have been implemented in selected classes to explore the impact of media advertising through student participation.</p>	<p><u>Television-Videotape Reports</u></p> <ul style="list-style-type: none"> -Plan a television editorial or commercial concerning the school's desegregation/integration efforts implemented through race/human relations and multicultural activities. -Produce the videotaped segment using closed circuit television. -Offer the videotape to local television stations to use as part of their community services bulletin. 	<p>Site administrator</p> <p>Selected staff and students</p> <p>Race/human relations facilitators, Community Relations Division 293-8303</p> <p>Instructional Television 292-8027</p>
<p>By January (of the current school year), site administrators and selected staff will have introduced a communication skills program in the areas of written and oral communication to include:</p> <ul style="list-style-type: none"> -listening skills -creative dramatics -speech patterns -creative writing -journalism 	<p><u>Communication Skills Program</u></p> <ul style="list-style-type: none"> -Select student, staff, parents and community members responsible for developing an effective communication skills program. -Determine procedures for: <ul style="list-style-type: none"> --publishing a monthly calendar of race/human relations and other school-related events --publishing a periodical newsletter --compiling a list of suggested workshops --establishing a list of staff priorities for program implementation -Plan and implement the communications skills program which may include the following: 	<p>Site administrator and selected staff</p> <p><u>How to Build Self-Esteem in the Classroom</u>, San Diego City Schools, Pare and Mendoza, 1977.</p>

COMPONENT: STUDENT EXPERIENCES: RACE/HUMAN RELATIONS/COMMUNICATION
 SUECOMPONENT: Intergroup/Interpersonal Relations, Cultural Ethnic Awareness

Grade Level Elementary X
 Secondary X
 Upper Elementary or Secondary _____

SAMPLE OBJECTIVE	ACTIVITY, SERVICE OR PROGRAM	MATERIALS, RESOURCES, PERSONNEL
	<p style="text-align: center;"><u>Communication Skills Program</u> (continued)</p> <ul style="list-style-type: none"> --listing pre-selected communications skills which will enable students to speak with clarity and master speech patterns which communicate effectively across cultures -Create a classroom atmosphere where the oral language patterns of all students are accepted and discussed. -Develop creative thinking and listening skills, i.e.: <ul style="list-style-type: none"> --utilizing creative dramatics to encourage student participation --utilizing community resources such as: <ul style="list-style-type: none"> -San Diego State University -Senior citizens groups -Parents as consultants -Initiate student exchange with other schools through such activities as: <ul style="list-style-type: none"> --pen pal clubs --pupil exchange --field trips --special programs 	<p><u>Activities for Enhancing Self-Concept and Interpersonal Skills in Grades K-6</u>, Yates, 1977.</p> <p>See <u>Option Bank, Part C</u></p> <p>Classroom teacher School counselor</p> <p>Subject area specialists</p> <p>See <u>Option Bank, Part C</u></p>

COMPONENT: STUDENT EXPERIENCES - RACE/HUMAN RELATIONS/COMMUNICATION

SUBCOMPONENT: Self-Awareness, Cultural/Ethnic Awareness
 Intergroup/Interpersonal Relations, Problem Solving

Grade Level	Elementary	<u>X</u>
	Secondary	<u>X</u>
Upper Elementary or	Secondary	___

SAMPLE OBJECTIVE	ACTIVITY, SERVICE OR PROGRAM	MATERIALS, RESOURCES, PERSONNEL
<p>By June (of the current school year), students will have participated in a minimum of five discussion sessions exploring personal feelings and attitudes to develop self-awareness and perception of the similarities and differences which affect interpersonal and intergroup relationships.</p>	<p style="text-align: center;"><u>Classroom Discussion</u></p> <ul style="list-style-type: none"> -Select a picture as the focus for discussion -Form a circle of participants to discuss questions such as: <ul style="list-style-type: none"> --What do you think is happening this picture? --How do you think the person feels, and why do you think so? (Discuss emotions such as sad, worried, frightened, angry, etc.) --What might happen next? (Encourage students to imagine several alternatives and explore the consequences.) --How would you feel if you were this person? --Can you tell about a similar experience you've had? -Summarize by asking students to discuss what they learned from this experience. (Students may perceive from the similarities and differences of their peers' responses that there is more than one possible way to view any situation.) -Have the students write or tell possible endings to the scenes. -Encourage students to create their own stories about the picture. 	<p>Classroom teacher</p> <p><u>How to Build Self-Esteem in the Classroom</u>, San Diego City Schools, Pare and Mendoza, 1977.</p> <p><u>Activities for Enhancing Self-Concept and Interpersonal Skills in Grades K-6</u>, Yates, 1977.</p> <p>Race/human relations facilitators, Community Relations Division 293-8303</p> <p>School counselor</p>

COMPONENT: STUDENT EXPERIENCES - RACE/HUMAN RELATIONS/COMMUNICATION

SUBCOMPONENT: Self Awareness, Cultural/Ethnic Awareness,
Intergroup/Interpersonal Relations

Grade Level Elementary X
Secondary X
Upper Elementary or Secondary _____

SAMPLE OBJECTIVE	ACTIVITY, SERVICE OR PROGRAM	MATERIALS, RESOURCES, PERSONNEL
<p>By June (of the current school year), students will have participated in classroom activities to increase student awareness of how information is filtered and changed as it is passed onto others.</p>	<ul style="list-style-type: none"> -Have the children draw or write about possible alternative behaviors and outcomes. -Select a related media activity such as a film-strip, tape, or book that correlates with the picture under discussion. <p style="text-align: center;"><u>Information Exchange</u></p> <ul style="list-style-type: none"> -Tape a short story containing specific facts and events. -Divide the class into small groups. -Remove a small number of volunteers from the room -Isolate one volunteer at a time and play the tape for him/her. -Have the volunteer return to the room and record his/her version of the story while the total group fills in a related worksheet. -Repeat the process with the remaining volunteers. -Note the changes that took place in the story as it was retold, i.e.; additions, deletions and distortions. 	<p>Audiovisual Media Consultants, 292-5813</p> <p>Instructional Media Center 292-4277</p> <p>Audiovisual Catalogs</p> <p>Instructional Television 293-8027</p> <p>Teaching staff</p> <p>See <u>Option Bank, Part C</u></p>

COMPONENT: STUDENT EXPERIENCES - RACE/HUMAN RELATIONS/COMMUNICATION

SUBCOMPONENT: Self Awareness, Cultural/Ethnic Awareness,
Intergroup/Interpersonal Relations

Grade Level	Elementary	<u>X</u>
	Secondary	<u>X</u>
Upper Elementary or	Secondary	___

SAMPLE OBJECTIVE	ACTIVITY, SERVICE OR PROGRAM	MATERIALS, RESOURCES, PERSONNEL
<p>By January (of the current school year), a committee will have identified the unique needs of bilingual students and recommended improved methods of communication to be used throughout the school year.</p>	<p>-Discuss how the filtering process can influence and distort information, as well as create inaccurate rumors about people and events.</p> <p style="text-align: center;"><u>Bilingual Communication</u></p> <p>-Form a committee of students, staff and administrators to improve communication with bilingual students.</p> <p>-Consider the needs of non/limited English speaking students such as:</p> <ul style="list-style-type: none"> --more classes taught bilingually --school publications available in other languages --involvement of bilingual instructional and community aides <p>-Implement identified changes necessary to improve communication with bilingual speaking students.</p> <p>-Investigate bilingual programs available.</p> <p>-Encourage parent groups such as PTA and the School Advisory Committee to show the videotapes at their meetings.</p>	<p>Site administrator and selected staff</p> <p>Bilingual Education, Programs Division, 293-8020</p>

COMPONENT: STUDENT EXPERIENCES: RACE/HUMAN RELATIONS/COMMUNICATION

Grade Level Elementary X

SUBCOMPONENT: Self Awareness, Cultural/Ethnic Awareness,
Intergroup/Interpersonal Relations

Secondary X
Upper Elementary or Secondary _____

SAMPLE OBJECTIVE	ACTIVITY, SERVICE OR PROGRAM	MATERIALS, RESOURCES, PERSONNEL
<p><u>Note to teachers:</u></p> <p>The following suggested activities relate to counseling. A variety of experiences can and should be implemented in the classroom to augment both the counseling center concept described in Part A, Appendix <u>I</u>, and the guidance services of the district described in <u>Option Bank, Part C</u>. Teachers are encouraged to coordinate closely with district and school counselors and race/human relations facilitators in selecting and providing appropriate student experiences.</p>		
<p>By June (of the current school year), eight to ten eleventh and twelfth grade students of a multicultural composition will lead small multiethnic groups of elementary school students for the purpose of facilitating self-awareness and understanding of different cultures.</p>	<p style="text-align: center;"><u>Cross-Age Tutoring</u></p> <ul style="list-style-type: none">-Organize a cross-age tutoring and counseling program that will focus on both academic and interpersonal growth.-Select upper grade students to work with identified younger students of differing ethnic backgrounds.-Teach upper grade students effective techniques for peer tutoring and counseling.-Assist upper grade students to develop programs designed to meet the specific needs of the younger students assigned to them.	<p>Site administrator</p> <p>School counselor</p> <p>Guidance Services 293-8434</p> <p>Race/human relations facilitators, Community Relations Division 293-8303</p> <p><u>Youth Tutoring Youth; People Helping People, San Diego City Schools, 1971. (41-Y-1000)</u></p>

COMPONENT: STUDENT EXPERIENCES - RACE/HUMAN RELATIONS/COMMUNICATION

SUBCOMPONENT: Self-Awareness Cultural/Ethnic Awareness,
Intergroup/Interpersonal Relations

Grade Level Elementary X
Secondary X
Upper Elementary or Secondary

SAMPLE OBJECTIVE	ACTIVITY, SERVICE OR PROGRAM	MATERIALS, RESOURCES, PERSONNEL
<p>Throughout the school year, teachers will schedule weekly sessions to provide opportunities for interaction between elementary and secondary students, to build student awareness and understanding of different cultures, to improve interpersonal relationships, and to develop leadership qualities in participating students.</p>	<p style="text-align: center;"><u>Cross-Age Counseling</u></p> <ul style="list-style-type: none"> -Plan and conduct awareness/counseling sessions emphasizing secondary/elementary student interaction. --Recruit cross-age counselors from 11th and 12th grade students who have taken the English course <u>Interpersonal Communications</u>. --Schedule and implement training sessions for selected secondary students leading groups with an emphasis on increasing cultural/racial awareness and understanding. --Inform elementary schools that these student counselors are available to conduct awareness/counseling sessions in the areas of cultural/racial awareness and understanding. --Identify elementary students for participation. --Schedule awareness/counseling sessions. --Have all participants evaluate the awareness/counseling sessions. 	<p>Teachers of secondary English classes.</p> <p>Available through Secondary Schools Division 293-8409</p> <p>Guidance Department 292-8434</p> <p>School counselor</p> <p>Elementary/secondary site administrators</p> <p>Participating staff and students</p>

COMPONENT: STUDENT EXPERIENCES: RACE/HUMAN RELATIONS/COMMUNICATION
 SUBCOMPONENT: Cultural Ethnic Awareness;
 OPTIONAL SUBCOMPONENT: Orientation for Incoming Students

Grade Level Elementary X
 Secondary X
 Upper Elementary or Secondary

SAMPLE OBJECTIVE	ACTIVITY, SERVICE OR PROGRAM	MATERIALS, RESOURCES, PERSONNEL
<p><u>Orientation for New Students</u></p> <p>The following suggested activities are appropriate for orientation of new students. Site administrators, counselors, parent and community groups and teaching staff should work together to assist incoming students in their adjustment to a new situation and to provide communication and a climate of acceptance at the receiving school.</p>		
<p>Throughout the current school year, an orientation system will be implemented by parent groups to inform students and parents of available ethnic transfer programs and to provide orientation for all incoming students.</p>	<p style="text-align: center;"><u>Television-Videotape Orientation</u></p> <ul style="list-style-type: none"> -Develop a videotape presentation to acquaint incoming students with the receiving school's programs, practices and procedures. -Show the videotape presentation to incoming students. <p style="text-align: center;"><u>Registration Information Dissemination</u></p> <ul style="list-style-type: none"> -Request that the PTA, SAC or site committee assume responsibility for: <ul style="list-style-type: none"> --disseminating registration information for the ethnic transfer program. --welcoming incoming students and their parents in informal situations such as student/parent luncheons or teas. -Plan to implement the dissemination program shortly before fall registration begins. -Publicize information on the times and dates of registration through school and local press. 	<p>Site administrator, selected staff, students and parents</p> <p>Instructional Television 292-8027</p> <p>Site administrator</p> <p>School/Site PTA Board</p>

