



The Miami Herald
The Herald
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The Miami Herald's Newspaper in Education



PARENT BROCHURE

What is NIE and Where Did It Come From?

NIE as we know it today began at The New York Times in the 1930s, when social studies teachers in the New York City schools asked the newspaper to arrange for bundles to be delivered at schools to use in current events activities. (Content of textbooks is already five years old on the day they are delivered to the schools.) These insightful teachers received the support of Iphigene Ochs Sulzberger, grandparent of the current publisher, and the first student subscriptions began to appear in schools.

Over the decades the concept spread like wildfire among newspapers across the country. The program was called Newspaper in the Classroom for a long time. Then our Canadian friends convinced us in the late 1970s that we ought to be saying Newspaper in Education since copies of newspapers were clearly being used in educational settings such as prisons, adult literacy centers and hospital-based learning programs—far beyond the traditional classroom.

Early Use of Newspapers in the Schools

The earliest documentation acknowledging the idea of using newspapers in U.S. classrooms is an article published June 8, 1795, in the Portland (Main) Eastern Herald. Here is the excerpt from that article:

"Much has been said and written on the utility of newspapers; but one principal advantage which might be derived from these publications has been neglected; we mean that of reading them in schools, and by the children in families. Try it for one session—do you wish your child to improve in reading solely, give him a newspaper—it furnishes a variety, some parts of which must infallibly touch his fancy. Do you wish to instruct him in geography, nothing will so indelibly fix the relative situation of different places, as the stories and events published in the papers. In time, do you wish to have him acquainted with the manners of the country or city, the mode of doing business, public or private; or do you wish him to have a smattering of every kind of science useful and amusing, give him a newspaper—newspapers are plenty and cheap—the cheapest book that can be bought, and the more you buy the better for your children, because every part furnishes valuable information." (Quoted in Editor & Publisher, 1984.)

Goals for NIE Programs

Using newspapers to strengthen instruction at all levels is the goal of Newspaper in Education.

NIE Programs:

- * Help students become informed and involved citizens who can determine and guide their own destinies in a democratic society.
- * Help students develop skills of critical reading by teaching competence in newspaper reading.
- * Provide educators with an economical, effective and exciting teaching vehicle for lessons in writing, history, mathematics, current events, consumer affairs, ecology and scores of other subjects.

The Newspaper as an Effective Teaching Tool

While the particular educational goals for using newspapers in the classroom vary among teachers from different content areas and grade levels, three general objectives are common for most educators:

- * To use the newspaper and other media effectively as tools for information.
- * To use the newspaper and other media as "real-world" text for study of subject or content area skills and concepts.
- * To use the newspaper and other media for creating student media projects.

Generally speaking, teachers recognize the value of conducting activities early on to introduce students to the newspaper as a text for learning. In this way, students have a pool of knowledge about the newspaper itself when using print media for study of subject or content area concepts.

About 700 newspapers are currently providing delivery of newspapers and other services to schools, colleges and universities within their circulation areas. Since its inception at The New York Times in the 30s, the NIE program has spread to all 50 states, U.S. territories and more than 40 other nations. No two NIE programs are exactly alike in educational emphasis or services and materials offered; they often reflect the needs and interests of educators and students of all ages in the areas served. Flexibility is a key to NIE success.

Contact your child's teacher today to make sure they are using the Newspaper in their classroom!!!!!!

If you are interested in finding out more about the Miami Herald's Newspaper in Education program, please CALL TODAY:

In Miami-Dade & Monroe, (305) 376-3247 In Broward, (954) 764-7026 ext. 3247

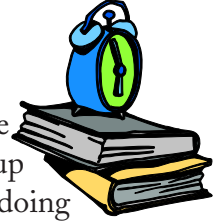
OR check out our NIE WEBSITE: <http://nieonline.com/miami>



Essential Back-to-School Tips Checklist for Parents

Designed to Help Ease Back to School Anxiety

The short summer months will begin to wind down soon and school buses take the place of car rides to the beach. It's time for children to head back to school. Just as the fall approaches so does back-to-school anxiety, which can affect the entire family. Between kids fearing they'll miss the bus and won't make new friends and parents feeling stressed about hectic mornings and carpooling chaos, how can anyone get excited about the first day back to school? Parents can set the tone for a successful transition from summer to the new classroom by proactively addressing their children's concerns. Below are nine tips to help ease your child's back-to-school anxiety.



