



Ten Things Parents Should See in Classrooms and/or Their Living Rooms

- **Individualized learning plans** for each student to include academic, social and emotional growth and well being.
- **Extended learning opportunities** that meet your child's comprehensive needs. This includes targeted tutoring with results being communicated to parents and teachers.
- **Equitable access to technology** including: high speed internet; technology and maintenance of technology; training and development opportunities for students and families.
- **All materials and equipment** should be high quality and provided to parents at no cost.
- **Curriculum that is inclusive** of Black, Indigenous People of Color's (BIPOC) perspectives and histories and is vetted by parents & community representatives.
- **Teacher and staff knowledge and approach that is human centered;** culturally proficient and sustaining; trauma aware and informed; restorative; and supports English language development.
- **Frequent communication** regarding each student's comprehensive progress using fair and monitored grading practices.
- **College, Career, and Vocational Education opportunities** that are indicative of the needs in the marketplace/capitalistic economy.
- **Services provided** per the terms of your students 504 plan or Individualized Education Plan (IEP).
- **Learning environment that is inclusive and safe.**

Ten Things Parents Should See in Schools

- **A team of experts, including parent(s) and students, who are providing a clear plan to address:** 1) your child's safety; 2) learning acceleration based on individual student needs; 3) comprehensive professional development; 4) comprehensive diagnostic assessments to measure academic, social and emotional needs of students.

- **Development of new Individualized Education Plans and 504 plans** for re-entry to be adapted for each student (both general matriculating students and students with special needs) approved by a parent or guardian.
- **Free breakfast and lunch programs** (and when possible dinner) available for easy pickup.
- **Personal protective equipment** (masks, hand soap and/or sanitizer) as a part of distribution with a plan to extend these resources for the next 24 months.
- **Additional critical staff** such as school guidance counselors, masters-level social workers, school psychologists, and other professionals who will provide direct student support.
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- **Partnerships with local organizations** to lead wellness check-ins on students who may need support or may be experiencing harm or abuse at home.
- **Multilingual access**, including the translation of all materials and resources (including hotlines) developed in response to COVID-19 for Non-EFL families into Spanish and other commonly spoken languages.
- **Flexible daily schedules and yearly calendars** that accommodate the needs of children to fully participate in learning acceleration.
- **Funding and spending to ensure equitable access** to resources shown to be fundamental to a quality education. A clear financial accountability framework must be put in place to ensure that the funds are being used for their intended purpose with an external forensic or fiscal audit conducted when deemed necessary. Funding decisions must be: evidence based on research of intended target group; focused on student benefit and not system benefit; targeted to provide cultural congruence with ethnically matched providers; and meet the needs of at-risk students and target funds to the neediest students who are historically chronically under resourced.

Red flags

- Your child is often taken out of regular classes for intervention or support
- If your child falls behind, they are moved into a lower level class
- No one can give you data or evidence of your child's academic and social-emotional needs
- Your child is not making progress and nothing seems to be changing
- Your child is getting bad grades but no one is helping them get back on track
- Your child is not being evaluated for special education despite a referral