COMPONENT: STUDENT EXPERIENCES - RACE/HUMAN RELATIONS/COMMUNICATION

SUBCOMPONENT: Cultural Ethnic Awareness;

OPTIONAL SUBCOMPONENT: Orientation for Incoming Students

Grade Level Elementary X

Secondary X

Upper Elementary or Secondary _____

SAMPLE OBJECTIVE	ACTIVITY, SERVICE OR PROGRAM	MATERIALS, RESOURCES, PERSONNEL
<p>By November (of the current school year), a pre-enrollment counseling program will be established to meet the individual needs of incoming students.</p> <p>By October (of the current school year), a program of orientation activities for incoming students will be scheduled and appropriate materials developed for student use during the orientation period.</p>	<p style="text-align: center;"><u>Pre-enrollment Counseling</u></p> <ul style="list-style-type: none"> -Develop an orientation/counseling program. -Select counselor to implement the program. -Contact incoming ethnic transfer students and schedule individual pre-enrollment counseling sessions. <p style="text-align: center;"><u>Fall Student Orientation Activities</u></p> <ul style="list-style-type: none"> -Organize student orientation activities for the beginning of the school year. -Develop an orientation packet and a map of the school to distribute to the incoming students. -Host groups of incoming students at luncheons during which the students will have the opportunity to talk about themselves and participate in a roundtable question and answer period. -Orientation programs may include: <ul style="list-style-type: none"> --organizing a greeting committee composed of students to welcome incoming students --reviewing school practices and procedures --providing general information --touring campus --meeting school personnel 	<p>Guidance Services 293-8434</p> <p>School counselor</p> <p>Race/human relations facilitators, Community Relations Division 293-8303</p> <p>Site administrator, selected staff and students, school counselor.</p> <p>See <u>Option Bank, Part C</u></p>

COMPONENT: STUDENT EXPERIENCES - RACE/HUMAN RELATIONS/COMMUNICATION

SUBCOMPONENT: Cultural Ethnic Awareness, Intergroup/Interpersonal Relations

Grade Level Elementary x
 Secondary X
 Upper Elementary or Secondary

SAMPLE OBJECTIVE	ACTIVITY, SERVICE OR PROGRAM	MATERIALS, RESOURCES, PERSONNEL
<p>By June (of the current school year), ethnic transfer students will have the opportunity to participate in the "Take a Friend" program by hosting a maximum of three friends from the sending school for a week's visit at the receiving school. Support for voluntary programs will be encouraged through this actual participation.</p>	<p style="text-align: center;"><u>Take A Friend Program</u></p> <ul style="list-style-type: none"> -Organize a "Take a Friend" program in which an ethnic transfer student hosts three friends from his former school for a week's visit at his new school. --Inform schools and communities involved about the "Take A Friend" program. --Identify and contact teachers, students, and parents involved in the exchange. --Prepare for visits and begin the "Take A Friend" program. -Encourage visiting students to make new friends and initiate reciprocal visits. 	<p>Site administrators and selected staff from participating schools</p> <p>School counselor</p> <p>Community aides</p> <p>Parent groups</p> <p>Participating parents and students</p>
<p>By June (of the current school year), racially mixed groups of students involving the entire student body will have shared common experiences in special interest groups designed to build positive interracial relationships.</p>	<p style="text-align: center;"><u>Special Interest Activities</u></p> <ul style="list-style-type: none"> -Survey student interest in activities such as: <ul style="list-style-type: none"> --interest groups: plant care, dramatics, skateboards, travel, chess, photography, art and music --training programs: peer tutoring, big-brother and big-sister programs --athletic events: ping pong tournament, volley ball and soft ball games --social activities: multicultural music, games, and dance lessons 	<p>Site administrator and selected staff</p> <p>See <u>Option Bank, Part C</u></p>

COMPONENT: STUDENT EXPERIENCES: RACE/HUMAN RELATIONS/COMMUNICATION
 SUBCOMPONENT: Cultural Ethnic Awareness; Interpersonal/Intergroup Understanding
 OPTIONAL SUBCOMPONENT: Allied School Exchange

Grade Level Elementary X
 Secondary X
 Upper Elementary or Secondary

SAMPLE OBJECTIVE	ACTIVITY, SERVICE OR PROGRAM	MATERIALS, RESOURCES, PERSONNEL
<p>Note to teachers:</p> <p>The following activities are suggested to promote cooperation, acceptance and understanding among students in allied schools.</p>		
<p>By December (of the current school year), an ongoing activity exchange program will be implemented by schools in allied patterns to provide all students with opportunities to interact with diverse cultural groups and to reduce racial isolation.</p>	<p style="text-align: center;"><u>School Activity Exchange</u></p> <ul style="list-style-type: none"> -Contact an allied school about the activity exchange program. -Hold joint planning sessions with administrators and staff. -Plan to exchange student-produced assemblies such as music and dramatic presentations. -Schedule these events and publicize in school and local media. -Select appropriate programs for the combined groups such as: <ul style="list-style-type: none"> --Puppets Please (elementary) --Alice in Wonderland (K-1) --12th Night Repertory Company (K-12) --Joint Cinco de Mayo observances (K-12) --Field Trips (Old Town, Balboa Park Program) --Classroom Exchange or Visitation --Music Program Exchange (i.e., chorus, band) 	<p>Site administrators at participating schools</p> <p><u>Directory of Multicultural Resources</u>, San Diego City Schools, Pendleton, 1977.</p> <p>See <u>Option Bank, Part C</u></p> <p>See "Specific Activities" <u>Option Bank, Part C</u></p>

COMPONENT: STUDENT EXPERIENCES - RACE/HUMAN RELATIONS/COMMUNICATION

SUBCOMPONENT: Cultural/Ethnic Awareness;

OPTIONAL SUBCOMPONENT: Allied School Exchange

Grade Level	Elementary	X
	Secondary	X
Upper Elementary or	Secondary	_____

SAMPLE OBJECTIVE	ACTIVITY, SERVICE OR PROGRAM	MATERIALS, RESOURCES, PERSONNEL
<p>By June (of the current school year), students will have attended at least three activities combining allied schools in order to provide student interaction with diverse racial and ethnic groups.</p>	<ul style="list-style-type: none"> -Specify location for each program. -Arrange for transportation and supervision. -Plan pre and post student activities. <p style="text-align: center;"><u>Exchange Sports Day</u></p> <ul style="list-style-type: none"> -Contact a neighboring school and hold a joint planning session for an "Exchange Sports Day." -Schedule and publicize the event. -Arrange for transportation and supervision. -Prepare students for the "Exchange Sports Day". 	<p>Transportation Department 292-1535</p> <p>Site administrator and selected staff.</p> <p>Transportation Department 292-1535</p>
	<p style="text-align: center;"><u>Combined ASB Council Meetings</u></p> <ul style="list-style-type: none"> -Contact allied schools about holding combined ASB Council meetings. -Organize and schedule the combined ASB Council meetings. -Establish goals and agenda for the combined meeting. -Provide transportation. 	<p>Site administrators</p> <p>Selected staff and students from all schools involved.</p> <p>Transportation Department 292-1535</p>

COMPONENT: STUDENT EXPERIENCES - RACE/HUMAN RELATIONS/COMMUNICATION

SUBCOMPONENT: Intergroup/Interpersonal Relations

Grade Level Elementary X
Secondary _____
Upper Elementary or Secondary _____

SAMPLE OBJECTIVE	ACTIVITY, SERVICE OR PROGRAM	MATERIALS, RESOURCES, PERSONNEL
<p>By June (of the current school year), the students participating in the 6th grade camp program will have been involved in a minimum of ten activities designed to enrich the camp experience through establishing positive communication between participating groups.</p>	<p><u>Enrichment Activities for Existing Programs</u></p> <ul style="list-style-type: none">-Establish a program of activities for the weeks before, during and after the sixth grade camp experience for students attending camp together, i.e.:<ul style="list-style-type: none">--Plan and implement a pen pal exchange for students attending camp together.--Implement joint sharing activities following the camp experience.-Conduct pre-camp experiences, i.e.:<ul style="list-style-type: none">--Plan and schedule a pre-camp softball game between classes scheduled to attend camp together.--Invite parents from participating schools to attend the game.-Conduct on-site and post camp experiences, i.e.,<ul style="list-style-type: none">--Take slides of students participating in camp experiences.--Prepare a slide presentation of selected slides.--Schedule the time, place and date for a slide presentation.--Invite parents and students from participating schools.	<p>Classroom teachers Camp staff</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"><p>Note to staff: These types of student experiences may also be used whenever classes from different schools are grouped together for integrated experiences, as in the Learning Center Magnet.</p></div> <p>Site administrators, sixth grade classroom teachers, and camp staff.</p>

LEARNING EXPERIENCES FOR STUDENTS

MULTICULTURAL EDUCATION

Multicultural education is a process which emphasizes the strength of differences in individuals and groups, and which values human rights, social justice and alternative life choices for all people. Multicultural education promotes the awareness that every group; ethnic, cultural, social and racial, exists autonomously as a part of an interrelated and interdependent societal whole.

Multicultural education in San Diego City Schools is under the leadership of the Multicultural Specialist, who coordinates:

- Curriculum development of multicultural programs, materials, special exhibits and assemblies.
- Multicultural in-service training for staff.
- A sequential program in multicultural education for students, grades K-12.
- Ongoing research for identification of state and national trends appropriate for multicultural emphasis in the district.
- Liaison between the district and community groups involved in multicultural education concerns.

*Multicultural education is based on the premise that ethnic and cultural diversity should permeate all aspects of education. Educational materials containing ethnic content should be used in teaching such fundamental skills as reading, writing, calculating, and reasoning. Students can learn reading skills using materials written by and about Black, Mexican Americans, Italian Americans, Jewish Americans and other groups present in American Society. Ethnic literature itself is well-endowed with examples of quality and literary techniques. Such literature can be used to teach common literary concepts such as plot, climax, metaphor, grammatical structure, and symbolism. Biology, chemistry, mathematics, and the other sciences can be made more personal, interesting, and comprehensible by including contributions from individuals of different ethnic groups. Evolving basic skills teaching strategies are including ethnic literary perspectives, self-analysis, decision-making, and social activism. These skills are essential for living effectively in a culturally and ethnically pluralistic society. By using different kinds of ethnic/cultural content which has experiential and psychocultural significance in teaching the fundamental skills, several objectives can be achieved simultaneously. Students develop self and group awareness, learn the necessity for positive interrelationships between individuals and groups and discover the deleterious effects of ethnic stereotyping. The use of culturally pluralistic materials becomes essential for teachers and for students if they are to become aware of varying perspectives in group value systems and social behaviors.

*Curriculum Frameworks, Kindergarten through Grade 12,
San Diego City School, 1978.

Learning Experiences For Students
Multicultural Education -
Page two

The following suggested learning experiences for students offer techniques and guidelines for infusing a multicultural perspective into the school curriculum. Experiences are not designed to be taught in isolation, but are to become a part of the emphasis of the total curriculum. It is essential to remember that the areas of race/human relations, communication and multicultural education are inter-related and will often be interwoven. A combination of these and similar experiences should be an integral part of the daily curriculum.

SAMPLE OBJECTIVE	ACTIVITY, SERVICE OR PROGRAM	MATERIALS, RESOURCES, PERSONNEL
<p>By June (of the current school year), teachers of various subject areas and/or grade levels will have identified appropriate multicultural materials, resource personnel and instructional strategies for classroom use and will have implemented these programs as part of the regular curriculum in their classes.</p>	<p style="text-align: center;"><u>Infusing Multicultural Perspectives Into the Curriculum</u></p> <ul style="list-style-type: none"> -Select appropriate multicultural education resources, instructional strategies, and materials for classroom use. -Identify speakers and resources available through the community at large. -Utilize identified sources to incorporate multicultural perspectives into the curriculum. -Employ a variety of activities to reinforce multicultural perspectives such as: <ul style="list-style-type: none"> --films, filmstrips, recordings, tapes --displays --guest speakers --field trips --investigative field work --library research 	<p>Classroom teachers</p> <p>Site administrator and district source personnel.</p> <p>See <u>Option Bank, Part C</u></p> <p>ESAA Multicultural Resource Center, IMC Location, 278-9944</p>

The following pages describe ideas for appropriate ways to incorporate multicultural perspectives into specific subject areas of the curriculum. While these ideas are primarily designed for secondary level, they are adaptable for use at the elementary level. Teachers are encouraged to select and modify suggestions as appropriate for classroom use.

