

SAN DIEGO CITY SCHOOLS

Date: August 23, 1978

To: Elementary and Secondary School Principals and Children's
Center Supervisors

Subject: SUGGESTED ACTIVITIES FOR THE PLANNING AND IMPLEMENTATION OF
SCHOOL/SITE RACE/HUMAN RELATIONS PROGRAMS (OPTION BANK, PART A)

Department and/or Elementary and Secondary School Principals and Children's
Persons Concerned: Center Supervisors

Due Date: October 31, 1978

Reference:

Action Requested: Follow attached guidelines and use attached forms for writing
and submitting 1978-79 school/site level plan.

Brief Explanation:

The attached document, Option Bank, Part A: Suggested Activities for the Planning and Implementation of School/Site Race/Human Relations Programs, describes procedures for developing and submitting the 1978-79 school/site level race/human relations plans. Included in Part A are (1) suggestions for content, (2) required format, (3) submission forms, and (4) review procedures for school/site level plans.

The excellent beginning made in 1977-78 by individual schools/sites should serve as a framework for planning race/human relations programs for the 1978-79 school year. Individual sites are encouraged to build upon the plans and programs implemented during the first year of the district's integration effort as they develop their new plans.

The district's commitment to the integration effort is a high priority. It is essential that the school/site plans reflect this priority. District personnel are encouraged to continue the emphasis of interracial and intergroup relations which will lead to common understandings, appreciation and acceptance of every ethnic group. The race/human relations facilitator assigned to serve each site will be available, upon request, to interpret the required plan format, to assist with writing, and to answer any questions regarding the development of the individual site plan.

The Community Relations Division has the responsibility for the coordination of overall site plan development and for the scheduling of plan submission and review. The district's Option Bank, Part A is designed to achieve continuity and consistent quality in the districtwide integration effort. The content of each plan should be directly related to race/human relations. Sound objectives, workable and

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practical activities or solution procedures, and measurable evaluation specifications are most important. To facilitate the writing of the race/human relations school/site level plan, five additional sets of submission forms will be forwarded to each school/site under separate cover before September 15, 1978.

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

Edward S. Fletcher
Assistant Superintendent
Community Relations Division

APPROVED:

Ralph Patruck for

Thomas L. Goodman
Superintendent

TLG:ESF:ss

Attachment

Distribution: Lists B and C

OPTION BANK

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

* * *

PART A --THE SCHOOL/SITE PLAN

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1978

SAN DIEGO CITY SCHOOLS
Community Relations Division

PREFACE

The San Diego Plan For Racial Integration, 1977-78, included the compilation of an Option Bank to be used as a resource for developing race/human relations programs at individual schools/sites.

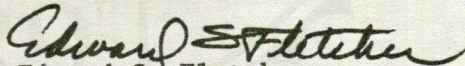
The Option Bank is divided into three sections. Part A provides suggestions, technical aspects of developing the written race/human relations plan, and the forms to be used. Part B contains suggested objectives, activities and references for student experiences, parent and community involvement and staff development. Part C is a specific resource guide which contains appropriate references, including curriculum information, educational field trips, exhibits, programs and multimedia materials with a multicultural, multiracial emphasis.

The Option Bank has been compiled from a variety of sources. Many of the suggested student and parent experiences were drawn from exemplary ideas described in individual school/site race/human relations plans submitted for the 1977-78 year. In addition, subject area specialists, the office of Continuing Education, an interdivisional advisory committee and the district team of race/human relations facilitators were participants in its development.

We wish to acknowledge the contributions of principals Dr. Richard Alcorn, Hamilton Elementary, Stan Wilson, Oak Park Elementary, their resource and counseling staffs, and Chris Paré, Guidance Services, for sharing the excellent ideas regarding the role of the counseling and media centers in race/human relations programs at school sites.

It is anticipated that as new ideas and programs are identified the Option Bank will be updated to provide an ongoing, comprehensive guide for districtwide development of race/human relations programs.

It would be appreciated if suggestions and additions to this publication were forwarded to the Community Relations Division, c/o Clifford Mendoza, Specialist, Multicultural Education, Room 2233, Education Center.


Edward S. Fletcher
Assistant Superintendent
Community Relations Division

PART A

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OVERVIEW

Human Relations, or the way in which we relate to one another, is based on individual feelings. People are social beings who want and need friends. We choose our friends and form groups because we have things in common; we can more easily relate to the people who think as we do, who like the things we like; who have ideas and goals that are like our own.

Societal pressures often cause people to form groups by standards based on race, religion, culture or ethnic background, or socio-economic status.

Individuals may suffer from situations that revolve around group feelings or the attitude of one group toward another, or the feelings of an individual toward a certain group.

Individual attitudes too often are formed on the basis of misconceptions arising from a lack of understanding or knowledge.

How does this affect us - as children? - as parents? - as educators?

How can adults help children adjust to their unique personal situation while building attitudes based on acceptance, cooperation and mutual respect?

Developing Positive Group Feelings

Recent cultural controversy has reversed the national trend which required cultural conformity as a basis for national stability. As a nation, we have come to realize the value of the unique contributions of diverse groups to the American way of life. We must support the cultural differences that comprise our American society. In examining intergroup/interpersonal relations, we must consider the following:

- the total personality.
- the interaction of persons in groups.
- the sources of group tension and conflict.
- the cultural context within which people grow and learn.*

*Grambs, Jean D. Understanding Intergroup Relations: What Research Says To The Teacher

Points of Emphasis

- Differences must be respected if we are to nurture our freedom.
- People have many preconceptions about individual and group differences based on lack of information, incorrect information, fear and oftentimes ignorance.
- Man belongs to one biological family. Physical differences originally occurred as adaptations to different surroundings and are simply variations on the same basic human theme.
- All groups share a thinking brain, a consciousness of self and an ability to reason and remember.
- People derive security from a sense of group identity, and because each person is most familiar with his own culture, he may think, "My group is best."
- Research supports the following:
 - No group or culture is superior to another.
 - Each cultural group throughout civilization has contributed inventions and achievements to the common human inheritance.
 - No group has a monopoly on high intelligence.
- When, as in the case of some ethnic or racial groups, the group as a whole is socially downgraded, hostility, tension and conflict develop.

Implications for Education

- Children recognize group differences. Children learn by observation and example, and often reflect the attitudes of teachers toward individuals in their classes.
- Positive sense of self can be achieved by a secure feeling about group acceptance.
- Conflicting values between families, teachers and peers can create tensions in children.
- School procedures and materials should be evaluated to make sure they reinforce positive attitudes toward all groups.
- Persons should be accepted on an individual basis. While there are no innate differences in intellectual potential among ethnic, racial or religious groups, there are many individual differences.
- Socio-economic status, home environment, and motivation affect individual achievement.

An effective Race/Human Relations program should:

- help individuals analyze their own feelings, thoughts and actions.
- encourage open communication among individuals and groups by providing varied experiences to promote an interchange of ideas and feelings.
- provide information and materials which present an objective view of ethnic and cultural groups in our society.
- assist individuals to analyze group issues and to participate democratically in resolving social problems.
- provide successful models from many groups for children to emulate.

The Role of The Educator in The Integration Process

"We who teach must first be learners. We must learn the lessons of the past even if they are painful lessons. We must also learn to apply those lessons to our views of tomorrow, even if they require readjustment in our thinking and courage in our action in this great, rich privileged land of ours. The dignity of man has too long been trampled upon. If we could escape the calumny and the scorn of tomorrow's children and if we would prove equal to our roles as conservators and purveyors of truth we must realize that the dignity of man is not yours or mine to give or to deny ... it is merely ours to recognize." Dr. John Hope Franklin - 1963

The San Diego City Schools Race/Human Relations program is designed to prepare all persons in the district for harmonious integration. The program will provide individuals with the skills to incorporate the following components into all of the content areas of the curriculum.

Human Relations

Experiences in human relations are concerned with how people relate to one another and encompass all experiences common to the human condition that do not have specific racial or ethnic significance. Self-esteem is a concern shared by all people. Someone has said, "Human relations and self-acceptance are basic skills." A strong human relations program must begin with self-understanding, and grow into an understanding of others.

Race Relations

Race relations is a specialized area of human relations, related to groups identifiable by physical traits, or grouped by geographic origin, culture, or language. Experiences in race relations should ask certain questions regarding the effect of racial identity on the human condition. How are specific attitudes affected by race? What kind of a self-concept is developed by each individual in the context of a multiracial society? What are minority groups? How are the groups affected by societal power positions? The terms "minority" and "majority" cannot always be used to describe an ethnic or racial group. These are the types of understandings that must be developed in a race relations program.