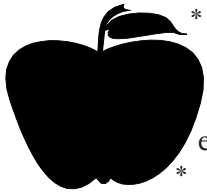
A Week Before School Begins

* **Set Your Alarm Clock-Early to Bed, Early to Rise** - About a week before school starts, have your child start going to bed at her school-night bedtime. Set an alarm clock for the correct wake-up time. This will help alleviate her fears of not waking up and missing the bus. Tell her she needs to start doing this a week before school starts since everyone needs time to adjust to a new schedule.

* **Try a School Bus Run** - You may want to go over your child's school bus route with him if he has never ridden one before (perhaps take a ride beforehand). Find out how long the ride is, and identify a handful of things that he can do on the bus if he is too shy to talk to the other kids.

* **Take a School Tour** - Take a trial run. Take some time before the start of school to make sure you and your child knows where to go and what to do on that first morning. Show your child where the bus stop is, or, if they walk, map out the safest route to school, avoiding vacant lots and places where there aren't a lot of people. Warn your child to always walk with a friend and scout out safe houses to go to in case of emergency. If you can find out what classroom your child will be in, visit the classroom ahead of time so they know exactly where to go in the morning. You may even want to call the school in advance to find out about any special first-day procedures.

The Day Before School Starts



* **Select Outfits the Night Before** - Have your child select outfits for the first week of school. Knowing what they are wearing helps them start off the morning on a calm, predictable note. After the first week of school, have your child pick out an outfit for the next day the night before, with no exceptions.

* **Pack the Night Before** - Children also fear forgetting their books, school supplies, lunch money, and other things they need for school. Make sure you establish a routine that requires your child to pack their book bag every night before they goes to bed. This ensures that your child will not have to rush in the morning trying to locate stray items.

* **Send a Family Photo** - Send a photo of your family or write your child a reassuring note and put it in his backpack or lunch box for the first week to help them cope with separation anxiety.



On the First Day of School

* **Write a Letter of Introduction** - It's not unusual for a parent to hear questions like "How will my teacher know that I'm nervous about raising my hand in class?" or "Will my teacher know that I like playing soccer at recess?" It can be very helpful to have your child express these back-to-school jitters by writing (or dictating) a letter to his new teacher introducing himself and addressing any questions they may have. Include facts such as games he enjoys playing, favorite foods, and best friends. Encourage your child to list goals for the year, such as learning how to count to 100 or joining the school chorus. And don't forget a picture so the teacher will know whom to look for.

* **Take the School Bus** - Don't drive your child to school on the first day if they will take the bus every day. Bad habits can develop very quickly.

* **Remember Which Bus** - For a child who is afraid of missing the bus, assure them that this is a common fear. But remind your child often that their bus number is 7 and that the teacher will let them know when bus 7 is ready. Show your child what the number 7 looks like if they are younger so they are capable of recognizing the bus number by themselves. It will give them confidence.

Reading With Your Child: 9 Ways to Get Results

Experts in child literacy are unanimous in their belief that parents should read with their children. The power of the parent-child bond has a positive effect on a child's attitude toward reading and her ability to read. The suggestions below will help you learn how to make reading with your child both a pleasure and a learning experience.

1. Work through unfamiliar words.

Reading is a thinking process, as well as a sounding out process. When you're reading together, some simple strategies can help your child understand unfamiliar words and solve reading problems.

2. Use "sound" strategies to tackle a new word.

*Ask your child to "sound out" an unknown word. Look at the letters in a difficult word and have your child pronounce each sound or "phoneme." Then see if they can blend the sounds together to pronounce the word.

*Help your child memorize irregular words. Explain that words like "where," "hour" or "sign" are hard to sound out since they don't follow normal sound patterns. Point these words out when you're reading to help your child learn to recognize them on their own.

*Use suffixes, prefixes, and root words. If your child knows the word "day," guide them to define new words like "yesterday" or "daily." Similarly, if they know what "pre" means, it's easy to learn new words like "prepare" or "pre-school."

3. Use the story to help your child learn.

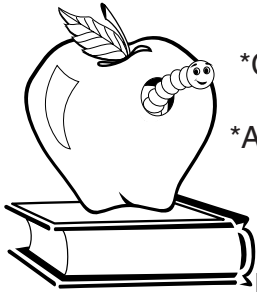
*Ask your child what word or idea would make sense in the plot of the story when they get stuck on an unfamiliar word.

*Encourage your child to look at illustrations, pictures, titles or graphs to figure out the meaning of new words.

4. Give support and encouragement.

*Challenge your child to figure out new words, but always supply the word before they become frustrated.

*After your child has read a story, reread it aloud yourself, so that they can enjoy it without interruption.



5. Be a good role model.

Let your child see you reading, and read aloud to them. Share your excitement when you enjoy a great book of your own.