SAMPLE OBJECTIVE	ACTIVITY, SERVICE OR PROGRAM	MATERIALS, RESOURCES, PERSONNEL
<p>By June (of the current school year), all students and staff of English classes will be involved in weekly classroom activities designed to increase their awareness of and appreciation for the contributions of their own and other cultures.</p>	<p style="text-align: center;"><u>English Classes:</u></p> <ul style="list-style-type: none"> --Read bibliographies, fiction, drama and poetry dealing with feelings, problems and attitudes of persons of diverse origins. --Read a variety of folk tales and myths from various cultures. --Study the cultural origin of words in the English language. --Discuss and compare the figurative language of different cultural groups and the varieties of language, including dialects, slang and jargon. --Explore the contributions of authors of various ethnic backgrounds. 	<p>Teaching staff from subject areas mentioned are responsible for coordinating activities, pages <u>28</u> through <u>37</u>.</p> <p>Mythology: English 5-6, 7-8: San Diego City Schools, 1973. (41-E-8170).</p> <p>Words: <u>Their Origin, Use and Spelling, Parts A and B.</u> Filmstrips, number 442.</p>
<p>By June (of the current school year), students enrolled in journalism classes will be made aware of techniques to objectively assess information reported in the news media about various cultural and ethnic groups.</p>	<p style="text-align: center;"><u>Journalism Classes:</u></p> <ul style="list-style-type: none"> --Select newspapers from various sections of the country representing a variety of political views. --Skim papers, noting similarities and differences in the papers' editorials, headlines, pictures, position of stories, etc. --Locate several different articles concerning one event or issue and compare the papers' ways of "reporting the facts". 	<p>Local Newspapers; periodicals such as: "Time", Newsweek", "U.S. News and World Report"</p>

SAMPLE OBJECTIVE	ACTIVITY, SERVICE OR PROGRAM	MATERIALS, RESOURCES, PERSONNEL
<p>By June (of the current school year) journalism students will have developed a series of interviews and articles for school publications which emphasize multicultural backgrounds, interests and achievements.</p>	<ul style="list-style-type: none"> --List techniques and give examples of slanting. --Create several different articles about the same issue or event, using a variety of slanting techniques. --Discuss the meaning of propaganda, connotation and bias. --Invite district and community resource personnel to speak to classes on this topic. --Interview people from a variety of cultural and ethnic backgrounds. --Discuss similarities and differences in the interviews. --Write feature articles about individuals or groups from various cultural backgrounds. --Publish a "Getting Along in (Spanish, German or French)" or "Foreign Language for Student Travelers" column in school publications. <p style="text-align: center;"><u>Drama Classes:</u></p>	<p>See <u>Option Bank, Part C</u></p> <p>Race/human relations facilitators, Community Relations Division 293-8303</p> <p>Community agencies</p>
<p>Throughout the current school year, teachers of drama classes will select plays for student use which dramatize beliefs, concerns, struggles and life styles of diverse cultures and will plan and implement other class activities with multicultural themes.</p>	<ul style="list-style-type: none"> --Select and study plays and dramatic writings of various cultures. --Perform plays depicting a variety of cultures. --Dramatize situations which emphasize beliefs, concerns, struggles and life styles of different cultures. 	<p>Library Consultant - Secondary - 293-8322 Librarian - Professional Library - 293-8047</p> <p>Programs Division 293-8014</p> <p>ESAA Multicultural Resource Center, IMC Location 278-9944</p>

SAMPLE OBJECTIVE	ACTIVITY, SERVICE OR PROGRAM	MATERIALS, RESOURCES, PERSONNEL
<p>By June (of the current school year), students in social studies classes will have systematically participated (on a weekly basis) in a variety of classroom experiences exploring cultural ethnic awareness; i.e., differences, similarities, and intergroup relations.</p> <p>By June (of the current school year), students in social studies classes will participate in a minimum of ten units of study to build student interest and pride in their own ethnic origin while developing appreciation for the heritage of others.</p>	<p>--Research the history of famous theaters which exemplify various cultures such as the "Palacio de Bellas Artes."</p> <p>--Write and produce plays with a multicultural or self-awareness theme.</p> <p>--Videotape student activities for follow-up discussion and evaluation.</p> <p style="text-align: center;"><u>Social Studies Classes:</u></p> <p>--Read biographies, dealing with feelings, problems and attitudes of persons of diverse origins.</p> <p>--Read a variety of works on selected topics of cultural history which demonstrate multicultural viewpoints, (i.e., the Mexican Acquisition).</p> <p>--Discuss the various feelings and attitudes encountered in the reading assignments.</p> <p>--Contact the school, district, or public library and arrange to have a librarian come to classrooms to discuss geneology and methods of tracing roots.</p> <p>--Display a large world map showing the location of each student's country of origin.</p>	<p>See <u>Option Bank, Part C</u></p> <p>Instructional Television 293-8027</p> <p><u>Directory of Multicultural Resources</u>, San Diego City Schools, Pendleton, 1977.</p> <p>See <u>Option Bank, Part C</u></p> <p>Professional Library 293-8047 Local libraries</p>

SAMPLE OBJECTIVE	ACTIVITY, SERVICE OR PROGRAM	MATERIALS, RESOURCES, PERSONNEL
<p>Throughout the school year, teachers of foreign language classes will incorporate appropriate content to increase student understanding of cultural patterns, traditions and their origin in a minimum of five units of study in foreign language classes.</p>	<p><u>Foreign Language Classes:</u></p> <ul style="list-style-type: none"> --Share cultural and ethnic holidays of individuals in the class. --Use the language students are studying to explore holidays of many different cultures. --Research the meaning of the holidays of the culture and the history of the language being studied. --Develop a calendar of events from the culture which students are studying. --Invite native speakers of foreign languages to make presentations to classes. --Compare the traditions and holidays which are similar in ideals and struggles, i.e., Christmas and Hanukkah; American and Mexican Independence Days.) 	<p>Foreign Language Education, Programs Division, 293-8440</p> <p>See <u>Option Bank, Part C</u></p> <p>See "List of Community Agencies and Organizations"</p> <p>See <u>Option Bank, Part C</u> Directory of Multicultural Resources, San Diego City Schools, Pendleton, 1977.</p>

SAMPLE OBJECTIVE	ACTIVITY, SERVICE OR PROGRAM	MATERIALS, RESOURCES, PERSONNEL
<p>Throughout the current school year, teachers of science classes will provide student experiences which emphasize the significant contributions individuals from every culture have made in scientific discovery.</p>	<p style="text-align: center;"><u>Science Classes:</u></p> <ul style="list-style-type: none"> --Read textbooks that point out contributions of different ethnic and cultural groups to science, i.e., the scientific achievements of the Aztecs and the Incas such as their calendar and their numerology system. --Explore publications that emphasize contributions to science of different ethnic and cultural groups such as: "Women in Science" and "Blacks in Science". --Work in multiethnic lab teams. --Identify the cultural origins of well-known scientists as they occur in units of study, (i.e., Einstein, Von Braun, Carver.) 	<p>Class textbooks Encyclopedias</p> <p>See <u>Option Bank, Part C</u></p> <p>Subject area specialist</p>
<p>Throughout the school year, students in consumer and family studies classes will participate in regularly scheduled (i.e., weekly) activities to explore the effects of cultural traditions on individual attitudes and to build an understanding and acceptance of cultural diversity.</p>	<p style="text-align: center;"><u>Consumer and Family Studies Classes:</u></p> <ul style="list-style-type: none"> --Explore the development of family units in various cultures. --Identify cultural and family influences on the development of individual students. --Examine differing role expectations in a variety of cultures and consider the ways these expectations are reinforced. --Suggest ways to improve communication regarding value conflicts arising from cultural differences. 	<p>Guidance Services, 293-8434 Race/human relations facilitators, Community Relations Division, 293-8303</p>

SAMPLE OBJECTIVE	ACTIVITY, SERVICE OR PROGRAM	MATERIALS, RESOURCES, PERSONNEL
<p>Throughout the current school year, students enrolled in home management classes will participate in (weekly) class discussions and activities to broaden their awareness of cultural impact on societal trends, (i.e., historical development of clothing, fashion trends, ethnic costumes, foods and customs).</p>	<ul style="list-style-type: none"> --Prepare different international and cultural foods. --Conduct research relating to the traditional significance of foods served for a variety of cultural holidays. --Use the serving customs and table settings of various cultures such as the Japanese Tea Ceremony and luau-style eating arrangement when preparing foods from these cultures. --Contact appropriate ethnic community resources to give demonstrations and presentations complementing areas of study. --Sew flags of various countries to be displayed and used in school multicultural activities and programs. --Prepare fabrics such as tapa cloth, batik, tie-dyed and woven materials for the sewing of ethnic clothes. --Conduct research on fashion trends, design, patterns, and sew ethnic costumes to be displayed in cultural exhibits or international costume shows. 	<p>Cook books with cultural themes, such as: <u>Many Hands Cooking</u>, UNICEF by Cooper and Ratner United Nations Association, Balboa Park, San Diego.</p> <p><u>Directory of Multicultural Resources</u>, San Diego City Schools, Pendleton, 1977.</p> <p>See "List of Community Agencies and Organizations", <u>Option Bank</u>, Part C</p> <p>Current fashion periodicals, i.e., Vogue, Harper's Bazar Pattern books</p>

SAMPLE OBJECTIVE	ACTIVITY, SERVICE OR PROGRAM	MATERIALS, RESOURCES, PERSONNEL
<p>By June (of the current school year), students enrolled in business classes will have participated in weekly activities to build student understanding of the socio-economic role of the individual in a culturally pluralistic society.</p>	<p><u>Business and Marketing Classes:</u></p> <ul style="list-style-type: none"> --Use selections from information describing contributions made by different cultures for typing and shorthand exercises. --Use media presentations and bulletin boards to illustrate people from various backgrounds involved in business activities. --Research and report on successful businesses and business persons representing different cultures. --Study comparable currency exchanges of various countries. --Participate in training sessions in customer relations. --Respond to similarities and differences among customers which may relate to cultural patterns. --Work in the student store to utilize new skills (above). 	<p>Library Consultant - Secondary - 293-8322 Librarian, Professional Library - 293-8047</p> <p>Instructional Media Center, 292-4277 Audiovisual Instructional Media Consultants - 292-5813</p> <p>See <u>Option Bank, Part C</u></p> <p>Race/human relations facilitators, Community Relations Division, 293-8303</p> <p>Guidance Services, on-site district counselor, 293-8434</p>
<p>By June (of the current school year), students enrolled in industrial arts classes will have participated in three units of study tracing design origins of toys, furniture and architecture.</p>	<p><u>Industrial Arts Classes:</u></p> <ul style="list-style-type: none"> --Design and construct simple props incorporating multicultural architectural motifs for cultural performances, exhibits and displays. --Construct folk toys. 	<p>See <u>Option Bank, Part C</u></p>

SAMPLE OBJECTIVE	ACTIVITY, SERVICE OR PROGRAM	MATERIALS, RESOURCES, PERSONNEL
<p>By June (of the current school year), students will have participated in weekly activities relating art experiences to multicultural information, (i.e. origins of artists; cultural contributions to art history, ethnic art studies.)</p>	<p>--Study architectural and furniture design and relate design patterns to their ethnic origins.</p> <p style="text-align: center;"><u>Art Classes:</u></p> <p>--Study art from a variety of cultures.</p> <p>--Employ a variety of media used by different ethnic artists.</p> <p>--Choose art projects representative of various cultures.</p> <p>--Use the "Art Study Sets" from the Instructional Media Center Library.</p> <p>--Create ethnic art for cultural celebrations, performances, exhibits and displays.</p> <p>--Utilize resource guides, art books and other resource material to obtain ideas on ethnic handicraft projects for students.</p> <p>--Select projects from a variety of cultures or from a specific culture students are currently studying.</p> <p>--Become involved in the planning and materials acquisition for selected projects.</p> <p>--Recruit parent talent in selecting and creating handicraft projects.</p> <p>--Display completed projects.</p>	<p>San Diego County Museums, i.e., Timkin Gallery, Fine Arts Gallery.</p> <p>Instructional Media Center, 292-4277</p> <p>Audiovisual Instructional Media Consultants, 292-5813</p> <p>The following references are available in the Professional Library, 293-8047:</p> <p>732 - Segy, Ladislas, <u>African Sculpture Speaks</u>, Da Capo</p> <p>709 - Driskell, David C., <u>Two Centuries of Black American Art</u>, Knopf</p> <p>709 - Price, <u>Made in West Africa</u>, Dutton</p> <p>707 - Grigsby, J. Eugene Jr., <u>Art and Ethnics</u>, WCB</p> <p>745.5 - Harvey, <u>Crafts of Mexico</u>, Macmillan</p> <p><u>Getting It Together For Multicultural Activities in the Secondary Schools</u>, San Diego City Schools, 1978. (41-M-5781)</p>