Multicultural/Multiethnic Education

Multicultural/multiethnic education is designed to develop positive interpersonal and intergroup adjustments relating to a combination of several distinct cultures in an urban environment. Integrated ethnic studies is more than introducing a few hand-picked heroes into textbooks or the school curriculum. The curriculum should be inclusive and reflective of all of the cultural groups that exist in our society. Multicultural/multiethnic education is a way of teaching that reflects an acceptance, an understanding and an appreciation of the richness of American cultural diversity.

GUIDELINES FOR PLAN DEVELOPMENT

A successful race/human relations program is more than a paperwork plan. Effective implementation requires the involvement of a cross section of the total school community.

The School Site Committee

The process for selecting the site committee should include provision for differing points of view and represent all ethnic groups in the school community. Membership should include representatives from classified and certificated staff, parents and community members. Student participation is also valuable, especially at the secondary level.

A description of the school/site committee members and the nature of their involvement should be included in the school/site level plan. (See Appendix AI)

School Community Description

It is helpful for reviewing team members to know specific information about the site whose plan they are reviewing. This is especially true for sites with unique situations such as enrollment of bilingual or handicapped population, or coordination with Children's Center. (See Appendix AI)

Needs Assessment

During the plan-writing process for race/human relations programs developed at individual school sites during 1977-78, each site was responsible for conducting a needs assessment. The method of determining needs was left to the discretion of the site staff and committee. The needs assessment at each site involved input from staff, parents, and community. Student input was included at the secondary school level and from some elementary schools. Forms developed by district evaluation services were used at some sites while other used interview or discussion meetings to identify site needs.

It is anticipated that the needs assessment for each year will be based on the evaluation of the previous year's program. However, certain new needs may be identified or priorities changed. In the submission of 1977-78 plans, certain recurrent themes were obvious. An inventory of priority needs named at individual sites throughout the district identified the following priority needs in 1977-78: 1) Communication: interpersonal/interracial/intergroup relations; 2) cultural awareness; 3) self-awareness; 4) climate of acceptance in schools; 5) enrichment of existing programs (curriculum development, etc.); 6) parent and community involvement; 7) staff training; and 8) volunteer training.

As you identify needs appropriate to your site, remember that key needs identified for the current year should be listed in order of importance, with top priority needs receiving the primary emphasis. It is important to refer to your original plan and the evaluation completed for the previous year to determine the most effective method for identification of needs at your site.

The following techniques are appropriate for determining needs:

- a formal, district-designed needs assessment, which may be obtained from Evaluation Services and machine-scored by Data Processing.

- an evaluation of the precedings year's plan. Any student, parent or staff group involved in the implementation of the program can help to determine its effectiveness. Questions to consider might include the following:

- What was the most effective part of the plan?
- What was the least effective?
- If an activity didn't work, why not?
- What do we need to do next?

- a written needs assessment designed at the school/site to obtain responses about specific situations unique to the site. Questions may be objective or open-ended.
For example:

- How can we help our students understand themselves and how they relate and communicate with others?
- How can we help our students to understand and have an appreciation of similarities and differences among peoples?
- What are some practical methods of solving intergroup problems, both racial and cultural?
- How can we increase our students' understanding of various ethnic groups and cultures?
- What suggestions do you have for parent/community involvement in our school's race/human relations plan?

- a needs assessment and goal setting discussion carried out at the site in a classroom session, staff, CAC, PTA or community meeting. Be sure to use the following guidelines:

- Plan each meeting carefully.
- Decide on format, structure, and personnel required for the meeting.
- Involve the race/human relations facilitator assigned to your site to help you implement each needs assessment and goal setting discussion.

Relating Needs to Goals and Components

Priority needs identified at each site should relate directly to the goals of the San Diego Plan for Racial Integration, as well as the components and subcomponents presented on the following pages. The subcomponent descriptions in pages 8 and 9 will be helpful in relating specific needs to the four subcomponents.

Goals of the Race/Human Relations Program

The race/human relations programs at school/sites are designed to implement the goals of the San Diego Plan for Racial Integration. As stated in the San Diego Plan for Racial Integration, 1977-78,

The human relations program in the San Diego Unified School District will assist students, all staff (including administrative, certificated, classified, and contract persons), and parents to:

1. Become knowledgeable about and appreciative of their own background, self-worth, and acceptance.
2. Understand and appreciate, and effectively communicate with all people of various cultural, racial, and ethnic backgrounds.
3. Develop talents and capabilities of each individual.
4. Show and demonstrate concern for all individuals every day of the year.
5. Establish and maintain a program at each school/site that will be an integral part of the school atmosphere, emphasizing mutual understanding, common goals and open communication among students, parents, all school staff, and the community.
6. Identify, train, and provide competent personnel who will act as resource specialists to teachers, school/site personnel, and parents to facilitate developmental preventive programs at school/sites, striving to meet the needs of all persons, with acute awareness of the individual's needs in development and understanding.

These goals form a basis for the race/human relations programs and should be kept in mind by school/site committee members throughout the plan development process.

Components

The plan at each site should address all populations involved in the school; i.e., students, classified and certificated staff, parents and volunteers.. Each school/site plan is required to include three major components:

- a staff development program
- experiences for students
- a program for parent/community involvement

Subcomponents

Each site level plan should address the following four major components which comprise the content areas of the race/human relations program:

(Relates to District Goal#)

1. Self-Awareness

1,3,6

Self-awareness activities seek to build a sense of worth in each individual and to emphasize the positive nature of differences. The teaching personnel should work closely with the total school staff and with parents to provide positive experiences for students. Children develop a self-image based on their own perceptions and the attitudes of others. A climate of acceptance for individuals in every classroom is essential.

Self-awareness workshops led by facilitators include these topics:

- Values education: How do values affect our attitudes toward others?
- Identify, self-concept, self-awareness, self-development: How do self-concepts develop in a multiracial society?

2. Cultural/Ethnic Awareness

1,2,4

Understanding and appreciation of other cultures is attained by acquiring information, and by personal sharing with people of other races and cultures. Through participation 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.

3. Intergroup/Interpersonal Relations ((Including but not limited to communication, communication skill development, awareness of others as individuals)
Communication 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.

1,2,3,4,5,6

4. Problem Solving (Including but not limited to, decision-making strategies, conflict resolution).
Problem solving programs use skills developed in other workshops to facilitate decision-making processes in actual or simulated situations. Problem solving includes conflict management, which accepts disagreement as inevitable. The basis of each disagreement must be identified and discussed if it is to be resolved and an agreement reached. These processes assure each participant the opportunity to contribute thoughts and feelings to group commitments.

2,4,5,6

Over a five-year period, all personnel should be involved in all subcomponents.

Relating Goals and Components to Objectives and Activities.

Goals, components and subcomponents should relate directly to the objectives stated for each recipient group. For example, the expected outcome for students, parents or staff should relate to one of the four major subcomponents or an optional subcomponent identified at the site. Activities should also reflect the component and subcomponent described in the plan. Proposed activities should represent an increased commitment of school/site race/human relations involvement based on the program evaluation of the preceeding year.

As goals, components, subcomponents and objectives are considered, it should be remembered that there may be several subcomponents needed to reach a goal and several objectives in one component. Over the five-year period, each school-level plan should include, but not be limited to, the subcomponents listed.

Goal--A Point To Be Reached (District Level)

Goals should reflect district goals described in the San Diego Plan for Racial Integration; i.e., "a human relations program will assist students, all staff (including administrative, certificated, classified, and contract persons), and parents to establish and maintain a program at each school site that will be an integral part of the school atmosphere, emphasizing mutual understanding, common goals, and open communication among students, all school staff, and community."

Components: A major area of emphasis; i.e., 1) a staff development program, 2) experiences for students, and 3) a program for parent/community involvement.

Subcomponents: A specific area relating to the goal and the component stated; i.e., Self-Awareness, Cultural Ethnic Awareness, Interpersonal/Intergroup Relations, Problem Solving.

Objectives (School Level)

An objective states the desired behavior or outcome you hope to attain in order to reach the overall goal. An objective must be stated in measurable terms. An objective should describe the following:

- Who will accomplish the desired behavior,
- What the participants will do to attain the desired objective,
- When the behavior or task will be completed.

An objective may also provide a general description of

- Why the participants will do the task or behavior,
- Where and How the behavior will be accomplished.

For example: By June, 1978 (when) students, parents, staff, and community (who) **will participate** in a minimum of five special multicultural or race/human relations programs (see below) as scheduled on a master calendar.