6. Make reading a priority.

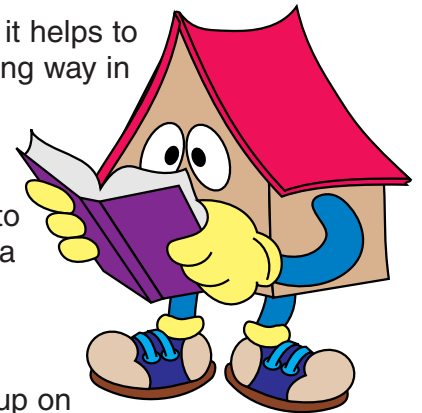
Whether it's ten minutes every night before bed or an hour every Sunday morning, it helps to set aside a specific time for reading. This kind of special "together time" can go a long way in getting your child interested in books.

7. Create the right atmosphere.

Find a quiet comfortable place to listen to your children read. While you don't need to build a special reading nook, it helps to ensure that even in a busy home, there's a quiet place for reading.

8. Make reading fun.

Unlike most adults, kids may not get excited at the idea of quiet time spent curled up on the couch. Why not make it fun by turning reading sessions into impromptu theater performances? Play around with funny voices to impersonate animals or unusual characters in stories. You'll get to release some tension and your child will learn to think of reading as fun rather than work.



9. Introduce new books.

Each year there is one book that seems to steal the hearts and minds of all children. While it may seem it's the only book your child wants to read, it's important to remember that there are millions of books that will suit your child's interests and capture their imagination.

Coping With Homework Horrors

Do you have a hard time keeping your child motivated to do homework? Start here for tips on helping your child get their assignments done with a minimum of tears.

Even if your child is an excellent student, you can't assume that they will always dutifully do their homework. One day they may eagerly attend to their schoolwork and the next they might be obsessed with sports and dances. Here are some helpful tips for taming wandering minds during those times when academic enthusiasm lags.



Set aside a regular time and location for study. Give homework its own special time and place, and if your child is in middle or high school, let your child set their own schedule.

Take it step by step. Particularly in the upper grades, sometimes children get overwhelmed by the amount of homework they have to do. Encourage your child to calmly figure out what needs to be done and how much time it will take, and then create a plan. Help your child break each assignment down into manageable steps.

Provide a quiet, well-lit environment. It's best to do homework in a room that has good lighting and is relatively quiet. This reduces distractions and helps to maintain concentration.

Allow time for some after-school fun. Students need to take a break from academics. A healthy balance between work and free time will not only contribute to better performance, but will also help your child develop valuable time-management skills.

Help out. You shouldn't have to do your child's homework or reteach the material covered in class, but you can help out by showing an interest, making yourself available as a resource and by encouraging independent problem solving. For example, if your child is doing a project on presidential elections, point out related articles that you've come across in the newspaper.



Praise a job well done. Kids, no matter what their age, need to know that they are doing a good job. Be vocal about their successes and encourage them to keep up the good work. A little praise will go a long way in building confidence and healthy study habits.

Share concerns with the teacher. If, at any point in the year, your child seems to be losing motivation and you've exhausted all attempts to reinvigorate him, share your concerns with the teacher. You'll want to determine if the problem is the quantity of homework, the assignment itself or your child's attitude toward school. An open dialogue with the teacher goes a long way in avoiding potentially serious problems.

Is My Child on Track?

Despite the hoopla that accompanies each year's release of standardized test scores, there's no single way to know whether your child is learning what he needs to be successful. To get a complete picture of what your child is learning, you need to consider a variety of measures of academic achievement, including report cards, test scores, teacher comments and samples of your child's work.

Examining Your Child's Work

One of the best ways to find out what your child is learning is to examine the schoolwork they have done. Many schools now require students at all grade levels to compile work samples into a portfolio which may contain essays, artwork, math problems, and even videos and PowerPoint presentations.

A careful look at the quality of your child's work, and the teacher's assessment of it, will tell you a great deal about the expectations the teacher and school have for academic achievement. To find out if these expectations meet those of the district and state, ask the teacher for a copy of the academic standards for your child's grade level and subject.

You will discover a lot about what your child is learning in school by talking with your child. Can your child give you detailed information about what they are studying? Can they explain, for example, certain concepts the class is learning in math or science? Read out loud with your child, listening for how fluidly they read sentences and decode unfamiliar words. Once you've finished reading, check their comprehension. Can your child summarize what they've read and explain what it means in their own words?

Finally, evaluate your child's attitude toward school. If your child is excited about what they are learning in school, it's likely that they are indeed learning a lot. Be careful to distinguish between being "excited about school" and being "excited about learning." Some children love the social aspects of school but aren't engaged academically.