COMPONENT: STUDENT EXPERIENCES: MULTICULTURAL EDUCATION
 SUBCOMPONENT Cultural/Ethnic Awareness; Intergroup/Interpersonal Relations

Grade Level Elementary X
 Secondary X
 Upper Elementary or Secondary

SAMPLE OBJECTIVE	ACTIVITY, SERVICE OR PROGRAM	MATERIALS, RESOURCES, PERSONNEL
<p>Throughout the school year, teachers of instrumental music classes will discuss the origins of compositions used in class and will provide other experiences to explore the contributions to music made by persons of many cultures.</p> <p>Students participating in instrumental music classes will attend monthly exchange rehearsals, concerts and social activities with allied school instrumental groups to increase cultural awareness and intergroup understanding.</p>	<p style="text-align: center;"><u>Instructional Music Classes:</u></p> <p>--Study and perform music from a variety of cultures.</p> <p>--Become familiar with instruments from a variety of cultures.</p> <p>---Emphasize the contributions of Central and South America, Africa, India, Asia and Europe as they pertain to American music.</p> <p>---Trace the historical evolution of musical contributions with regard to pertinent social issues affecting these contributions; (i.e., religious music, jazz, blues, operatic form).</p> <p>--Participate in exchange rehearsals, concerts and social activities, (i.e., a potluck dinner with students and parents of an allied school).</p> <p>--Plan and present an international music festival featuring compositions of many cultures as a joint activity with an allied school.</p>	<p>Instructional Media Center, 292-4277</p> <p>Library Consultant - Secondary - 293-8322</p> <p>Librarian, Professional Library 293-8047</p> <p>Instructional Media Center, 293-4277</p> <p>Subject area specialist</p> <p>Site administrators and selected staff from allied schools</p>

SAMPLE OBJECTIVE	ACTIVITY, SERVICE OR PROGRAM	MATERIALS, RESOURCES, PERSONNEL
<p>By June(of the current school year), students enrolled in (subject area title or elementary grade level) will have participated in a minimum of five activities designed to increase cultural/ethnic awareness and to build appreciation of the contributions of other cultures.</p>	<p style="text-align: center;"><u>Appropriate for all Subject Areas</u></p> <ul style="list-style-type: none"> --Critique current motion pictures and television offerings to analyze whether they combat or promote stereotypes about various ethnic groups. --Create bulletin board displays and/or build models to complement multicultural topics of study. --Maintain class or individual notebooks or journals on students' reactions to the courses of study emphasizing multicultural content. --Contact ethnic agencies serving the community to provide guest speakers in the classroom. --Learn dances of various cultures. --Participate in games and sports of other countries. --Work with the subject sets of books available from the Media Center Library. --Exchange letters with students of different cultural backgrounds in allied schools. --Read bibliographies, fiction, and poetry dealing with feelings, problems and attitudes of people from diverse origins. --Visit other classes to share backgrounds. --Study and perform plays from a variety of cultures. 	<p>See <u>Option Bank, Part C</u></p> <p><u>Director of Multicultural Resources</u> San Diego City Schools, Pendleton, 1977.</p> <p><u>African Heritage Dances</u>, San Diego City Schools, 1972, (41-A-0445) Film: <u>Let's Polka</u> (10 min.) Film: <u>Soccer--Let's Play</u> (Col., 10 min.)</p> <p>Refer to Audiovisual catalogs for additional selections</p>

SAMPLE OBJECTIVE	ACTIVITY, SERVICE OR PROGRAM	MATERIALS, RESOURCES, PERSONNEL
<p><u>MULTICULTURAL SCHOOLWIDE ACTIVITIES</u></p> <p>The following suggested activities lend themselves to schoolwide participation. The site administrator and selected staff and parents can work with students to organize specific activities appropriate to the individual school site.</p>		
<p>By June (of the current school year), a minimum of ten schoolwide activities based on multicultural themes will be scheduled for student, staff and parent participation, (i.e., wall mural, scrapbook, poster contest, fashion show. See pages <u>38</u> to <u>48</u> for additional suggestions).</p>	<p style="text-align: center;"><u>Multicultural Wall Mural</u></p> <ul style="list-style-type: none"> -Form a committee of students and staff to oversee the production of a multicultural wall mural. -Locate a large space for the mural such as a hall or cafeteria wall. -Involve the student body in choosing the multicultural theme of the mural. -Select the medium and acquire the necessary materials. <p style="text-align: center;"><u>Multicultural Scrapbook</u></p> <ul style="list-style-type: none"> -Recruit a student group such as the ASB or Multicultural Club to sponsor an annual multicultural scrapbook project. -Publicize the purpose and creation of the scrapbook. -Encourage all students and staff to make contributions. 	<p>Selected staff</p> <p>On-site art department</p> <p>ASB advisor and selected staff</p>

SAMPLE OBJECTIVE	ACTIVITY, SERVICE OR PROGRAM	MATERIALS, RESOURCES, PERSONNEL
<p>By May (of the current school year), Consumer and Family Studies classes will sponsor a multicultural fashion show to demonstrate to students the roles that various cultures play in the historical development of clothing trends and to build appreciation of the contributions that various cultures have made to the world of fashion.</p>	<p>-Encourage the club to sponsor multicultural activities from which the entire student body will benefit such as:</p> <p>--cultural fairs --handicraft programs --wall murals --brotherhood poster contests</p> <p style="text-align: center;"><u>Brotherhood Poster Contest</u></p> <p>-Sponsor a brotherhood poster contest.</p> <p>-Establish requirements and specifications for posters.</p> <p>-Schedule and publicize the contest.</p> <p>-Make arrangements to display and judge the posters.</p> <p style="text-align: center;"><u>Multicultural Fashion Show</u></p> <p>-Plan and organize a fashion show of ethnic costumes from countries such as:</p> <p>--Africa --Philippines --Germany --Renaissance England --Japan --Tahiti --Mexico --Latin American</p> <p>-Recruit the resources of parents, community and appropriate classes to assist in obtaining and/or creating fabrics and costumes.</p>	<p><u>Getting It Together For Multicultural Activities in Secondary Schools, 1978. (41-M-5781).</u> <u>In Praise of Diversity: Multicultural Classroom Applications, Grant, University of Omaha, 1977. (available from Professional Library, 293-8047).</u></p> <p>Selected staff from graphic arts and art departments</p> <p>District resource staff</p> <p>Selected staff</p>

COMPONENT: STUDENT EXPERIENCES: MULTICULTURAL EDUCATION
 SUBCOMPONENT Cultural/Ethnic Awareness

Grade Level Elementary X
 Secondary X
 Upper Elementary or Secondary _____

SAMPLE OBJECTIVE	ACTIVITY, SERVICE OR PROGRAM	MATERIALS, RESOURCES, PERSONNEL
<p>By June (of the current school year), selected staff will sponsor a minimum of three schoolwide activities to illustrate ways in which a variety of media can be used to display multicultural themes, (i.e., multicultural film program; photography festival).</p>	<p>-Contact various resources for suggested recipes, i.e.:</p> <ul style="list-style-type: none"> --Request recipes from parents, staff and community members, --Select recipes to include in the <u>Ethnic Variety Cookbook</u>. --Encourage students to contribute artwork and descriptions of the foods for inclusion in the cookbook. <p>-Duplicate recipes and compile cookbooks.</p> <p>-Distribute cookbooks to interested students, staff and community members.</p> <p style="text-align: center;"><u>Multicultural Film Program</u></p> <ul style="list-style-type: none"> -Organize a "Multicultural Film Program". -Survey students to assess areas of interest. -Select and reserve films using student interest - survey results. <p style="text-align: center;"><u>Multicultural Photography Festival</u></p> <ul style="list-style-type: none"> -Organize a multicultural photography display. 	<p><u>Many Hands Cooking</u>, UNICEF, by Cooper and Ratner. United Nations Association, Balboa Park, San Diego.</p> <p>Refer to Audiovisual Catalog Specialist, Multicultural Education 293-8300</p> <p>Audiovisual Instructional Media Consultants 292-5813</p> <p>Instructional Media Center 292-4277</p> <p>Selected staff and students from graphic arts and art department</p>

SAMPLE OBJECTIVE	ACTIVITY, SERVICE OR PROGRAM	MATERIALS, RESOURCES, PERSONNEL
<p>By January (of the current school year), the staff will have identified and purchased appropriate materials to expose students to representative publications from various ethnic groups, (i.e., "Ebony", "Jet", "American Indian" and "El Papel").</p>	<p>-Request that students contribute photographs they have taken or collected which highlight multicultural themes.</p> <p>-Arrange to display the photographs.</p> <p>-Present awards for outstanding photographic contributions.</p> <p style="text-align: center;"><u>Ethnic Read-In</u></p> <p>-Gather publications pertaining to a variety of ethnic groups not ordinarily available in schools such as:</p> <p>--"Ebony" --"El Papel" --"Jet" --"Voice Viewpoint" --"American Indian" --"El Latino Americano"</p> <p style="text-align: center;"><u>Multicultural Interest Center</u></p>	<p>Instructional Media, Library and Books, 293-8321/8322</p> <p>Professional Library, Librarian, 293-8047</p> <p>San Diego City Public Libraries</p>
<p>By June (of the current school year), students and staff will have participated in identifying and compiling materials emphasizing cultural patterns and contributions for use in a multicultural learning center.</p>	<p>-Plan and implement an on-site multicultural learning center.</p> <p>--Establish a permanent location for the multicultural learning center in the school's media center, library or cafeteria.</p> <p>--Develop a schedule for changing the exhibits and utilizing the center.</p>	<p>Selected staff and students</p>

SAMPLE OBJECTIVE	ACTIVITY, SERVICE OR PROGRAM	MATERIALS, RESOURCES, PERSONNEL
<p>By June (of the current school year), students will have prepared pictures, posters or essays and which relate to their ethnic background for use in a multicultural festival.</p>	<p>--Select themes and plan contents of each exhibit which could include but not be limited to:</p> <ul style="list-style-type: none"> ---books ---costumes ---fabrics ---artifacts ---jewelry ---games ---musical instruments ---student produced contributions <p>-Identify specific students and parents to develop, set up and maintain the exhibits in the multicultural learning center.</p> <p style="text-align: center;"><u>Multicultural Festival</u></p> <p>-Organize a multicultural festival.</p> <p>-Plan activities with multicultural themes for the festival such as:</p> <ul style="list-style-type: none"> ---musical performances ---cultural exhibits ---dance performances ---poster display ---essay contest ---dramatic presentation 	<p>See <u>Option Bank - Part C</u></p> <p><u>Getting It Together For Multicultural Activities in Secondary Schools</u>, 1978. (41-M-5781)</p> <p><u>In Praise of Diversity: Multicultural Classroom Applications</u>, Grant, University of Omaha, 1977. (available from Professional Library, 292-8047)</p> <p>Selected staff</p> <p><u>Multicultural Materials List</u>, 1978, Programs Division, 293-8014.</p> <p><u>Getting It Together For Multicultural Activities in Secondary Schools</u>, 1978. (41-M-5781)</p> <p><u>Directory of Multicultural Resources</u>, San Diego City Schools, Pendleton, 1977.</p> <p>Instructional Media Center, 292-4277</p>