- What
 - Ethnic Awareness Week
 - International Music Festival
 - Multicultural Fashion Show
 - International Foods Festival
 - Ethnic Art Show

There may be many objectives to reach each goal. Objectives will reflect the specific needs identified by the school/site committee and will be related to the needs assessment survey.

SAMPLE OBJECTIVES

OBJECTIVE

By June, 1979 each staff member will have had a minimum of 30 opportunities to read and discuss bulletins or items relative to race/human relations with his/her advisory board.

OBJECTIVE

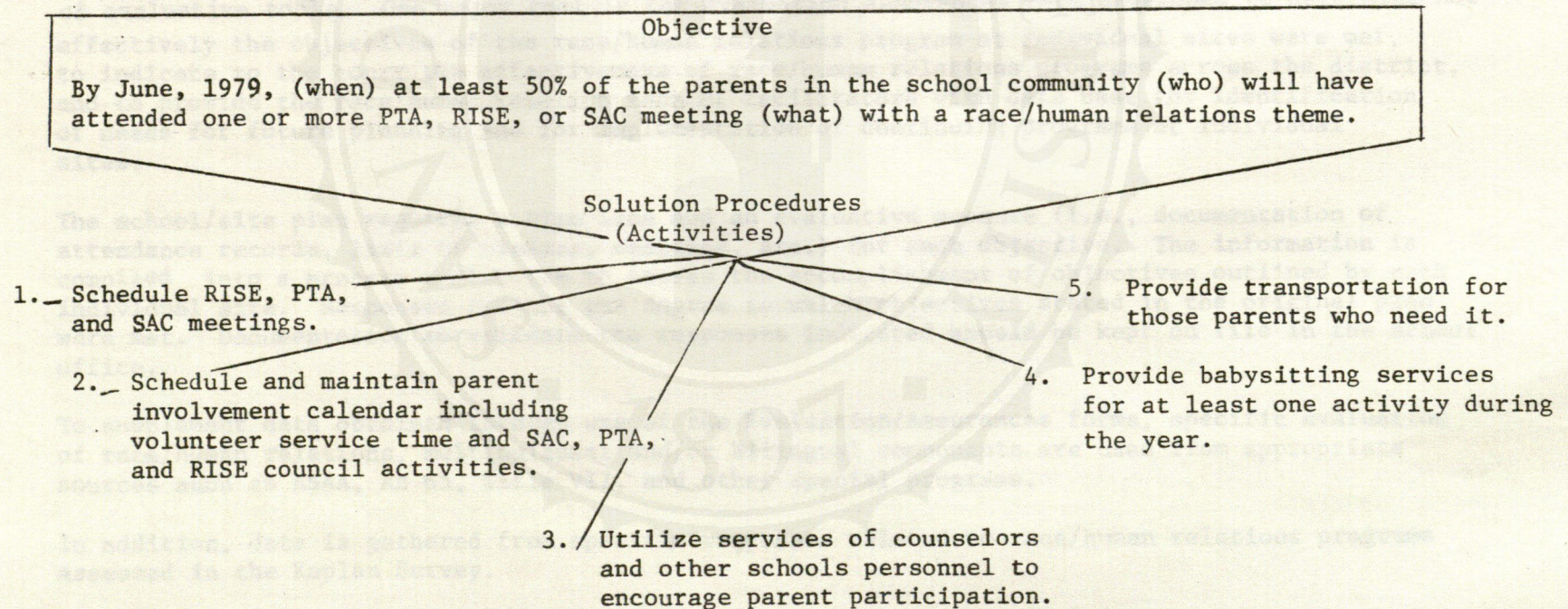
By June, 1979, 85% of the seventh-grade students will have completed a one-quarter elective program with a multi-cultural theme.

OBJECTIVE

By June, 1979, the total staff will have been involved in minimum of ten staff, parent, and/or student group activities emphasizing interracial awareness understanding.

Sample Solution Procedures: Activities (How the objective is to be accomplished)

Solution procedures describe specific activities required to attain each objective; i.e.,



Note that solution procedures 3, 4, and 5 indicate direct relationship to a specific community need of parent participation, provision of services to make parent participation possible for parents without transportation or who need babysitting.

Budget

Budget allocations are determined on the basis of \$250 + .40 per student per school and \$100 allocation per Children's Center or Camp.

An estimate of the total race/human relations budget based on the allocation provided by the district is required. Each budget description should include a detailed accounting of proposed expenditures including substitute and consultant payment, transportation and additional costs.

Planning for program implementation occasionally necessitates release of certain funds before individual site plans have received final approval. Any expenditures you incur during the planning period will be charged to your race/human relations program allocation.

Evaluation

Evaluation of the implementation of school/site level plans is accomplished through a variety of evaluative tools. One major tool is the Evaluation Assurances form developed to determine how effectively the objectives of the race/human relations program at individual sites were met, to indicate to the court the effectiveness of race/human relations programs across the district, and to provide the race/human relation team of facilitators with data base for identification of needs for future planning and for implementation of continuing programs at individual sites.

The school/site plan requires a time line and an evaluative measure (i.e., documentation of attendance records, lists of classes, meetings, etc.) for each objective. The information is compiled into a process evaluation to assess the accomplishment of objectives outlined by each individual site. Responses reflect the degree to which objectives stated in the original plan were met. Documentation to validate the responses indicated should be kept on file in the school office.

To supplement data obtained through use of the Evaluation/Assurances forms, specific evaluation of race/human relations, multicultural and/or bilingual components are used from appropriate sources such as ESAA, AB 65, Title VII, and other special programs.

In addition, data is gathered from specific responses related to race/human relations programs assessed in the Kaplan Survey.

Evaluations or assessment conducted on an individual basis by the district race/human relations team of facilitators, district offices, divisions, and school/sites are also used to determine the effectiveness of the total race/human relations program districtwide.

Evaluation (Continued)

One of the district's goals listed in the San Diego Plan for Racial Integration is to develop the talents and capabilities of each individual. Two criteria mentioned in the San Diego Plan for Racial Integration under "Evaluation" are Standardized Measurements of Basic Skills Achievement and Attitude and Opinion Survey. The success of the school-level plan is also measured, in part, by student attitude and performance. The rationale for these evaluation criteria is that as the atmosphere in the school improves, students will feel better about themselves and their relationships with others, and this will have a positive effect on their performance.

Coordination With Other School Programs

As the district implements plans for integration, it is essential that the site committee and the race/human relations facilitators work in coordination with other appropriate district resource personnel and the school staff to include available resources in the school/site level plan.

The counseling center program in many elementary schools can become the hub for race/human relations and multicultural activities. The effective inclusion of the counseling center, the multi-media resource or learning center, and the career center in race/human relations site/level programs will continue to make meaningful and positive contributions to the integration effort districtwide.

The role of the elementary school counseling center and appropriate suggestions for its use in integrated programs are described in Appendix I.

Summary

Requirements for school/site level programs are recommended by the Community Relations Division in coordination with operating divisions, the Interdivisional Race/Human Relations Review Team, and the Evaluation Services Department. These requirements reflect the recommendations of the court and an ongoing evaluation of race/human relations programs districtwide.

It is expected that school plans will represent deepening involvement of all personnel in race and human relations programs over the five-year period, and that all personnel (staff, students, parents/community) will be involved in all components and subcomponents during this period.

In developing the plan at individual sites, follow these guidelines:

Staff Development

- Proposed plans for staff training must relate directly to stated needs and objectives for all recipient groups.
- Inservice plans must be appropriate for the school/site and must supplement the overall district plan.

Student Experiences

- Learning experiences for students in race/human relations programs must address the real issues of an integrated program including racial and cultural awareness, understanding of self and others and interpersonal/intergroup relationships.

Parent/Community Involvement

- Objectives and activities for parent and community involvement should be based on input from those groups concerned as well as from school personnel.
- Objectives and activities should be appropriate to the community to be served.
- Objectives and activities should represent meaningful opportunities for participation of parents and volunteers.

Personnel, Time Lines, Budget, and Evaluation

- Qualified personnel should be identified to implement each activity.
- Time lines should be realistic and give adequate detail to indicate progress of proposed activities.
- The budget should give a detailed accounting of expenditures (i.e., substitutes, consultant payment, transportation). An estimate of the total program cost should be included.
- Procedures for evaluation of each objective should be listed in parenthesis beneath the objective. These should refer to specific records kept by the school which will validate completion of that objective.

Review Process and Implementation of School/Site Plans

School/site level plan applications are reviewed by the Interdivisional Plan Review Committee, which includes students, teachers, race/human relations facilitators, site and central office administrators,

Review Process and Implementation
of School/Site Plan - Continued

and parent/community members. Working in teams, review committee members read plans for completeness, clarity, and consistency with district guidelines.

