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February 9, 1980

Sign-in Sheet

Carol Clark
Robert L. Armstrong (Bob Armstrong)
Jennie Hall
Eleanore Smith
Helen Van Pine
Mary Ellen Studer
Marline Patrick
Lisa Dole
Mike Landreth
Lois Aspeytia
Carmen C. Blank
Julia M. Jennings
Rita Driscoll
Avis Rama
Bettie Neill McIntosh
John Kavanagh
Peggetta Jackson
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Ann Hunsaker
Carmen R. Chávez
Beulah Giovanazzi
Susan Neptune Richardson
Miriam Gerstler

BETTIE McINTOSH NEEDS BADGE

Linda Vista

Log of Mat. 279-0400

[illegible] in Rod 236-4970

1:00

~~Family Stress Lindu~~ 263-7747
Walker

~~4:15~~ South Bay Gr. 427-4661
Edith Kane
10 Holiday Inn
Embarcadero Inn Inn

Inn Inn Inn Inn
Holiday Inn
Inn

4:15

Holiday Inn Inn

IMPLEMENTATION OF RACE/HUMAN RELATIONS PROGRAMS

"School desegregation based on numbers may satisfy certain political requirements, but it does not create the heterogeneity required for an integrated system."*

Race/human relations programs are much more than a paperwork plan. Success demands that each plan become a reality. The accomplishment of this goal will be determined by the attitudes and understandings of all of the people involved in the integration process: students, parents, teachers, administrators, classified staff, and the community. Additionally:

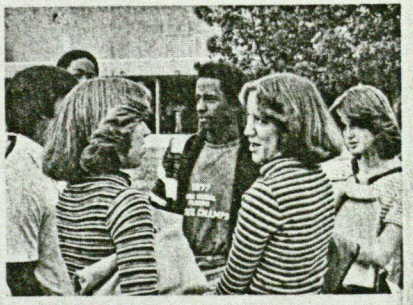
- People must be actively involved in developing self-awareness and awareness of others.
- Positive attitudes toward people of all ethnic and racial cultures are essential.
- People must be willing to examine their attitudes and to work toward the common goals of acceptance and understanding.

Integration suggests and permits the possibility of strong friendships among students of different races and ethnic groups. These options for friendship are in the students' hands. However:

- School programs can help the process by building positive attitudes towards individuals from every racial and ethnic background.
- Parents, staff, teachers, and volunteers can help the process by participating in and encouraging workable relationships between people of all races and creeds.

RACE/HUMAN RELATIONS PROGRAMS HELP THIS HAPPEN!

*Planning Educational Change, Volume III, Integrating the Desegregated School: U.S. Office of Education, 1970.



RACE/HUMAN RELATIONS PROGRAMS

EACH INDIVIDUAL

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

ASSESSMENT OF NEEDS

Through a needs assessment, school community groups can work to determine race/human relations program 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 are identified.

PARTICIPANTS IN PROGRAMS

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

- Develop an awareness of individual self-image,
- Improve communication skills,
- Promote harmonious interpersonal, interracial, and intergroup relationships.

SELF-CONCEPT/SELF-ESTEEM

Self-concept and self-esteem programs seek to build a sense of worth in each individual and to emphasize the positive nature of differences. Self-concept workshops led by facilitators include these topics:

- Values education: How do values affect our attitudes toward others?
- Identity, self-concept, self-esteem, self-development: How do self-concepts develop in a multiracial society?
- Prejudice, stereotyping, labeling: How does racial identity affect individual and group attitudes?

SOLVING INTERGROUP PROBLEMS

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 between groups.

COMMUNICATIONS SKILLS

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. Programs emphasize human development, decision-making, intergroup communications, and parenting skills.

UNDERSTANDING/APPRECIATION

Understanding and appreciation of other cultures is attained by acquiring information, by personal sharing with people of other races and cultures, and by participating in activities which build awareness and empathy for people of other groups, people can build bridges of understanding and friendship. Students learn to recognize and prize diversity, to respect all cultures and to develop positive relationships among diverse cultural groups.