Standardized Tests: Using Results Wisely

For objective information about your child's achievement, standardized tests are a good resource. Tests that are based on state standards ("standards based" or "criterion referenced") are generally more informative than those that are based on a national comparison ("norm referenced"). Standards-based test results are usually reported in terms of whether your child meets state standards, while norm-referenced tests give you a percentile rank that shows how well your child did compared to his peers nationally.

Comparing your child's test results to their grades and teacher's comments will give you a good idea of how close the school's expectations are to those of the state. If their grades are high, but test scores are low, the school may be using lower standards to judge whether your child is on track for his grade level.

Monitoring Elementary School Progress

If your child is in elementary school, meet with the teacher at least twice a year (in the fall and spring) to discuss academic progress. In the fall, ask the teacher to go over the year-long plan so you know what the teacher expects children to master by the end of the year. How will the teacher gauge your child's progress towards these goals? If your child is falling behind, how will they let you know? Find out if the teacher has noticed any learning issues that will need to be addressed or any talents that can be encouraged. Ask for specific ideas on how you can support your child's learning at home.

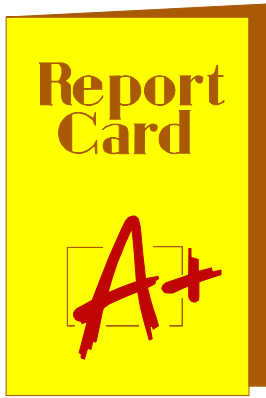
You'll also want to ask the teacher about your child's social skills and work habits. Is your child able to work with other children? Does your child stay on task, or do they need frequent reminders to concentrate on studies? In the spring, check to make sure your child is on track for promotion to the next grade.

Monitoring Progress in Middle School and High School

As students enter the middle school years of sixth, seventh and eighth grade, they increasingly need to take control of their own learning. This means organizing their assignments, seeking out help when needed and having the self-discipline to complete work thoroughly and on time. Demonstrating this kind of independence and initiative is even more important for high school students, who are but a step away from full adulthood.

If your child is not taking initiative or is having trouble with a certain academic area, you can arrange to speak with individual teachers of specific subjects. The teacher can tell you the areas in which your child needs to improve and may recommend a tutor or other ways in which your child can receive additional help. If the problem is beyond any particular subject, make arrangements to meet with a school counselor. The state of Florida requires your child to pass an exam (FCAT) to earn a diploma, so be sure to monitor your child's results on any test that could prevent him from graduating. If your child is planning to attend college, you'll need to pay attention to standardized tests that are usually required for college admission, such as the SAT, SAT II and ACT.

Understanding Report Cards

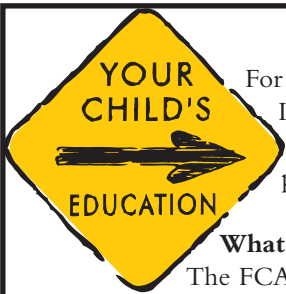


When report card day rolls around, some kids proudly hand their grades over to Mom and Dad, while others stuff them at the bottom of a backpack, praying their parents won't remember to look. Like exams, report cards can be an intimidating part of the school year for both students and parents.

Here are 10 tips to help make sure your child is making the grade.

- 1. Take report cards seriously.** While most teachers concede that report cards don't tell the whole story about a student's abilities, work habits and intelligence, parents should view the report as a critical piece of information about their child's academic progress. Whether pleased or disappointed by it, parents should use the report card as a point of discussion with their child and, if necessary, his teacher.
- 2. Praise a good report card.** If your child brings home a good report card, be sure to let them know that you're proud of their accomplishments. And don't forget to put it in a prominent spot on the refrigerator!
- 3. Talk about a bad report card.** Failure is a scary thing for any child. If your student doesn't do as well as expected on their report card, talk openly about it and reassure them that bad grades do not mean that they are a failure. There could be many reasons for your child's performance that have nothing at all to do with ability or intelligence. Find out if they understand the work that is expected of them and if the teacher has talked to them about how to do better. You may also want to schedule a time for both you and your child to meet with his teacher to discuss a strategy for improvement.
- 4. Don't assume A's reflect a student's best efforts.** Just because your child received all A's doesn't mean that they are performing up to their potential. If your child is acing all of their exams and always seems to finish their homework in a snap, it may be that your child's classes are not challenging enough. Talk to your child and the teacher about the possibility of moving into more advanced classes.
- 5. Look at your child's work.** Report cards come out only a few times a year, but students do work in the classroom or at home every day. Parents should always look at their children's projects and exams, and pay special attention to the grades and comments that go along with them.
- 6. Know your child's classes.** If your high school student is planning to go to college, the classes they are taking and the grades they are receiving is critical. Make sure that your child's schedule meets the requirements for the state university system and that they are taking as many challenging classes as appropriate.
- 7. Set aside time for homework.** Poor report cards, particularly in the higher grades, can be as much a reflection of insufficient effort as a lack of knowledge or skill. Even an algebra whiz can receive a bad math grade if he has failed to do the required class work. Parents should be adamant about setting aside time on evenings and weekends for schoolwork and should check to make sure that the work is getting done. Find out if your child's teacher has a system, such as a daily voicemail or Internet posting, to help parents verify homework assignments.
- 8. Encourage good work habits.** It's never too early to learn good work and study habits. Read to your child regularly even before they start school and always make learning a part of family fun.
- 9. Give incentives.** Like adults, children and teenagers are motivated by incentives. A trip to the movies, a small gift or a special dinner with Mom and Dad can be a nice reward for a good report card. Be careful, however, that the incentive does not appear to be a bribe or an end in itself. Children should ultimately strive for good grades out of a genuine interest in learning, personal pride and the understanding that success in school lays the groundwork for success later on in life.
- 10. Be involved in school.** Generally speaking, students who excel have parents who are actively involved in their education and in their school. Show interest in what your child is learning by helping out with homework or volunteering in the classroom. If your child sees you involved at school, and attending school board and PTA meetings, they will know that you think school is important.