Because the race/human relations programs are ongoing at all sites, it is expected that activities will be operational before the current year's plan has been reviewed by the committee. Individual school/sites will be notified of the status of their plans as soon as possible after the submission date. During the school year, the site committee should meet periodically to monitor progress, revise objectives and activities if necessary, and to document achievement of proposed activities.

Forms used by the Interdivisional Review Committee are included in Appendix A III.

If you have any further questions, contact the Community Relations Division (293-8300) or the race/human relations facilitator assigned to your site (293-8303).

OPTION BANK - PART A

SUGGESTED FORMAT FOR

RACE/HUMAN RELATIONS PLAN DEVELOPMENT

1. HUMAN RELATIONS

The existing curriculum contains a unit on human relations in the social studies. This unit is designed to provide students with a basic understanding of human relations and the role of the individual in society. The unit is divided into two parts: the first part deals with the individual and the second part deals with the group.

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CHARACTERISTICS OF AN EFFECTIVE RACE/HUMAN RELATIONS PROGRAM

The suggestions in this document are provided as guidelines for the implementation of race/human relations programs throughout the district. Many questions have been raised as to the definition and difference between human relations, race relations or multicultural activities. For purposes of clarification, activities have been separated here to illustrate the distinct characteristics of each area. 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 daily curriculum.

The following suggestions have been described separately to illustrate the distinct qualities of human relations, race/human relations and multicultural education. In classroom presentations, they should be combined and infused into the daily curriculum.

1. Existing Condition: Because of psychological changes and social impact during adolescence, many students are struggling for self-identity which often leads to a lower self-image. (Secondary level)
Young children often develop a self-image based on the acceptance of others. Lack of acceptance leads to a negative feeling. The image others have of a child may need to be changed if the child is to develop a positive self-image. (Elementary level)

| 2. HUMAN RELATIONS | 3. RACE RELATIONS | 4. MULTICULTURAL/MULTIETHNIC EDUCATION |
|---|---|--|
| <p>The existing condition described regarding self-image is common to the human condition. Students would benefit from experiences designed to build a positive self-concept. Examples below:</p> <p>Provide a variety of activities designed to build self-awareness and self-esteem; i.e., A "Lucy Up" Board (a bulletin board of student accomplishments). (Secondary)</p> <p>Send "Happy Grams", positive notes, to parents on children's contributions to the daily activities in the classroom. (Elementary)</p> <p>Conduct "Feelings Forum" in which teachers encourage classroom discussions on a planned and regular basis with possible topics suggested by students and teacher. (Elementary, Secondary)</p> | <p>The existing condition assumes racial significance when the individual struggle toward self-identity is complicated by the need for a positive racial identity. Students would benefit from experiences designed to build a positive self-image such as described under the heading of Human Relations, plus experiences designed to build a strong racial identity and pride. This is best accomplished in an integrated setting when the unique qualities of each group can be explored and discussed. Examples below:</p> <p>Provide discussion periods emphasizing the importance of appreciating and respecting differences among groups of people. (Elementary, Secondary)</p> <p>Conduct student exercises distinguishing fact from fiction (advertisements, propaganda, stereotypes, connotation, bias). (Secondary)</p> | <p>"Multicultural education is an interdisciplinary educational process rather than a single program. The process is designed to ensure the development of all peoples. An essential goal within this process is that differences be understood and accepted, not simply tolerated.*</p> <p>To be complete, multicultural education must include concepts relating to intergroups and human relations, and to racial relationships. Self-image is enhanced by positive experiences described in sections 2 and 3, plus experiences designed to build respect and acceptance of the value, dignity, and worth of all individuals and diverse cultural groups. (Examples follow)</p> |

*State Department of Education
A Guide for Multicultural Education

The chart below describes additional appropriate student experiences for integrated education

| with emphasis on | | |
|---|--|--|
| HUMAN RELATIONS | RACE RELATIONS | MULTICULTURAL/MULTIETHNIC EDUCATION |
| <u>Elementary and Secondary</u> | <u>Elementary and Secondary</u> | <u>Elementary and Secondary</u> |
| Conduct class discussions of similarities in feelings of all people. | Involve students in language arts "mini-communication courses" stressing speaking, active listening, and information on racial, ethnic, and personal slurs. | Develop a mural tracing the historical role of various ethnic groups in the development of the United States. |
| Discuss and write or draw expressions of feelings described in class discussions. | Discuss the meaning of racial terms and their significance. | Utilize textbooks that explore contributions of different ethnic and cultural groups. |
| Make a conscientious effort to provide an atmosphere of acceptance for new students. | Identify racial characteristics and their geographical origins. | Assign students the responsibility to write parents or other adults and ask them to share their ethnic customs. |
| Develop a "buddy system" for newcomers to the school with activities such as lunches, school tours, rap sessions. | <u>Secondary</u> | Involve fifth and sixth grade students in peer counseling and tutoring programs with primary students of racial or ethnic background different from their own. |
| <u>Secondary</u> | Schedule biweekly meetings for selected students representing all racial and ethnic groups to hold discussions with topics including the <u>San Diego Plan for Racial Integration</u> , explanation of the school organization, and methods of problem-solving procedures. | Write biographies of selected people representing all ethnic groups. |
| Conduct exercises in development of effective listening and oral communication skills for specific jobs. | Discuss and compare the figurative language of different cultural groups. Plan an introductory meeting with community agency leaders to discuss your school's race/human relations program (Urban League, NAACP, Chicano Federation). | Identify secondary students to conduct "rap" sessions on a multicultural theme with elementary feeder school students. |
| Study the effect of non-verbal expressions (body language) on jobs in business education (gestures, facial expression, management, peer relations.) | | |

OPTION BANK PART A

RACE/HUMAN RELATIONS PROGRAM PLAN SAMPLE SUBMISSION FORMS

San Diego City Schools
COMMUNITY RELATIONS DIVISION

RACE/HUMAN RELATIONS PROGRAM PLAN

SCHOOL/SITE LEVEL PLAN

NAME OF SCHOOL/SITE: _____

TITLE AND/OR THEME OF PROPOSED PLAN (OPTIONAL): _____

NAME AND TELEPHONE NUMBER OF SITE ADMINISTRATOR(S): _____

DATE OF SUBMISSION: _____

Joint Submission with Children's
Center? YES _____ NO _____

SIGNATURE: _____

(Site Administrator(s))

SIGNATURE: _____

(Site Committee Chairperson)

SIGNATURE: _____

(Director)

REVIEWER(S): _____

FACILITATOR: _____

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X X
 X
 S A M R V E

SCHOOL/SITE COMMUNITY DESCRIPTION

| SCHOOL/SITE/COMMUNITY DESCRIPTION: | | ETHNIC COMPOSITION | | | | |
|---|-------------------------------------|---|---------|---------|---------|----------------------|
| | | % HISPANIC | % WHITE | % BLACK | % ASIAN | % ALASKAN/ INDIAN |
| <u>400</u> | Total school enrollment | 5 | 75 | 15 | 5 | 0 |
| <u>25</u> | Approximate number of VEEP students | | | | | |
| PLEASE CHECK THOSE THAT APPLY: | | SCHOOL/COMMUNITY LOCATION AND DESCRIPTION | | | | |
| <u> </u> Enrollment of handicapped population. | | <p>Our school is located in the nothern part of the city in an area of declining enrollment. Nearly one-fourth of the students live outside the attendance area, and come to our school because of the VEEP program or the Children's Center.</p> <p align="center" style="font-size: 4em; transform: rotate(-15deg); opacity: 0.5;">SAMPLE</p> | | | | |
| <u> </u> Enrollment of bilingual students (Spanish, Asian, etc.) | | | | | | |
| <u> X </u> Children's Center on site. | | | | | | |
| Involved in other programs (indicate): | | | | | | |
| <u> X </u> AB 65 (ECE) | | | | | | |
| <u> </u> Title I | | | | | | |
| <u> </u> Title VII | | | | | | |
| <u> </u> SB 90 | | | | | | |
| <u> </u> AB 2284/1329 | | | | | | |
| <u> X </u> ESAA | | | | | | |
| Other (name): | | | | | | |
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NEEDS ASSESSMENT

C. NEEDS ASSESSMENT

1. State key race/human relations and multicultural education needs identified at your site. i.e.,

Students need to develop appreciation of individual similarities and differences.

Staff members need strategies for dealing with race/human relations in the classroom.

Parents/community members need more information about the purposes of the race/human relations program.