SAMPLE OBJECTIVE	ACTIVITY, SERVICE OR PROGRAM	MATERIALS, RESOURCES, PERSONNEL
<p>By February (of the current school year), staff will sponsor a United Nations Conference for students to provide an inter-cultural experience to eliminate student isolation, and to promote positive intergroup relations.</p>	<p style="text-align: center;"><u>Model United Nations Conference</u></p> <ul style="list-style-type: none"> -Select a committee of student members and staff advisors from the school's United Nations Club. -Organize, schedule and publicize a Model United Nations Conference. -Invite participants from other San Diego City Schools and from the community. 	<p>San Diego State University, Political Science Department, 286-6244</p>
<p>By June (of the current school year), all students will have participated in a minimum of five multicultural schoolwide activities scheduled for Ethnic Awareness Week.</p>	<p style="text-align: center;"><u>Ethnic Awareness Week</u></p> <ul style="list-style-type: none"> -Organize an Ethnic Awareness Week. -Plan and implement a schedule of activities, i.e., <ul style="list-style-type: none"> --Day One - Assembly: Ethnic musical production --Day Two - Demonstration: Ethnic handicrafts --Day Three - Assembly: Ethnic contributions to science, business, etc. --Day Four - Display: Ethnic posters by students --Day Five - Exhibit: Ethnic Arts display -Provide teachers with suggestions for classroom activities such as: <ul style="list-style-type: none"> --comparing and contrasting ethnic celebrations --discussing the historical role various ethnic groups have played in the development of the United States and California 	<p><u>Multicultural Materials List</u>, 1978, Programs Division, 293-8014</p> <p>Community Relations Division, 293-8300</p> <p><u>Directory of Multicultural Resources</u>, San Diego City Schools, Pendleton, 1977.</p> <p><u>Getting It Together For Multicultural Activities in Secondary Schools</u>, San Diego City Schools, 1978. (41-M-5781)</p> <p>Subject area specialist</p>

COMPONENT: STUDENT EXPERIENCES: MULTICULTURAL EDUCATION
 SUBCOMPONENT (S): Cultural/Ethnic Awareness

Grade Level Elementary X
 Secondary X
 Upper Elementary or Secondary

SAMPLE OBJECTIVE	ACTIVITY, SERVICE OR PROGRAM	MATERIALS, RESOURCES, PERSONNEL
<p>By June (of the current school year), students will participate in at least five schoolwide activities to promote positive interpersonal and intergroup relationships, (i.e., "Outdoor Entertainment Day", "International Music Festival").</p>	<p>--identifying members of various ethnic groups who have exemplified themselves in areas such as government, education, labor and religion</p> <p style="text-align: center;"><u>Outdoor Entertainment Day</u></p> <p>-Organize an "Outdoor Entertainment Day" program to present multicultural music, dancing, drama or art presentations by students.</p> <p>--Schedule specific programs for the "Outdoor Entertainment Day".</p> <p>--Publicize the programs and encourage parents and community members to attend.</p> <p style="text-align: center;"><u>International Music Festival</u></p> <p>-Organize an "International Music Festival".</p> <p>--Contact the school's music department for program suggestions and resources.</p> <p>--Investigate community resources for performers of ethnic music or dance.</p> <p>--Recruit student, staff, parent and community volunteers for participation and attendance.</p> <p>--Schedule and publicize the festival.</p>	<p>Site administrator and selected staff from appropriate departments</p> <p>Site administrator and selected staff from appropriate departments</p> <p><u>Directory of Multicultural Resources</u>, San Diego City Schools, Pendleton, 1977.</p>

COMPONENT: STUDENT EXPERIENCES: MULTICULTURAL EDUCATION
 SUBCOMPONENT Cultural/Ethnic Awareness

Grade Level Elementary X
 Secondary X
 Upper Elementary or Secondary

SAMPLE OBJECTIVE	ACTIVITY, SERVICE OR PROGRAM	MATERIALS, RESOURCES, PERSONNEL
<p>By June (of the current school year), each student will participate in a field trip to heighten students awareness of the cultural variety of the local community.</p>	<p style="text-align: center;"><u>Community Awareness Tours</u></p> <ul style="list-style-type: none"> -Investigate community resources of multicultural interest available for field trips. -Select destinations and plan trips. -Make necessary arrangements with the community site to be visited. -Plan pre- and post trip activities. -Arrange for transportation and supervisory personnel. 	<p>Teaching staff</p> <p>See <u>Option Bank - Part C</u></p> <p>Transportation Department, 292-1535</p>

STAFF DEVELOPMENT

Staff development is an integral, ongoing and essential part of every work-based learning program.

Each school/site has been charged with the responsibility of planning and implementing an inservice program for all certificated employees.

OPTION BANK - PART B

Staff development programs should be developed which are:

1. Self-awareness programs which help staff members understand their own strengths and weaknesses as well as help them understand the strengths and weaknesses of all racial and ethnic groups.
2. Cultural/ethnic awareness programs which help staff members understand the cultural and ethnic differences of all racial and ethnic groups and help them understand the cultural and ethnic differences of all racial and ethnic groups.
3. Interpersonal skills programs which help staff members understand the importance of interpersonal skills and help them understand the importance of interpersonal skills.
4. Problem-solving programs which help staff members understand the importance of problem-solving and help them understand the importance of problem-solving.

STAFF DEVELOPMENT

The school/site plan for staff development should include:

1. A site-level program which includes all staff members at the school/site.
2. A district level program which includes all staff members at the district level.
3. A coordinated program which encourages the participation of staff in district programs.
4. An individualized program which utilizes the services of consultants and resources available to staff members in the areas of career development, staff relations, staff awareness, staff development, and professional growth.

STAFF DEVELOPMENT

Staff development is an integral, ongoing and essential part of every race/human relations program.

Each school/site has been charged with the responsibility for planning and implementing an inservice program for all certificated and classified staff members.

Staff development programs should be developed in the areas of four major subcomponents:

1. Self-Awareness programs assist teachers in developing an understanding of their role, as well as introducing methods and materials to build positive self-concept in students of all racial and ethnic groups.
2. Cultural/Ethnic Awareness is developed through activities designed to provide teachers with an emphasis on the positiveness of differences between and among the various racial and ethnic groups. Additionally, these activities are designed to assist teachers in developing an understanding and an identification with members of various groups.
3. Interpersonal/Intergroup Relations programs stress the importance of communication skills, and the utilization of those skills in situations involving people of various groups. Emphasis is placed on helping students develop awareness of others as individuals and on utilizing communication skills in the intergroup setting.
4. Problem Solving skills include decision-making and conflict management. Staff members should develop these skills in order to apply them in classroom and school-related situations; teachers are also encouraged to incorporate conflict management and decision-making materials into the classroom curriculum.

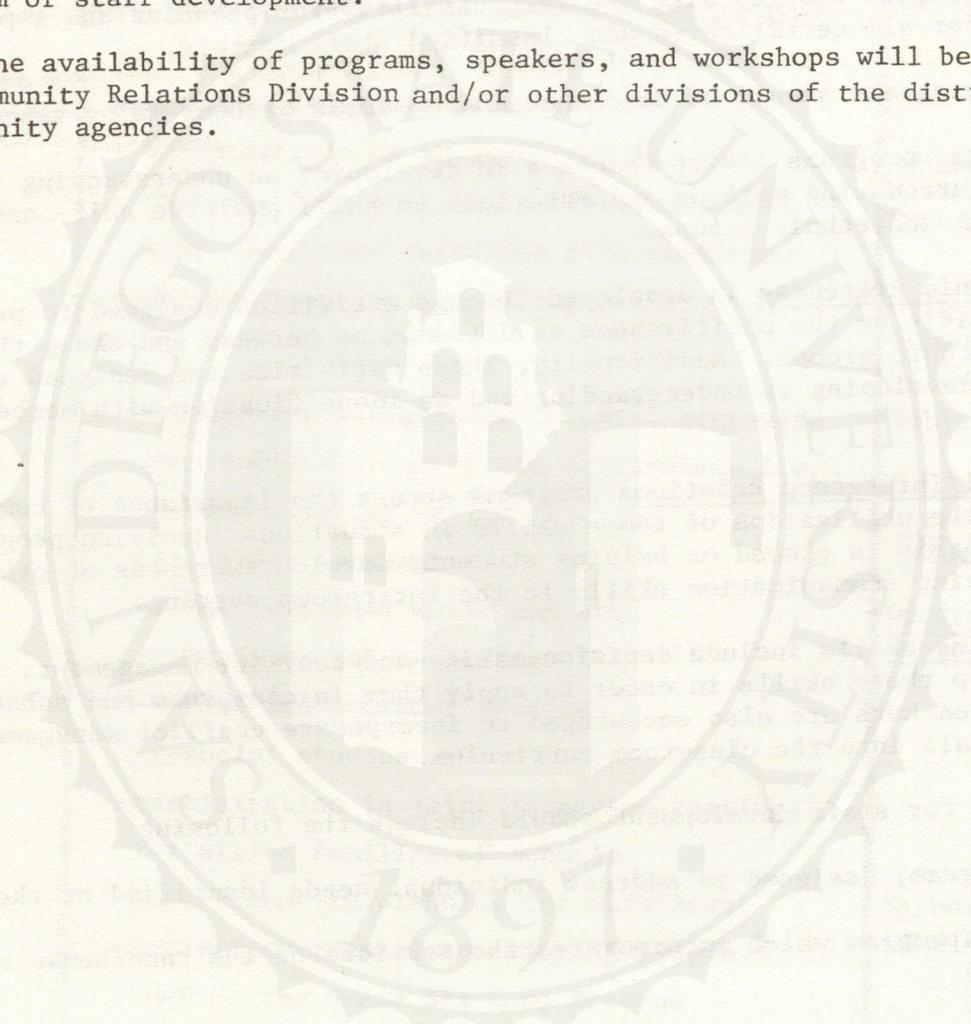
The school/site plan for staff development should include the following:

- A site/level program, designed to address individual needs identified at the school/site.
- A district level program which incorporates the services of the race/human relations team of facilitators.
- A coordinated program which encourages the participation of staff in district programs provided by the district's Continuing Education Department.
- A community based program which utilizes the services of consultants and community agencies with expertise in the areas of human relations, race relations, self-awareness, communication skills, and multicultural, multiethnic understandings.

Staff Development

The suggestions which follow provide a small sample of the type of programs and experiences which are appropriate. School staffs and site committees are urged to investigate possibilities for an expanded program of staff development.

Announcements of the availability of programs, speakers, and workshops will be a continuing service of the Community Relations Division and/or other divisions of the district, local colleges and community agencies.



COMPONENT: STAFF DEVELOPMENT

SUBCOMPONENT: Addresses All Four Subcomponents

SAMPLE OBJECTIVE	ACTIVITY, SERVICE OR PROGRAM	MATERIALS, RESOURCES, PERSONNEL
<p>By June (of the current school year), the total staff will have participated in a minimum of ten (10) bi-weekly meetings emphasizing race/human relations and/or multicultural awareness.</p>	<p>-Offer inservice activities for staff members at regularly scheduled faculty meetings which stress the importance of vigorous, positive race/human relations programs, i.e.:</p> <ul style="list-style-type: none">--presentations by assigned facilitator--presentations by faculty representatives from race/human relations site committee--presentations by counseling staff <p>--methods for integrating cultural awareness into subject areas of the curriculum, i.e.:</p> <ul style="list-style-type: none">---communication skills---foreign language---instructional music and art---business and marketing---home and consumer studies---social studies <p>--participation in joint inservice meetings for allied families of schools</p> <p>--involvement in planning for enrichment activities related to existing programs such as the Grade Six Camp Program</p> <p>Evaluation of race/human relations activities for students, staff and parents.</p>	<p>Site administrators with appropriate district staff support (see below)</p> <p>Race/human relations facilitators, Community Relations Division, 293-8303</p> <p>Guidance Services 293-8434 School counselor Option Bank, Park A, Appendix I Subject area specialists.</p> <p>Option Bank, Part B, Race/Human Relations and Communications, p.1</p> <p>Option Bank, Part B, "<u>Multicultural Education</u>" p. 3-15</p> <p>Balboa Park Program, 239-3419 Camp Program: Palomar, 742-3204 Cuyamaca, 765-0065 Fox, 782-3512</p> <p>Selected staff.</p>