GOALS RACE/HUMAN RELATIONS PROGRAMS

1. Positive Attitudes Toward People of all Ethnic & Racial Cultures.
2. Developing Self-Awareness.
3. Developing Awareness of Others.
4. Improved Communication Skills.
5. Promoting Harmonious Interpersonal, Interracial, & Intergroup Relationships.

ASSESSMENT OF NEEDS-SUBCOMPONENTS

1. Self-Awareness
2. Cultural/Ethnic Awareness
3. Intergroup Relationships
4. Problem Solving

Evaluation Activities

1. Academic Achievement
2. Student Interest in School as Measured by Student Attendance
3. Student Attitude Toward Multi-Ethnic Experiences
4. Parental Attitude Toward Student's School Experiences
5. District Perception of School Program

INSTRUMENTS

1. STUDENT ATTITUDINAL SURVEY

2. PARENT ATTITUDINAL SURVEY. SHORT FORM CARRIED HOME BY STUDENT & MAILED BACK TO THE DISTRICT POSTPAID. PURPOSE: PARENT'S SATISFACTION WITH SCHOOL ACTIVITIES RELATING TO HUMAN/RACE RELATIONS.

3. TEACHER ATTITUDINAL SURVEY. IF THE ACTIVITY EXISTED, WHETHER ACTIVITY CONTRIBUTE TO THE IMPROVEMENT OF ACADEMIC ACHIEVEMENT AND/OR RACE RELATIONS, THEN EVALUATE

4. PRINCIPAL ATTITUDINAL SURVEY

"2. EVALUATE THE HUMAN/RACE RELATIONS PROGRAMS IN VARIOUS SCHOOLS, IDENTIFY THE SUCCESSFUL TECHNIQUES AND RECOMMEND WHICH PROGRAMS OR PORTIONS THEREOF SHOULD BE USED THROUGHOUT THE DISTRICT."

"7. REPORT TO THE COURT ITS ACTIVITIES ON OR BEFORE MARCH 14, 1980 AND JUNE 6, 1980."

CHARGE TO THE INTEGRATION TASK FORCE
SEPTEMBER 20, 1979.

TASKS

A. EVALUATE THE HUMAN/RACE RELATIONS PROGRAM.

B. IDENTIFY THE SUCCESSFUL TECHNIQUES.

C. RECOMMEND THE PROGRAMS OR PORTIONS TO BE USED.

Please indicate the degree to which each, etc. etc.

	Not A Problem	A Minor Problem	A Moderate Problem	A Major Problem	Crisis
1. Being able to get along with my teachers	0	0	0	0	0
2. Making new friends	0	0	0	0	0
3. Feeling racial discrimination in teachers	0	0	0	0	0
4. Feeling racial discrimination among students	0	0	0	0	0
5. Asking questions in class	0	0	0	0	0
6. Getting along with the opposite sex	0	0	0	0	0
7. Getting to my classes or school on time	0	0	0	0	0
8. Feeling lonely at school	0	0	0	0	0
9. Finding time to study	0	0	0	0	0
10. Racial discrimination away from school	0	0	0	0	0
11. Finding a part-time job	0	0	0	0	0
12. Getting help with my courses outside of class	0	0	0	0	0
13. The number of minority students at school	0	0	0	0	0
14. Being able to get along with					

Please answer the questions below for each of the school offices. Place , etc. etc.

School Offices	Have you needed the services of this office? Yes	Have you needed the services of this office? No	If needed, have you used those Yes	If needed, have you used those No	Do not know about this office Check
1. School Counseling Office	0	0	0	0	0
2. School Nurse's Office	0	0	0	0	0
3. Library	0	0	0	0	0
4. Vice Principal	0	0	0	0	0

1. If you know at least one (1) person at your school to whom you can count on for help in solving a personal problem, is the person a:

____(1) Teacher: ___Black ___White ____Other
____(2) Counselor: ____Black ____White ___Other
____(3) Student: ___Black____White____Other

2. If you could make a change at your school, what would it be? Briefly explain.