D. NEEDS ASSESSMENT TOOLS AND TECHNIQUES

Describe procedures utilized to assess needs of parents, students, staff, and community.
Include attachments of surveys taken. i.e.,

- 1) A formal, district-designed needs assessment. (results attached)
- 2) A written evaluation by the site committee of strengths and weaknesses in last year's program.
- 3) Student-led discussions of race/human relations needs held in randomly selected classes.

SAMPLE

PROGRAM DESCRIPTION

PLAN: _____

SCHOOL/SITE _____

COMPONENT: ☐ Staff
☐ Students
☐ Parents

PROGRAM YEAR _____

SUBCOMPONENT: ☐ Self-awareness ☒ Other (optional)
☐ Cultural/Ethnic Awareness
☐ Intergroup Relationships
☐ Problem Solving

| PROGRAM DESCRIPTION | | | | | | | | | | | | | | | | | | | | | | |
|--|---|--|--|--|--|----------------|---|---|---|---|-----|---|---|---|---|---|---|---|--|--|--|--|
| Objectives/Personnel/Evaluation | Activities (Solution Procedures) | | | | | Event Schedule | | | | | | | | | | | | | | | | |
| <u>1.0</u> By June 1978, a multicultural, one-quarter elective program will have been provided for 7th grade students. <u>Evaluation</u> Course description materials used. Teacher roll book and lesson plans. | <u>1.1</u> Conduct multicultural/multiracial classes--study the minority group role and contributions to American society. (Teachers of 7th grade classes) <u>1.2</u> Utilize a pilot program which examines the facets of discrimination against minorities, the aged, women. (Selected teachers) | | | | | J | A | S | O | N | D | J | F | M | A | M | J | J | | | | |
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SAMPLE

PROGRAM DESCRIPTION

PLAN: _____

SCHOOL/SITE _____

COMPONENT: ☐ Staff
☐ Students
☐ Parents

PROGRAM YEAR _____

SUBCOMPONENT: ☐ Self-awareness, ☒ Other (optional)
☐ Cultural/Ethnic Awareness
☐ Intergroup Relationships
☐ Problem Solving

PROGRAM DESCRIPTION

| Objectives/Personnel/Evaluation | Activities (Solution Procedures) | Event Schedule | | | | | | | | | | | | | |
|--|--|----------------|---|---|---|---|-----|-----|---|-----|---|---|---|---|--|
| | | J | A | S | O | N | D | J | F | M | A | M | J | J | |
| <u>2.0</u> By June 1978, the total staff, student body, and parents will have been provided with opportunities to participate in a minimum of ten group activities with a multicultural theme. <u>Evaluation</u> Attendance roster, study group descriptions and dates. | 2.1 Contact local ethnic cultural organizations and arrange visitations or speakers. (Administrative staff) | | | | | | 2.1 | | | | | | | | |
| | 2.2 Schedule and contact simulation games (bi-monthly). (Teachers, 7th, 8th, 9th) | | | | | | | 2.2 | | | | | | | |
| | 2.3 Contact open-ended discussions on concerns (monthly). (Teachers, 7th, 8th, 9th) | | | | | | | | | 2.3 | | | | | |

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SAMPLE

RACE/HUMAN RELATIONS

PROGRAM BUDGET

NAME OF SCHOOL SITE _____

PROGRAM YEAR 1978-79

BUDGET ALLOTMENT 440.00

| ADMINISTRATION AND INSTRUCTION | AMOUNT FISCAL YEAR: |
|---|---------------------|
| Certificated Salaries (Non-Classroom Teachers, Coordinators Supervisors, etc. - hourly). | |
| Classified Salaries (Administrative Assistants, Clerical hourly). | |
| Substitute Salaries 2 days for conference attendance, 3½ days for plan preparation. | 140.00 |
| Consultants | 80.00 |
| Textbooks | |
| Instructional Supplies | 60.00 |
| Office Supplies Multicultural Newsletter | |
| Other (Explain and Itemize) | |
| LIBRARY | |
| Library Books | |
| Library Supplies | |
| A-V Materials | 160.00 |
| COMMUNITY SERVICES | |
| Community Services | |
| TOTAL EXPENDITURES 197_ - 7_ | 440.00 |

CHECKLIST FOR COMPLETING YOUR SCHOOL/SITE RACE/HUMAN RELATIONS PLAN

As you complete your school plan, be sure to check and see if you have included the following:

☐ 1. Identification

- School name
- Name of principal and/or supervisor
- Name of school site chairperson
- Date submitted to Community Relations Division
- Title or theme of plan (optional)

☐ 2. Assessment of needs

- Have you identified priority needs?
- Have you described how needs identified for the 1977-78 school year program were updated for the 1978-79 school year?
- Have you given some indication of how needs were assessed and how this information was used to write your objectives?

☐ 3. Goals, components and subcomponents

- Are goals, components and subcomponents clearly identified?

☐ 4. Program description--objectives, solution procedures (activities), and evaluation

- Are your objectives clearly stated (i.e., what do you hope to accomplish)?
- Have you described the steps taken to determine needs and the relationship of needs to proposed activities?
- Have you outlined the main activities proposed to accomplish the objectives?
- Have you identified program recipients (i.e., students, parents, staff, administrative, and teaching personnel)?
- Have you provided a list of school site committee members and described involvement of other resources?
- Have you identified personnel required to implement each activity?
- Have you indicated proposed dates of implementation for each activity on the time line provided?

☐ 5. Budget

- Have you given an estimate of how much your proposed program will cost to implement?
- Have you given a detailed accounting including substitute and consultant payment, transportation, equipment, and additional costs?

Planning for program implementation occasionally necessitates release of certain funds before individual site plans have received final approval. Any expenditures you incur during the planning period will be charged to your race/human relations program allocation.

OPTION BANK - PART A

APPENDIX I

THE ROLE OF THE ELEMENTARY SCHOOL COUNSELING CENTER

The Role of the Elementary School Counseling Center

The elementary school counseling center program can become the hub for race/human relations and multicultural activities.

In the following sections, typical existing models are described which are housed in various types of facilities, with differentiated staffing patterns depending on individual site needs and the physical setting of the school.

Model A: THE SUCCESS CENTER

One counseling center model, located in the school's media and assembly areas, is a combined learning/counseling center. The "Success Center": as it is called, provides students with academic support for classroom activities, academic enrichment, multicultural, multiracial, and self-awareness, and both preventive as well as crisis counseling.

In the center:

- The Reading Lab provides supplementary help to students and supports the classroom program through individualized instruction utilizing tapes, books, and filmstrip sets complemented by supervised follow-up activities for students. Emphasis on multicultural awareness is achieved through selection of books, study prints and suggested activities for students relating to multicultural or racial themes. Stories and biographies representative of diverse ethnic origins are included.
- The Science Center provides high interest programs utilizing tapes, filmstrips, movies, books and activities for students. The contributions of persons from a variety of ethnic backgrounds are highlighted.
- The self-concept and multicultural center offers experiences in exploring human relations, and cultural similarities and differences through a variety of instructional programs and creative materials.
- The media area includes films, A.V. equipment, and a permanent collection of cassettes and filmstrips in all the academic as well as multicultural and self-concept areas.
- The primary and secondary libraries contain books with multiethnic emphasis, encyclopedias, dictionaries, and an atlas for independent research, class assignments or free reading.
- The English as a Second Language Center provides students with access to a variety of ESL materials.
- The Art and Music Centers provide students with a wide range of opportunities for creative experiences. The ethnic origin of musical instruments, composers, instruments, and types of music, arts and crafts are described. Students become familiar with the diversity which enriches the American cultural scene.
- The Counseling Center, an integral part of the Success Center, is located at the end of the large learning area, and is open to all students at all times of the school day. The Counseling Center has adopted the preventive rather than the reaction oriented approach to discipline problems. The counseling staff consists of a counselor and two counseling aides who are on duty five days a week to provide preventive counseling, crisis intervention, problem solving,

Model A: THE SUCCESS CENTER (continued)

contracts and goal setting, self-awareness, parent counseling and the attention and understanding children require. A time-out room which provides a private space for students needing a temporary alternative to the classroom has proven to be successful option for problems which might otherwise be resolved only by such measures as suspension.

The Success Center is staffed by a certificated teacher, three teaching aides and two instructional aides who direct and assist students using the center. Students receive passes from their classroom teachers to reinforce academic skills through participation in specified activities, to conduct independent study or to choose their own activities as a reward experience.