COMPONENT: STAFF DEVELOPMENT

SUBCOMPONENT: Self-Awareness

SAMPLE OBJECTIVES	ACTIVITY, SERVICE OR PROGRAM	MATERIALS, RESOURCES, PERSONNEL
<p>By November (of the current school year), the total staff will have participated in an assessment of needs for the school/site level race/human relations program.</p>	<ul style="list-style-type: none">-Survey staff development needs in the race/human relations and multicultural areas, using a written needs assessment or a structured discussion format.-Review needs assessment results to determine priority needs for staff development.-Develop a planning schedule for implementing programs to meet priority needs.-Conduct meetings.	<p>Site administrator and/or race/human relations facilitators, 293-8303 "Power voting method", Needs assessment survey, <u>Option Bank, Part C.</u></p> <p>Site administrator and selected staff including district resource staff</p> <p>Race/human relations facilitators, 293-8303 Continuing Education staff, 293-8264 ESAA fiscal staff, 293-8307 ESAA management staff, 293-8558 Subject area specialists</p>
<p>By May (of the current school year), the teaching staff will have participated in a minimum of two workshops to increase teaching skills in the area of self awareness, and will have used these techniques in the classroom.</p>	<ul style="list-style-type: none">-Survey the needs of the staff regarding the use of self-awareness materials in the classroom.-Identify resource persons to plan and conduct workshops.-Purchase additional materials, if necessary.-Provide opportunities for ongoing training for teachers implementing self-awareness curriculum in the classroom.	<p>Race/human relations facilitators, Community Relations Division, 293-8303 <u>See Option Bank, Part C</u></p> <p>District Counselors, Elementary School Counseling Centers 560-7505 Career Education Resource Personnel, 560-8011, <u>The Person I Am - La Persona Que Soy.</u></p>

COMPONENT: STAFF DEVELOPMENT

SUBCOMPONENT: Intergroup/Interpersonal Relations

SAMPLE OBJECTIVES	ACTIVITY, SERVICE OR PROGRAM	MATERIALS, RESOURCES, PERSONNEL
<p>By June (of the current school year), the total staff will have participated in at least four monthly race/human relations workshops related to interpersonal/intergroup relations.</p>	<ul style="list-style-type: none">-Provide programs and resources in the area of interpersonal/intergroup relationships for all certificated and classified staff members.-Request the services of district race/human relations facilitators for staff development experiences in:<ul style="list-style-type: none">--communication skills--cultural awareness--interpersonal/intergroup relations, etc.-Provide opportunities for staff members within a family of schools to participate in joint interpersonal/intergroup workshops.	<p>Site administrator and selected staff</p> <p>Race/human relations facilitators, Community Relations Division, 293-8303.</p> <p>For a complete listing of services and programs available see <u>Option Bank, Part C</u></p>
<p>By June (of the current school year), the teaching staff will have participated in a minimum of four meetings related to the unique needs of students with diverse backgrounds.</p>	<ul style="list-style-type: none">-Introduce strategies designed to increase the teaching skills of individual staff members.-Provide skill development opportunities in techniques such as:<ul style="list-style-type: none">--individualizing instruction to meet a variety of student needs.--building effective communication skills.--using simulation games in appropriate subject areas.	<p>Site administrator</p> <p>Race/human relations facilitators, Community Relations Division 293-8303</p> <p><u>Me to We: A Guide for Developing Positive Intra/Interpersonal Relationships.</u></p> <p>District Counselors, Elementary School Counseling Centers, 560-7505 Career Education Resource Personnel, 560-8011.</p> <p><u>The Person I Am - La Persona Que Soy.</u></p>

COMPONENT: STAFF DEVELOPMENT

SUBCOMPONENT: Intergroup/Interpersonal Relations

SAMPLE OBJECTIVES	ACTIVITY, SERVICE OR PROGRAM	MATERIALS, RESOURCES, PERSONNEL
<p>By June (of the current school year), the total staff will have participated in a series of at least four seminars designed to increase the effectiveness of school/home communication.</p>	<ul style="list-style-type: none">-Plan and implement inservice meetings for staff describing techniques for making home visits and telephone contacts with parents.-Inform staff of techniques and resources available to assist them with limited/non-English speaking parents.-Utilize available district resource personnel and publications on school/home contacts to promote positive school/home communications.	<p>Site administrator, community aides, selected staff</p> <p>Race/human relations facilitators, Community Relations Division, 293-8303</p> <p>Bilingual Education, 293-8020; Guidance Services, 293-8434</p> <p>Community aides at the site</p> <p>Community aides, ESAA, 293-8558</p>

COMPONENT: STAFF DEVELOPMENT

SUBCOMPONENT: Problem Solving

SAMPLE OBJECTIVES	ACTIVITY, SERVICE OR PROGRAM	MATERIALS, RESOURCES, PERSONNEL
<p>By June (of the current school year), the total teaching staff will have demonstrated a knowledge of decision-making skills by using the skills during two decision-making workshops as measured by observation of workshop resource personnel.</p>	<ul style="list-style-type: none"> -Plan and schedule workshops. <ul style="list-style-type: none"> --determine dates and times --invite resource personnel with expertise in decision-making skills to conduct staff workshops -Introduce strategies designed to increase the teacher effectiveness in the area of decision-making skills. -Familiarize staff with available district and commercially prepared materials related to decision-making. -Provide follow-up discussion for staff members to encourage and evaluate the use of decision-making strategies in the classroom. 	<p>Site administrator, staff members Race/human relations facilitators, Community Relations Division, 293-8303</p> <p><u>Option Bank, Part C</u></p> <p><u>Decisions and Outcomes: A Leader's Guide.</u> College Entrance Examination Board, 1973. (senior high)</p> <p><u>Deciding: A Leader's Guide.</u> College Entrance Examination Board, 1972. (junior high), Gelatt, H.B., <u>College Board Publications Orders.</u> Box 2815, Princeton, N. J. 08540.</p> <p>Career Education Resource Personnel, 560-8011</p> <p><u>The Person I Am</u></p>
<p>By June (of the current school year), the teaching staff will have demonstrated their effectiveness in utilizing problem-solving techniques in the classroom as a result of participation in four workshops related to problem-solving.</p>	<ul style="list-style-type: none"> -Plan and schedule workshops. <ul style="list-style-type: none"> --determine dates and times --identify and assign resource personnel to conduct workshops -Conduct workshops emphasizing problem-solving techniques and conflict resolution. -Discuss and evaluate the use of problem-solving and conflict resolution techniques on-site. 	<p>Site administrator and selected staff. Race/human relations facilitators, Community Relations Division, 293-8303</p> <p><u>Option Bank, Part C</u></p>

COMPONENT: STAFF DEVELOPMENT

SUBCOMPONENT: Cultural/Ethnic Awareness

SAMPLE OBJECTIVES	ACTIVITY, SERVICE OR PROGRAM	MATERIALS, RESOURCES, PERSONNEL
<p>By June (of the current school year), the teaching staff will have participated in at least two workshops designed to build staff awareness of library and media references available in the areas of racial, ethnic, and multicultural understanding.</p>	<ul style="list-style-type: none"> -Introduce and describe available instructional materials in the areas of racial, ethnic and multicultural education. -Invite personnel with expertise in the areas described above to demonstrate the use of appropriate materials. <ul style="list-style-type: none"> --librarian --media resource personnel --district race/human relations facilitators --resource teaching personnel to explain instructional materials --representatives from publishing companies 	<p>Subject area and media specialists. <u>Guides for Multicultural Education</u>, California State Department of Education. California State Dept. of Education, P.O. Box 271, Sacramento, CA 95802 - (\$1.25 plus tax.)</p> <p>San Diego City Schools, Library Consultants, Elementary - 293-8321, Secondary - 293-8322, Professional Librarian, 293- 8047. Instructional Media Center, 292-4277 Instructional Television, 293-8027. Audiovisual Instructional Media Consultants, 292-5813 Race/human relations facilitators, Community Relations Division, 293-8303.</p> <p>ESAA Multicultural Resource Center, IMC Location, 278-9944</p>
<p>By June (of the current school year), the total staff will have participated in a series of at least six monthly seminars designed to increase staff awareness of multicultural education.</p>	<ul style="list-style-type: none"> -Utilize State Instructional Materials Display -Survey staff to determine needs for multicultural curriculum in different subject areas. -Plan monthly seminars with topics to include presentations from staff members assigned to: <ul style="list-style-type: none"> --locate and review on-site materials in the race/human relations and multicultural areas --attend workshops and inservice classes with multiethnic content 	<p>San Diego City Schools, Instructional Media Center, 292-4277. Site administrator and selected staff</p> <p><u>Resources Directory for Teachers of Secondary Gifted</u>, San Diego City Schools, 1972 (41-G-4520) <u>Selected Materials on Human Relations</u>, Professional Library, San Diego City Schools, 1973 (bibliography.)</p>

COMPONENT: STAFF DEVELOPMENT

SUBCOMPONENT: Cultural/Ethnic Awareness

SAMPLE OBJECTIVE	ACTIVITY, SERVICE OR PROGRAM	MATERIALS, RESOURCES, PERSONNEL
<p>By May (of the current school year), the teaching staff will have demonstrated their awareness of multicultural materials through classroom use of appropriate multicultural media.</p> <p>By June (of the current school year), selected staff will develop an on-site resource catalog of race/human relations and multicultural materials.</p>	<ul style="list-style-type: none">--gather information on new multicultural materials, using available sources such as publishing representatives, conference information--plan exchange visits with teachers using multicultural curriculum materials -Plan and conduct programs with multicultural emphasis such as:<ul style="list-style-type: none">--utilization of community resources available to assist in implementation of race/human relations and multicultural education--consultant services from a variety of sources--district specialists in social studies and multicultural education -Assign selected staff to develop a catalog of on-site materials in the race/human relations and multicultural areas. -List available materials by subject and grade level. Include the following:<ul style="list-style-type: none">--books, films, filmstrips, records and tapes in the school library/media center	<p>Bibliographies such as:</p> <ul style="list-style-type: none"><u>The Hispanic Heritage</u> - a selective bibliography of Spanish books and their English translations.<u>Young and Black</u> - an annotated bibliography of books for all ages related to the black experience.<u>American Potpourri</u> - multiethnic books for children and young adults. An annotated compilation of books dealing with aspects of one or more ethnic groups.Specialist, Multicultural Education, 293-8300.Specialist, Social Studies, 293-8016Inservice and Continuing Education, 293-8264Library Consultants - Elementary, 293-8321; Secondary, 293-8322<u>Audiovisual Materials Catalog</u>, San Diego City Schools, 1972-73.Instructional Media Center, 292-4277. <u>Resources Directory for Teachers of Secondary Gifted</u>, San Diego City Schools, 1973. (41-G-4520)Site administrator and selected staff<u>"Selected Materials on Human Relations"</u>, Professional Library, San Diego City Schools, 1973, (bibliography).

COMPONENT: STAFF DEVELOPMENT

SUBCOMPONENT: Cultural/Ethnic Awareness

SAMPLE OBJECTIVE	ACTIVITY, SERVICE OR PROGRAM	MATERIALS, RESOURCES, PERSONNEL
<p>Throughout the current school year, staff will receive site bulletins notifying them of district resources available to assist them in providing a wide scope of race/human relations and multicultural experiences for students.</p>	<ul style="list-style-type: none">--special talents and backgrounds of school personnel related to race/human relations and multicultural areas.--resource people from the school community.-Distribute catalogs to staff.-Organize a system for housing and dissemination of identified teaching aids and resources.-Provide descriptions and information on obtaining district resources for classroom use, i.e.:<ul style="list-style-type: none">--multicultural exhibits--traveling multicultural assemblies--resource centers-Distribute lists of current curriculum guides available to staff members in race/human relations, multicultural education, and interpersonal/intergroup relationships.-Inform staff members of new guides as they become available.-Acquire and centrally locate copies of appropriate guides and encourage their use.	<p>Site administrators and selected staff</p> <p>Site administrators and selected staff Specialist, Social Studies Education, Programs Division, 293-8216 Specialist, Multicultural Education, Community Relations Division, 293-8300</p> <p>See <u>Option Bank, Part C</u></p> <p>Site administrator District resource personnel, Programs Division, 293-8216</p> <p>Materials Development, Programs Division, 293-8140</p>

COMPONENT: STAFF DEVELOPMENT

SUBCOMPONENT: Cultural/Ethnic Awareness

SAMPLE OBJECTIVE	ACTIVITY, SERVICE OR PROGRAM	MATERIALS, RESOURCES, PERSONNEL
<p>Throughout the current school year, a communication system will be used on a bi-monthly basis to disseminate pertinent information regarding community race/human relations and multicultural activities to students, staff and parents.</p> <p>By February (of the current school year), an appropriate evaluation tool to measure personal awareness of individual staff members will be used to determine needs for additional staff development.</p>	<ul style="list-style-type: none">-Notify staff, students and community members of TV, radio and community presentations on race/human relations and multicultural themes.-Compile and publish a periodical or bulletin of upcoming presentations on intergroup themes.-Distribute the bulletin to staff and community members.-Arrange for the videotaping of identified programs for future use.-Review the programs and develop student/parent and staff activities relating to the videotaping theme.-Select and administer an appropriate survey to staff.-Evaluate results of survey.-Determine needs for additional staff development in the race/human relations and multicultural areas indicated.-Plan and implement inservice programs to meet identified priority needs.	<p>Site administrators and selected staff and parents</p> <p>Local newspaper listings of community events</p> <p>Local TV and radio listings</p> <p>Multicultural Facts Quiz, (See <u>Option Bank, Part C</u>)</p> <p><u>Multicultural Environment Survey</u>, San Diego County Department of Education</p> <p><u>A Very Personal Test for Teachers</u>. Race/human relations facilitators, Community Relations Division, 293-8303</p>