The materials and options in the centers include activities for both primary and upper elementary students. Multicultural and multiracial materials are always included. The emphasis or theme is changed bi-weekly and bulletins are sent to inform teachers of the programs currently available at each enter. Teachers are encouraged to use the Master Calendar located in the Success Center to assign 6-8 students for thirty-minute blocks at specific centers. The calendar is scheduled a week in advance, enabling the Success Center staff to know which classroom is sending groups of students to utilize each activity. Students who come to the Success Center on unscheduled visits for independent studies or as a reward confer with a staff person for assistance in choosing activities or locating materials.

Model B: ELEMENTARY COUNSELING CENTER

An alternative model for a counseling center is housed in an older school, and demonstrates a creative approach to limited physical facilities. The counseling center is located in two small rooms which were formerly a counselor's office and a teacher's supply room. The close proximity of the center to the school office is felt to be an important factor in promoting effective communication and preventing duplication of effort by the counseling staff and school administrators. The center is also in close proximity to the reading lab and the media center for ease in coordinating all programs in a unified approach. Through utilization of the resources in the reading lab and the media center, it is possible to incorporate many of the suggestions for interest centers described in Model A.

In the initial planning for integration and race/human relations programs, parents requested that the Counseling Center also be used for group guidance counseling for all students, integrating those students attending as ethnic transfer students with the total school population. Counseling sessions bring together seven students at a time from paired classrooms for five or six weekly meetings. The school counselor begins the series with a getting acquainted session, then focuses the weekly discussions on topics that are most helpful to the participating group. Topics have included intergroup/interpersonal relationships, racial awareness, and conflict resolution. At the end of the year each child receives an Award Certificate for participation in group work at the school. Despite the limited space and older facility, the total student body (600 students) attends the group guidance series and participates in a variety of other experiences. Cross-age tutoring, reward activities and individual counseling are also offered to meet the social and individual adjustment needs of students.

Model B: ELEMENTARY COUNSELING CENTER (continued)

The Counseling Center is staffed by a district counselor, two full-time trained counseling aides and one part-time aide. Staff duties are scheduled to insure the availability of a staff member to assist with time-out and crisis situations requiring immediate attention.

Administrators are encouraged to work with their staffs to provide this type of effective and essential solution to the increasing problem of meeting individual needs through a developmental and preventive counseling program.

For example:

1. As resource centers for the total school guidance program, counseling centers provide assistance in developing continuous on-site race/human relations and multicultural programs for students, school personnel, and parents.
2. Multiple guidance approaches and content in counseling centers stress individual uniqueness, commonality, respect for individuals, cooperative efforts, and awareness of the contributions of all groups.
3. Regularly scheduled affective activities in counseling centers help develop positive attitudes in preparation for integrated learning experiences.
4. Counselors facilitating the counseling center program can serve with other district personnel as human relations consultants and coordinators for district integration efforts at school sites.

Career Education

In the counseling center program students are given an opportunity to plan for the future. Using a developmental approach beginning in kindergarten, students are encouraged to look at the alternatives open to them that are in harmony with their abilities, interests, and desired life styles. Counseling center activities are designed to help students to:

1. Expand their awareness of the opportunities available to them in our society.
2. Identify options and make choices.
3. Understand the personal and social importance of establishing goals for their future.

San Diego City Schools
COMMUNITY RELATIONS DIVISION

RACE/HUMAN RELATIONS PROGRAM SUBMISSION FORM

OPTION BANK - PART A

NAME OF SCHOOL/TYPE

APPENDIX - II

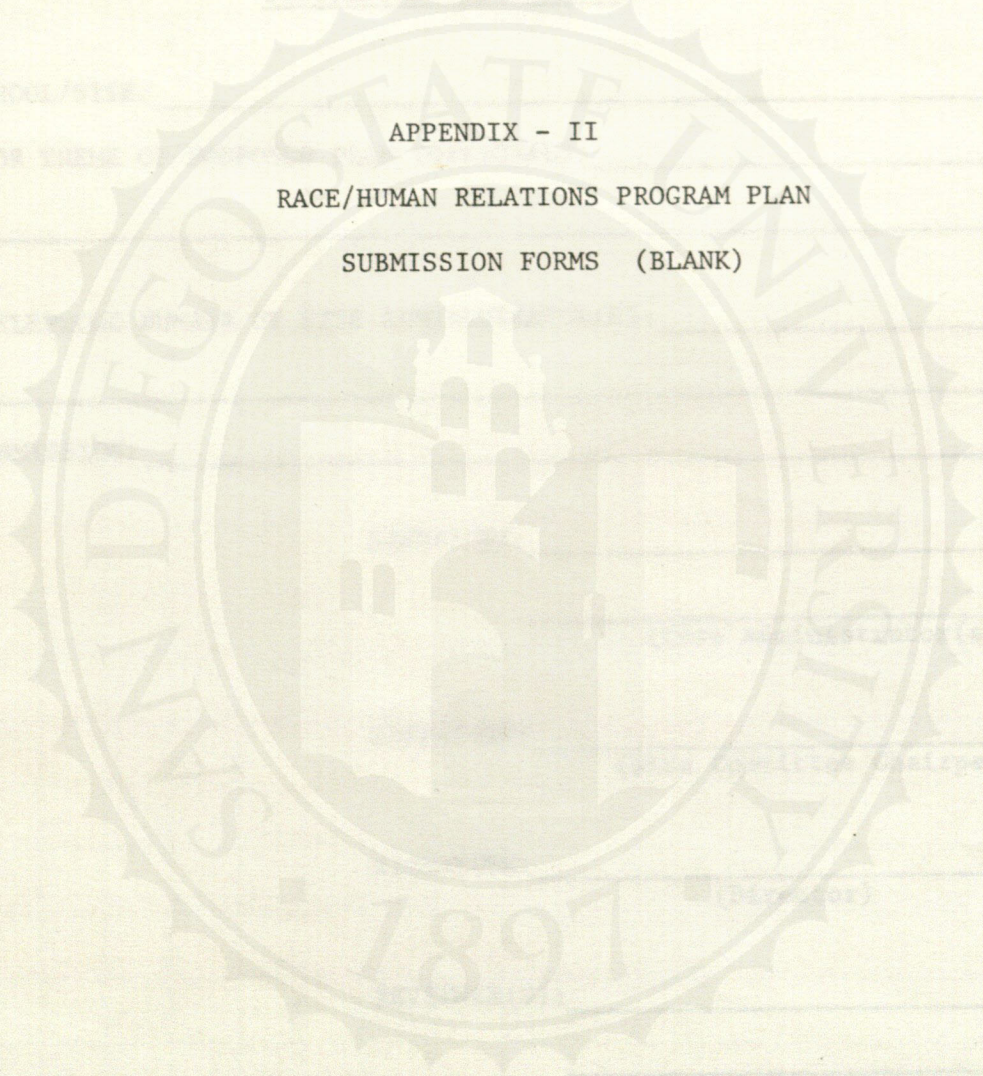
TITLE AND/OR THEME OF PROGRAM

RACE/HUMAN RELATIONS PROGRAM PLAN

SUBMISSION FORMS (BLANK)

NAME AND TELEPHONE NUMBER OF CONTACT PERSON

DATE OF SUBMISSION



San Diego City Schools
COMMUNITY RELATIONS DIVISION

RACE/HUMAN RELATIONS PROGRAM SUBMISSION FORM

SCHOOL/SITE LEVEL PLAN

NAME OF SCHOOL/SITE: _____

TITLE AND/OR THEME OF PROPOSED PLAN (OPTIONAL): _____

NAME AND TELEPHONE NUMBER OF SITE ADMINISTRATOR(S): _____

DATE OF SUBMISSION: _____

SIGNATURE: _____

(Site Administrator(s))

SIGNATURE: _____

(Site Committee Chairperson)

SIGNATURE: _____

(Director)

REVIEWER(S): _____

FACILITATOR: _____

JOINT SUBMISSION WITH CHILDREN'S CENTER? YES _____ NO _____

SCHOOL/SITE COMMITTEE

[illegible]

SCHOOL/SITE COMMUNITY DESCRIPTION

| SCHOOL/SITE/COMMUNITY DESCRIPTION: | ETHNIC COMPOSITION | | | | |
|--|---|---------|---------|---------|----------------------|
| | % HISPANIC | % WHITE | % BLACK | % ASIAN | % ALASKAN/ INDIAN |
| ___ Total school enrollment | | | | | |
| ___ Approximate number of VEEP students | | | | | |
| PLEASE CHECK THOSE THAT APPLY: | SCHOOL/COMMUNITY LOCATION AND DESCRIPTION | | | | |
| ___ Enrollment of handicapped population. | | | | | |
| ___ Enrollment of bilingual students (Spanish, Asian, etc.) | | | | | |
| ___ Children's Center on site. | | | | | |
| Involved in other programs (indicate): | | | | | |
| ___ AB 65 (ECE) | | | | | |
| ___ Title I | | | | | |
| ___ Title VII | | | | | |
| ___ SB 90 | | | | | |
| ___ AB 2284/1329 | | | | | |
| ___ ESAA | | | | | |
| Other (name): | | | | | |
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| ___ | | | | | |

C. NEEDS ASSESSMENT.

1. State key race/human relations and multicultural education needs identified at your site.

D. NEEDS ASSESSMENT TOOLS AND TECHNIQUES.

1. Describe procedures utilized to assess needs of parents, students, staff, and community.

PROGRAM DESCRIPTION

PLAN: _____

SCHOOL/SITE _____

COMPONENT: ☐ Staff
☐ Students
☐ Parents

PROGRAM YEAR _____

SUBCOMPONENT: ☐ Self-awareness ☐ Other (optional)
☐ Cultural/Ethnic Awareness
☐ Intergroup Relationships
☐ Problem Solving

| PROGRAM DESCRIPTION | | | | | | | | | | | | | | | | | | | |
|---------------------------------|----------------------------------|--|--|--|--|--|----------------|---|---|---|---|---|---|---|---|---|---|---|---|
| Objectives/Personnel/Evaluation | Activities (Solution Procedures) | | | | | | Event Schedule | | | | | | | | | | | | |
| | | | | | | | J | A | S | O | N | D | J | F | M | A | M | J | J |
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RACE/HUMAN RELATIONS

PROGRAM BUDGET

NAME OF SCHOOL SITE _____

PROGRAM YEAR _____

BUDGET ALLOTMENT _____

| ADMINISTRATION AND INSTRUCTION | AMOUNT FISCAL YEAR: |
|---|---------------------|
| Certificated Salaries (Non-Classroom Teachers, Coordinators, Supervisors, etc. - hourly). | |
| Classified Salaries (Administrative Assistants, Clerical - hourly). | |
| Substitute Salaries | |
| Consultants | |
| Textbooks | |
| Instructional Supplies | |
| Office Supplies - Multicultural Newsletter | |
| Other (Explain and Itemize) | |
| LIBRARY | |
| Library Books | |
| Library Supplies | |
| A-V Materials | |
| COMMUNITY SERVICES | |
| Community Services | |
| TOTAL EXPENDITURES 197_ - 7_ | |

CHECKLIST FOR COMPLETING YOUR SCHOOL/SITE RACE/HUMAN RELATIONS PLAN

As you complete your school plan, be sure to check and see if you have included the following:

- ☐ 1. Identification
 - School name
 - Name of principal and/or supervisor
 - Name of school site chairperson
 - Date submitted to Community Relations Division
 - Title or theme of plan (optional)
- ☐ 2. Assessment of needs
 - Have you identified priority needs?
 - Have you described how needs identified for the 1977-78 school year program were updated for the 1978-79 school year?
 - Have you given some indication of how needs were assessed and how this information was used to write your objectives?
- ☐ 3. Goals, components and subcomponents
 - Are goals, components and subcomponents clearly identified?
- ☐ 4. Program description--objectives, solution procedures (activities), and evaluation
 - Are your objectives clearly stated (i.e., what do you hope to accomplish)?
 - Have you described the steps taken to determine needs and the relationship of needs to proposed activities?
 - Have you outlined the main activities proposed to accomplish the objectives?
 - Have you identified program recipients (i.e., students, parents, staff, administrative, and teaching personnel)?
 - Have you provided a list of school site committee members and described involvement of other resources?
 - Have you identified personnel required to implement each activity?
 - Have you indicated proposed dates of implementation for each activity on the time line provided?
- ☐ 5. Budget
 - Have you given an estimate of how much your proposed program will cost to implement?
 - Have you given a detailed accounting including substitute and consultant payment, transportation, equipment, and additional costs?

Planning for program implementation occasionally necessitates release of certain funds before individual site plans have received final approval. Any expenditures you incur during the planning period will be charged to your race/human relations program allocation.

OPTION BANK - PART A

APPENDIX - III

REVIEW OF SCHOOL/SITE RACE/HUMAN RELATIONS PLANS

The Interdisciplinary Review Committee includes students, teachers, race/ethnic relations specialists, site and central office administrators, and parent/community members. Working in teams, review committee members review plans for completeness, clarity, and consistency with district guidelines.

Forms used by the Interdisciplinary Review Committee are included on the following pages:

REVIEW OF SCHOOL/SITE RACE/HUMAN RELATIONS PLANS

APPENDIX III

Review Process Forms

REVIEW OF SCHOOL/SITE RACE/HUMAN RELATIONS PLANS

The Interdivisional Plan Review Committee includes students, teachers, race/human relations facilitators, site and central office administrators, and parent/community members. Working in teams, Review Committee members read plans for completeness, clarity, and consistency with district guidelines.

Forms used by the Interdivisional Review Committee are included on the following pages.

San Diego City Schools
COMMUNITY RELATIONS DIVISION

REVIEW OF SCHOOL/SITE LEVEL RACE/HUMAN RELATIONS PLAN

The purpose of this review is to provide the school/site with information about the quality of each individual plan. It is hoped that this information will be useful during the ongoing process of refining each plan, identifying needs and developing solution strategies, and implementing the program.

District Race/Human Relations Facilitators are looking forward to assisting each school/site in refining each plan and accomplishing required tasks. Please notify the Community Relations Division, 293-8300, if further assistance is needed in the implementation of the program.

Name of School/Site: _____

Title and/or Theme of Proposed Plan: _____

Name and Telephone Number of Site Administrator(s): _____

Date of Submission: _____

SIGNATURE: _____

(Site Administrator)

Joint Submission with Children's Center? YES _____ NO _____

SIGNATURE: _____

(Site Administrator)

SIGNATURE: _____

(Director)

REVIEWERS: _____

FACILITATOR: _____

SCHOOL/SITE LEVEL PLAN ACCEPTANCE - FORM A

SCHOOL/SITE NAME: _____

1. ☐ Your plan has been reviewed by the Interdivisional Plan Review Committee and has been approved as submitted. Congratulations!

2. ☐ Your plan has been reviewed by the Interdivision Plan Review Committee and has been approved but is in need of clarification on the items indicated. Please contact your facilitator for further assistance. (293-8303)

_____ School/Site Committee
_____ School/Site/Community Description
_____ Needs Assessment
_____ Goals, Components, Sub-Components
_____ Objectives

_____ Activities:
_____ Staff Development
_____ Student Experiences
_____ Parent/Community Involvement
_____ Personnel Requirements
_____ Time Line
_____ Budget
_____ Evaluation

Comments from reviewers:

TL:ss

SCHOOL/SITE LEVEL PLAN ACCEPTANCE - FORM B

SCHOOL NAME: _____

3.

☐

Your plan has been reviewed by the Interdivisional Plan Review Committee and reflected a unique need in the items indicated. Contact will be made by your director. Your race/human relations facilitator will be available to assist you. Please contact the facilitator at 293-8303, or Community Relations Division, 293-8300, for any questions you may have regarding the review of your plan, and the revisions required.

_____ School/Site Committee
 _____ School/Site Community Description
 _____ Needs Assessment
 _____ Goals, Components, Subcomponents
 _____ Objectives

_____ Activities
 _____ Student-oriented
 _____ Parent-oriented
 _____ Staff Training
 _____ Personnel Requirements
 _____ Time Line
 _____ Budget
 _____ Evaluation

Comments from reviewers:

SCHOOL PLAN CRITERIA
RACE/HUMAN RELATIONS

Complete

Incomplete

Comments

A. School Site Committee. The application describes/provides the following:

1. List of site committee members, their ethnic identification roles and position (parent, teacher, etc.)
2. Involvement of site committee in determining needs establishing goals, setting objectives, preparing budget and writing the plan.
3. Involvement of other resources, (local agencies, colleges, etc.)

Additional comments:

B. School Community Description.

1. Unique situations or school innovations are described.

Additional comments:

C. Needs Assessment.

1. Key needs are identified.
2. Information is clearly stated.
3. Assessment seems to reflect realistic identified needs of the community and of individual students.