COMPONENT: STAFF DEVELOPMENT

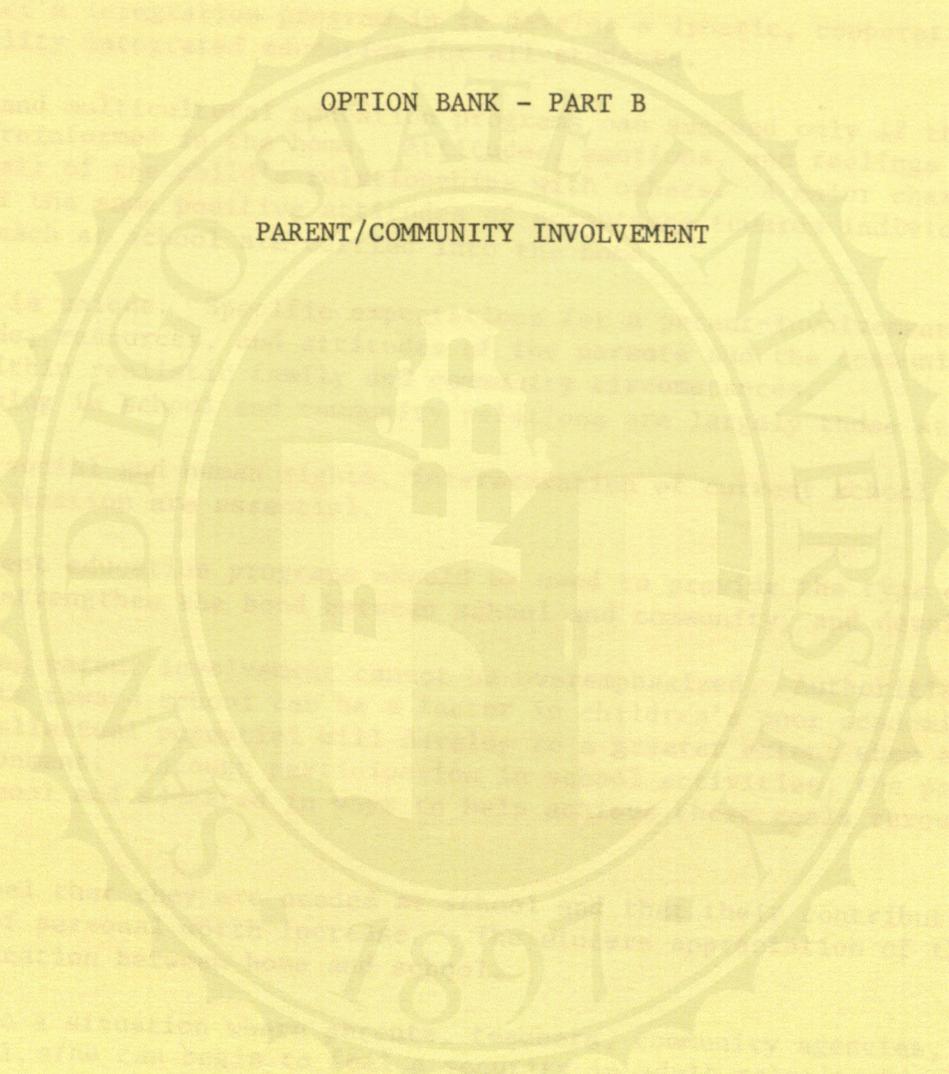
SUBCOMPONENT: Cultural/Ethnic Awareness

SAMPLE OBJECTIVE	ACTIVITY, SERVICE OR PROGRAM	MATERIALS, RESOURCES, PERSONNEL
<p>By November (of the current school year), the total staff will have participated in the development of a multicultural or race/human relations calendar which identifies and publicizes events occurring on the site.</p>	<p>-Assign staff members to develop a multicultural or race/human relations calendar. --include suggestions such as: books, movies, speakers and special community programs</p>	<p>Site administrator and selected staff <u>Selected Materials on Human Relations</u>. Professional Library, San Diego City Schools, 1973 (bibliography).</p>
<p>By January (of the current school year), a communication system between the community and staff will be developed to provide students with comprehensive instructional experiences in the race/human relations and multicultural areas.</p>	<p>-Explore the variety of community resources available to assist in the implementation of school programs in race/human relations and multicultural areas. -Encourage staff members to utilize identified community resources to enrich student experiences. For example: --utilize the services of the San Diego Public Library to provide consultant services and brochures --investigate consultant services available through local colleges --contact appropriate consultants for assistance as needed when developing and/or presenting specific programs</p>	<p>Site administrator, selected staff. Community agencies, i.e., local colleges and universities, Urban League, Union of Pan Asian Communities, Chicano Federation, Centro Cultural De La Raza, San Diego Indian Center and Teacher Corps. See <u>Option Bank, Part C</u></p>
		<p>San Diego Public Library and branch offices Department of Multicultural Education, San Diego State University United States International University Local community colleges <u>Option Bank, Part C</u>, for additional suggestions</p>

PARENT/COMMUNITY INVOLVEMENT

OPTION BANK - PART B

PARENT/COMMUNITY INVOLVEMENT



PARENT/COMMUNITY INVOLVEMENT

A major aim of the district's integration program is to develop a dynamic, cooperative partnership with the home in providing quality integrated education for all students.

The race/human relations and multicultural education programs can succeed only if the learnings students experience at school are reinforced in the home. Attitudes, emotions, and feelings developed in the home atmosphere permeate all of the child's relationships with others. A major charge for the district, then, is to encourage that the same positive attitudes of acceptance towards individuals and diverse cultural groups that we teach at school are carried into the home.

- Each school community is unique. Specific expectations for a parent-involvement program must be determined by the needs, resources, and attitudes of the parents and the community in which they live.
- Educators must work within realistic family and community circumstances.
- The complications arising in school and community relations are largely those stemming from race/human relations factors.
- In an age of changing social and human rights, interpretation of current school programs and positive school/community communication are essential.

Parent involvement and parent education programs should be used to provide the type of communication between home and school that will strengthen the bond between school and community, and develop individual potential.

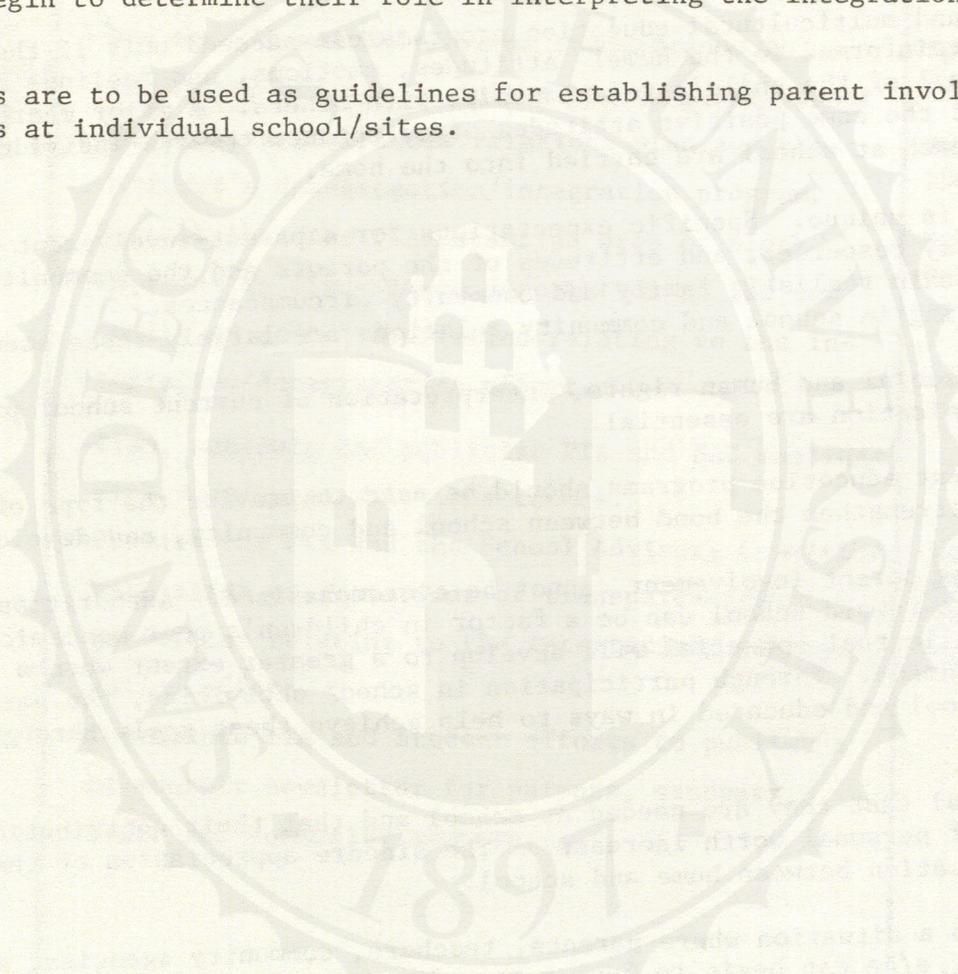
The importance of continuing parent involvement cannot be overemphasized. Authorities have found that a negative attitude in parents toward school can be a factor in children's poor academic performance. In addition, a child's intellectual potential will develop to a greater extent when a variety of stimuli is provided in the home environment. Through participation in school activities, the parent is made aware of the goals sought by the school and educated in ways to help achieve these goals through follow-up activities at home.

When parents are made to feel that they are needed at school and that their contributions and ideas are worthwhile, their feelings of personal worth increase. The sincere appreciation of the teaching team is a step towards good communication between home and school.

When the child is exposed to a situation where parents, teachers, community agencies, and personalities are working toward a common goal, s/he can begin to feel a security in adult relationships. In the area of race/human relations, invaluable strides can be made in developing positive attitudes.

Of equal importance is the impact of such parent involvement in the community. Through participation in race/human relations and multicultural programs, parents develop positive attitudes toward integrated education; discover an increased sense of their responsibility toward the total education of their children, and begin to determine their role in interpreting the integration process to the community.

The following suggestions are to be used as guidelines for establishing parent involvement and parent education programs at individual school/sites.



COMPONENT: PARENT/COMMUNITY INVOLVEMENT

SUBCOMPONENT Intergroup/Interpersonal Relations
School/Home Communication

Grade Level Elementary X
Secondary X
Upper Elementary or Secondary _____

SAMPLE OBJECTIVE	ACTIVITY, SERVICE OR PROGRAM	MATERIALS, RESOURCES, PERSONNEL
<p>By June (of the current school year), a minimum of ten meetings will be held to inform the community about district race/human relations programs and the desegregation/integration efforts districtwide.</p>	<p><u>PTA/SAC Race/Human Relations Meeting</u></p> <ul style="list-style-type: none">-Contact PTA and SAC program chairpersons to coordinate efforts to inform the community about the schools race/human relations plan and the district's desegregation/integration program.-Request that the PTA establish area or block captains to disseminate information to the community on school activities relating to the integration/desegregation effort.-Plan, schedule and publicize PTA and SAC meetings with race/human relations themes.-Provide the PTA and the School Advisory Committee with slide presentations or transparencies of activities relating to the integration/desegregation effort.-Coordinate PTA and student efforts to publish a bi-monthly newsletter for parents, students, staff and community members.	<p>Speaker's Bureau, Community Relations Division, 293-8300</p> <p>Parent Teachers Association, 296-2155</p> <p>Site administrators, Community Relations Division, 293-8300</p> <p>Community Relations Division, 293-8300 Elementary Division, 293-8255 Secondary Division, 293-8409</p>

COMPONENT: PARENT/COMMUNITY INVOLVEMENT

SUBCOMPONENT: Integroup/Interpersonal Relations
School/Home Communication

Grade Level Elementary X
Secondary X
Upper Elementary or Secondary _____

SAMPLE OBJECTIVE	ACTIVITY, SERVICE OR PROGRAM	MATERIALS, RESOURCES, PERSONNEL
<p>By June (of the current school year), fifty percent of the parents will be involved in planning and/or participating in *activities which support the implementation of a positive race/human relations program, (*i.e., a minimum of five community coffee klatsches to discuss community concerns regarding race/human relations programs).</p>	<p style="text-align: center;"><u>Community Coffee Klatsches</u></p> <ul style="list-style-type: none"> -Schedule monthly coffee klatsches in homes of parents. -Arrange for staff members to attend and discuss parent/community concerns about school activities relating to the race/human relations programs and the integration/desegregation effort districtwide. -Inform parents and community members of the times, dates and locations of coffee klatsches. -Locate at least two meetings in the allied school attendance areas. -Provide translators for non/limited English speaking participants. 	<p>Site administrators, parent groups, selected staff</p> <p>Speaker's Bureau, Community Relations Division, 293-8300</p>
<p>By June (of the current school year), a minimum of 20 contacts will be made to inform parents and community members of race/human relations and multicultural activities at the school site.</p>	<p style="text-align: center;"><u>Race/Human Relations Programs - Progress Reports</u></p> <ul style="list-style-type: none"> -Schedule and publicize a mid-year hour to review the site race/human relations program for parents, students, staff and community members. -Make periodic reports on the activities of the race/human relations program in publications such as student bulletins, PTA newsletters, and community media. 	<p>Site administrator, selected staff. Race/human relations facilitator, Community Relations Division, 293-8303</p>

COMPONENT: PARENT/COMMUNITY INVOLVEMENT

SUBCOMPONENT Intergroup/Interpersonal Relations
School/Home Communication

Grade Level Elementary X
Secondary X
Upper Elementary or Secondary _____

SAMPLE OBJECTIVE	ACTIVITY, SERVICE OR PROGRAM	MATERIALS, RESOURCES, PERSONNEL
<p>By February (of the current school year), a communication system featuring student contributions will be implemented to provide continuing parent education on the integration and race/human relations programs at the site.</p>	<p><u>School/Home Communication System</u></p> <ul style="list-style-type: none">-Appoint staff and/or student writers to develop articles on present and future integration and race/human relations activities in classes or at school, (i.e., multicultural fair, ethnic art displays, and facilitators visits).-Assign writers to report on activities and events as they occur.-Incorporate articles into school publications.-Develop an expanded mailing list for the school publications to include local service clubs, churches and other significant local community organizations and agencies.	<p>Site administrator and selected staff</p> <p>Site administrator, PTA, Community Relations Division, 293-8300 Community mailing lists, 293-8414</p>
<p>By November (of the current school year), parents will be surveyed and recruited to contribute articles for school publications in order to increase community involvement in the race/human relations and multicultural programs at the site.</p>	<p><u>Parent/Community Contributed Articles</u></p> <ul style="list-style-type: none">-Inform parents and community members of the opportunity to contribute articles featuring race/human relations and multicultural themes to student publications.-Contact staff of student publications to arrange for the inclusion of articles contributed by parents and community members.-Utilize contributions as a featured column in the school paper.	<p>Site administrator and selected staff and parents</p>

COMPONENT: PARENT/COMMUNITY INVOLVEMENT

SUBCOMPONENT Intergroup/Interpersonal Relations
 School/Home Communication

Grade Level Elementary X
 Secondary X
 Upper Elementary or Secondary _____

SAMPLE OBJECTIVE	ACTIVITY, SERVICE OR PROGRAM	MATERIALS, RESOURCES, PERSONNEL
<p>By June (of the current school year), all parents will be given an opportunity to participate in two three-hour workshops explaining the race/human relations programs and the use of multicultural materials in the classroom.</p>	<p style="text-align: center;"><u>Parent/Community Workshops</u></p> <ul style="list-style-type: none"> -Organize afternoon and evening workshops designed to acquaint parents and community members with the race/human relations and multicultural activities and experiences in the school curriculum. -Demonstrate instructional programs such as: <ul style="list-style-type: none"> --US: A Cultural Mosaic --SRA Self-Awareness --The Person I Am -Encourage expansion of concepts such as counseling centers. -Publicize the workshops through school and community media. <p style="text-align: center;"><u>Parent Education: Intergroup/Interpersonal Relations</u></p>	<p>Site administrator and selected staff</p> <p>Race/human relations facilitators, Community Relations Division, 293-8303</p> <p>Guidance Services, 293-8434</p> <p>School counselor</p> <p>See <u>Option Bank, Part C</u></p> <p>Multicultural Specialist 293-8300</p> <p>Social Studies Specialist Programs Division, 293-8016</p>
<p>By June, of the current school year), a total of ten parent community workshops will be held to promote continuing parent/community education in intergroup/interpersonal relationships.</p>	<ul style="list-style-type: none"> -Inform parents and community members of the workshops available to them through the race/human relations facilitators in areas such as: <ul style="list-style-type: none"> --communication skills --intergroup/interpersonal relations --parent/child interaction workshops --stress reduction workshops --positive self-concept and awareness 	<p>Site administrator, selected staff</p> <p>Race/human relations facilitators, Community Relations Division, 293-8303</p> <p>Guidance Department, 293-8434</p>

SAMPLE OBJECTIVE	ACTIVITY, SERVICE OR PROGRAM	MATERIALS, RESOURCES, PERSONNEL
<p>By June (of the current school year), a minimum of ten site visits will be scheduled for parents, community members and community organizations to provide pertinent information regarding the site programs related to integration.</p>	<ul style="list-style-type: none"> -Survey parent and community interest in these workshop topics. -Assess survey results and schedule workshops according to the interests indicated. <p style="text-align: center;"><u>Community Site Visits</u></p> <ul style="list-style-type: none"> -Invite parents, community members and community organizations to visit the school site. -Schedule observation days and plan the content of the visits which could include but not be limited to: <ul style="list-style-type: none"> --a tour of the school facilities. --a classroom visitation to observe implementation of the race/human relations activities --a demonstration of multicultural instructional materials --a discussion of the integration/desegregation effort -Assign staff members to conduct tours, demonstrations and discussions. -Encourage parents and community members to make return visits and to attend other school programs with the race/human relations and multicultural themes. 	<p>Site administrators, selected staff</p> <p>Race/human relations facilitators, Community Relations Division, 293-8303</p>

COMPONENT: PARENT/COMMUNITY INVOLVEMENT
 SUBCOMPONENT Intergroup/Interpersonal Relations
 School/Home Communication

Grade Level Elementary X
 Secondary X
 Upper Elementary or Secondary

SAMPLE OBJECTIVE	ACTIVITY, SERVICE OR PROGRAM	MATERIALS, RESOURCES, PERSONNEL
<p>By June (of the current school year), a variety of public relations activities including phone calls, newsletters and home visits will be initiated to improve school/home communication and increase parent involvement in school programs.</p>	<p style="text-align: center;"><u>Home Visitation Program</u></p> <ul style="list-style-type: none"> -Organize a home visitation program. -Identify students and their families who could benefit from involvement in this program. -Schedule regular home visitations by community aides to: <ul style="list-style-type: none"> --Discuss parent concerns and interpret school programs. --Demonstrate and explain techniques parents can use to supplement the school's efforts. 	<p>Site administrator and selected staff from site and district resource personnel</p> <p>Guidance Department, 293-8434 Race/human relations facilitators, Community Relations Division, 293-8303</p> <p>Community aides</p>

SAMPLE OBJECTIVE	ACTIVITY, SERVICE OR PROGRAM	MATERIALS, RESOURCES, PERSONNEL
<p>By December (of the current school year), non-English speaking students will be identified for participation in a school-based bilingual tutoring program to be implemented throughout the school year.</p>	<p style="text-align: center;"><u>Parent/Community Bilingual Volunteer Tutors</u></p> <ul style="list-style-type: none"> -Organize a bilingual tutoring program. -Identify non/limited English speaking students who could benefit from additional help in acquiring basic skills in his/her own language. -Publicize the need for qualified parent and community volunteer tutors to work with these students. -Assign students and volunteers. -Provide instructional materials and guidelines for tutors. -Schedule and conduct tutoring sessions. 	<p>Site administrator, staff, school counselor</p> <p>Bilingual Education, 293-8020</p> <p>Foreign Language Education, 293-8440</p>
<p>By January (of the current school year), a talent bank will be compiled to utilize community talents and resources in presenting programs with multicultural themes for students.</p>	<p style="text-align: center;"><u>Community Talent Bank</u></p> <ul style="list-style-type: none"> -Compile a talent bank of local community resources available to your school to provide students with race/human relations and multicultural experiences. -Advertise for community talent through school bulletins, local newspapers, community organizations' newsletters, posters, flyers, letters and bulletin boards. -Distribute talent bank file of local community talent available to your school and staff members. 	<p>Site administrators and selected staff</p> <p>See <u>Option Bank, Part C</u>, "Specific Activities"</p> <p><u>Directory of Multicultural Resources</u>, San Diego City Schools, Pendleton, 1977.</p>

SAMPLE OBJECTIVE	ACTIVITY, SERVICE OR PROGRAM	MATERIALS, RESOURCES, PERSONNEL
<p>By June (of the current school year), parents who have visited classrooms to observe the race/human relations programs will be invited to participate in in-service meetings and to become volunteers in the classroom.</p>	<p>-Organize presentations and plan pre- and post student activities based on themes selected.</p> <p style="text-align: center;"><u>Parent/Community Classroom Volunteers</u></p> <p>-Recruit parent and community members from a variety of ethnic and cultural backgrounds to become classroom volunteers.</p> <p>-Invite volunteers to provide information relating to the contributions of various cultures.</p> <p>-Train volunteers for classroom participation with students from a variety of ethnic backgrounds.</p> <p>-Assign volunteers for participation in various classroom and schoolwide activities.</p>	<p>Site administrators and staff Parent groups Parent volunteers</p> <p>School and district counselors</p> <p>Race/human relations facilitators, Community Relations Division, 293-8303 See <u>Option Bank, Part C</u></p>

COMPONENT: PARENT/COMMUNITY INVOLVEMENT
 SUBCOMPONENT Intergroup/Interpersonal Relations;
 Problem Solving

Grade Level Elementary X
 Secondary X
 Upper Elementary or Secondary _____

SAMPLE OBJECTIVE	ACTIVITY, SERVICE OR PROGRAM	MATERIALS, RESOURCES, PERSONNEL
<p>Throughout the school year, an information exchange will be scheduled on a bi-monthly basis for parents from allied schools, i.e., site visitations, joint workshops and discussions.</p>	<p style="text-align: center;"><u>Information Exchange</u></p> <ul style="list-style-type: none"> -Propose exchange site visits by adult members of allied schools. -Organize a joint effort between allied schools to plan and publicize parent exchanges for informal visits of a social nature such as coffee klatches, or joint inservice workshops or meetings. -Invite area ministers and other community leaders to lead discussions concerning school/community programs and needs. --Inform community leaders of integration efforts at the site and in the district. --Recruit selected leaders to make parent presentations. 	<p>Site administrators, selected staff</p> <p>Speaker's Bureau, Community Relations Division, 293-8300</p> <p>Local community leaders</p>
<p>By November (of the current school year), a "hot line" service will be implemented to increase public understanding of the integration program and to provide continuous communication between school and community.</p>	<p style="text-align: center;"><u>Information Hot Line</u></p> <ul style="list-style-type: none"> -Establish goals and procedures for a Hot Line service. -Determine the availability of a telephone extension to be used. -Arrange for staff/student/community volunteers to man the Hot Line. 	<p>Site administrators, selected staff</p>

SAMPLE OBJECTIVE	ACTIVITY, SERVICE OR PROGRAM	MATERIALS, RESOURCES, PERSONNEL
	<ul style="list-style-type: none"> -Provide Hot Line volunteers with appropriate, current information about the school, and information concerning site integration programs. -Develop a list of names and telephone numbers for referral of calls requiring additional information. -Inform parents and community members about the Hot Line's services, phone number and hours of operation. -Record of the number of calls received and the type of questions asked. -Utilize recorded data to prepare future communication with parents and community about the race/human relations and multicultural programs at the site. 	<p>Guidance Services, 293-8434</p> <p>Race/human relations facilitators, Community Relations Division, 293-8303</p> <p>Public Information Office, 293-8414</p> <p>Community Relations Division, 293-8300</p> <p>Site administrator and selected staff, clerical staff and selected students</p> <p>Staff members</p>