SCHOOL PLAN CRITERIA
RACE/HUMAN RELATIONS

Complete
Incomplete

Comments

4. Assessment includes pertinent information from all recipient groups: students, parents, staff, and community.

5. Assessment reflects student attitudes, interests, self-concepts.

Additional comments:

D. Needs Assessment Tools and Techniques.

1. Needs are based on evaluation of the previous year program.

2. Techniques for assessing needs are described.

Additional comments:

E. Goals, Components and Subcomponents

1. Goals, components and subcomponents are clearly identified.

2. Goals, components and subcomponents reflect both district guidelines and individual site needs.

Additional comments:

SCHOOL PLAN CRITERIA
RACE/HUMAN RELATIONS

Complete
Incomplete

Comments

F. Objectives.

1. Objectives are clearly and logically stated.
2. Objectives are clearly related to the needs assessment at the individual site.
3. Objectives represent a significant effort to improve the effectiveness of the district integration program, as well as the site integration program.
4. Activities represent an increased commitment school/site race/human relations involvement based on program evaluation of the preceeding year.
5. Objectives are addressed to total school population.
6. Objectives express expectations for all recipient groups.

Additional comments:

G. Activities.

1. Staff Development
 - a. Proposed plans for staff development relate directly to stated needs and objectives for all recipient groups.
 - b. Inservice plans are appropriate for the school site and supplement the overall district plan.

SCHOOL PLAN CRITERIA
RACE/HUMAN RELATIONS

Complete
Incomplete

Comments

G. Activities. (Continued)

- c. Proposed plans include all staff at the school/site.

2. Student Experiences

- a. Proposed plans are appropriate for the student population involved.
- b. Plans are based on input from students as well as from school personnel.

3. Parent/Community Involvement

- a. Activities to promote parent and community involvement are based on input from those groups concerned, as well as from school personnel.
- b. Involvement activities are appropriate to the community to be served.
- c. Activities represent meaningful opportunities for participation of parents and volunteers.

Additional comments:

4. Program Design

- a. Activities are clearly related to attainment of the objective they address.
- b. Activities indicate an approach consistent

SCHOOL PLAN CRITERIA
RACE/HUMAN RELATIONS

Complete
Incomplete

Comments

G. 4. b. (Continued)

with the identified needs of program recipients:
staff, students, parents/community.

c. Activities are specifically stated and include
solution procedures appropriate to the needs of
the individuals, school and community.

d. Activities are addressed to the following sub-
components.

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

Additional Comments:

H. Personnel

1. Required personnel (positions) have been identified
for each activity to indicate persons responsible
for implementation.

SCHOOL PLAN CRITERIA
RACE/HUMAN RELATIONS

| | | Complete | Incomplete | Comments |
|----|--|----------|------------|----------|
| H. | (Continued) | | | |
| 2. | Personnel identified to implement the program are qualified to accomplish specific tasks required to meet stated objectives. | | | |
| | Additional comments: | | | |
| I. | <u>Time Line/Budget</u> | | | |
| 1. | The time line clearly indicates proposed planning and implementation procedures for attainment of objectives. | | | |
| 2. | The time line is realistic in terms of expectations. | | | |
| 3. | The budget gives a detailed accounting of expenditures (i.e., substitutes, consultant payment, transportation, equipment, and additional costs). | | | |
| | Additional comments: | | | |
| J. | <u>Evaluation</u> | | | |
| 1. | The proposed plan is based on measurable objectives consistent with the overall district plan. | | | |
| 2. | Time periods for collecting and assessing information are appropriate. | | | |

SCHOOL PLAN CRITERIA
RACE/HUMAN RELATIONS

Complete
Incomplete

Comments

J. (Continued)

3. The proposed solutions are consistent with one or more of the four major criteria established by the district to evaluate the San Diego Plan for Racial Integration.**

-Pupil Ethnic Census by schools and programs.

-Standardized measurements of Basic Skills Achievement.

-Attitude and Opinion Survey.

-Student and school records.

Additional comments:

** Evaluation: San Diego Plan for Racial Integration, page 193

SAN DIEGO CITY SCHOOLS
COMMUNITY RELATIONS DIVISION
INTERDIVISIONAL RACE/HUMAN RELATIONS REVIEW COMMITTEE RECOMMENDATIONS

Reviewing _____
Team _____
Date _____

| SCHOOL/SITE NAME | (Check One) | | | OPTION BANK IDEAS (Give number of activity and page) | COMMENTS (Strengths, Weaknesses) |
|------------------|---------------------------------|--------------------------------|--------------------------|---|----------------------------------|
| | "1" Approved as Submitted | "2" Needs Modi- fication | "3" Needs Revision | | |
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| 5. | | | | | |
| 6. | | | | | |
| 7. | | | | | |

OPTION BANK PART A

APPENDIX IV

EVALUATION/ASSURANCES

RACE/HUMAN RELATIONS SCHOOL/SITE PROGRAM

San Diego City Schools
Community Relations Division

EVALUATION/ASSURANCES
RACE/HUMAN RELATIONS SCHOOL/SITE PROGRAM

SCHOOL/SITE _____

SITE ADMINISTRATOR(S) _____

DATE _____

DIRECTIONS: Check only those items that apply or have been accomplished. Documentation to validate the responses indicated should be on file in the school/site office and/or children's center office. (Examples of suitable documentation are: records of meetings held, topics, and attendance; faculty meeting decisions; site committee decisions; logs of activities kept for elementary and secondary schools divisions, etc.)

1. School/Site Committee Involvement
School/Site Committee was involved in:

- 1.a. ☐ Planning
1.b. ☐ Implementation
1.c. ☐ Evaluation

2. Ongoing Needs Assessment:

- 2.a. ☐ Original plan activities were appropriate to identified needs.
2.b. ☐ New needs were identified in carrying out the plan.
2.c. ☐ Original needs were reduced subsequent to the plan implementation.

3. Component Objectives: (Check one for each component objective.)

3.a. Parent/Community Involvement:

- 3.a.(1) ☐ Objectives essentially met.
3.a.(2) ☐ Objectives not met.
3.a.(3) ☐ Data insufficient to judge.

3.b. Student Development:

- 3.b.(1) ☐ Objectives essentially met.
3.b.(2) ☐ Objectives not met.
3.b.(3) ☐ Data insufficient to judge.

3.c. Staff Development:

- 3.c.(1) ☐ Objectives essentially met.
3.c.(2) ☐ Objectives not met.
3.c.(3) ☐ Data insufficient to judge.

EVALUATION/ASSURANCES
RACE/HUMAN RELATIONS SCHOOL/SITE PROGRAM

3. Component Objectives: (Check one for each component objective.)
(Continued)

3.d. Please select one other component your plan may have addressed and identify that component in space provided below (e.g., communication, school climate, multicultural/racial awareness, etc.):

Selected Optional Component Title: _____

In the boxes below, please check the appropriate measure of your selected optional component:

- | | | |
|---------|--------------------------|-----------------------------|
| 3.d.(1) | <input type="checkbox"/> | Objectives essentially met. |
| 3.d.(2) | <input type="checkbox"/> | Objectives not met. |
| 3.d.(3) | <input type="checkbox"/> | Data insufficient to judge. |

4. Solution Procedures (Activities)
Approximate percentage of activities carried out (over all components):
(Check one.)

- | | | |
|------|--------------------------|-----------|
| 4.a. | <input type="checkbox"/> | 68 - 100% |
| 4.b. | <input type="checkbox"/> | 34 - 67% |
| 4.c. | <input type="checkbox"/> | 0 - 33% |

5. Time Lines
Approximate percentage of activities essentially carried out according to individual plan: (Check those that apply.)

- | | | |
|------|--------------------------|---|
| 5.a. | <input type="checkbox"/> | 68 - 100% |
| 5.b. | <input type="checkbox"/> | 34 - 67% |
| 5.c. | <input type="checkbox"/> | 0 - 33% |
| 5.d. | <input type="checkbox"/> | Many time lines for specific activities were unrealistic. |

6. On a scale of 1 - 5, with 5 being the top ranking, indicate your assesment of the effectiveness of the race/human relations program at your site this year 1977-78. (Circle one.)

5 4 3 2

7. Was the effectiveness of your program evaluated in any way by participants? If so, please attach a summary of findings.

8. In order to supplement these general findings, please indicate the specially funded programs in which your site participates:

_____ ECE (AB 65)

_____ Title I

_____ Title VII

_____ SB 90

_____ AB 2284/1329

_____ ESAA

_____ Other programs

9. Were any of the district's race/human relations team of facilitators invited to participate in either the planning, implementation, or evaluation of your program?

Yes

☐

No

☐

Documentation to validate the responses to this evaluation/assurances instrument may be obtained by contacting:

Name of person(s) responsible

NOTE: Joint submissions with children's centers require two evaluation/assurance forms-- one for each program.

SUBMITTED BY:

Administrator's signature

Name of school/site