Florida's Plan to Drive School Improvement



For the past 20 years, Florida has been one of the leaders among the 50 states in the standards and accountability movement. In 1999, continuing in this tradition, the Florida Legislature adopted the A+ Plan for Education, a blueprint for school reform with accountability as its focus. The plan, which includes the only statewide voucher program, has been championed by Gov. Jeb Bush. Here are some basic questions and answers about Florida's standards and testing plan:

What is the FCAT?

The FCAT, the Florida Comprehensive Assessment Test (pronounced "ef-cat") is a four-part test given annually to all students in grades 3 through 10. One part of the test, the criterion-referenced portion, measures student achievement in reading, writing and mathematics based on the state's grade-level standards. The second part is an essay test on an assigned topic which is given in grades 4, 8 and 10. The third part is a science test given to students in grades 5, 8 and 10. The fourth part of the test, a norm-referenced section, is designed to compare the performance of Florida students to the performance of students across the country.

What types of questions are on the FCAT?

The FCAT includes multiple-choice, gridded-response (fill in the blanks) and performance tasks (such as essays). The multiple-choice and gridded-response questions are machine scored. Each performance task test is scored by two trained readers.

When is the FCAT given?

The FCAT is given during February and early March. It is given early so that scores can be returned before the end of the school year.

How are FCAT results reported?

There are several types of scores for the FCAT. Mean scores are reported on a scale of 100 to 500, with 500 being the highest score. Grade-level/subject-level scores are given in terms of five achievement levels, with 1 being the lowest and 5 the highest. Scores are sent to students, schools and school districts, and are posted on the Florida Department of Education's Web site.

What are the Sunshine State Standards (SSS)?

The Sunshine State Standards are Florida's version of statewide learning standards which define grade level expectations in the subject areas of language arts, mathematics, science and social studies. Standards by grade-level clusters (pre K-2, 3-5, 6-8 and 9-12) are in place for the arts (dance, music, theater and visual arts), foreign languages, health and physical education. Part of the FCAT is designed to measure achievement of the standards in language arts, mathematics and science.

How does the FCAT affect promotion?

There are no passing grades set for grades 4, 5, 8 and 9. Students in grade 3 who score at level 1 (out of 5) on the FCAT reading test will not be promoted to the next grade unless there is other evidence that proves these students can read on grade level. Students who are retained will be given intensive instruction in reading to help them meet the standards. Each local school board is required to have a pupil progression plan which sets guidelines for promotion from grade to grade. The plan must include clearly defined proficiency levels in reading, writing, math and science and must consider the FCAT scores in determining whether or not a student should be promoted.



Does Florida have a high school exit exam?

Beginning in 2003, all students must earn a passing score of 300 on the 10th grade FCAT in order to graduate from high school. The 10th grade FCAT replaces the former High School Competency Test (HSCT). Students who fail the 10th grade FCAT have many opportunities to retake it.

Are some students given special consideration?

Special accommodations for learning-disabled students and limited English proficient students are available, but all students must take the 10th grade FCAT in order to receive a high school diploma.

What is the A+ Plan for Education?

Based on their overall performance on the FCAT (including the percentage of eligible students who took the test) and improvement gains for the lowest performing students, each school in Florida is given a letter grade. Schools given a D or F grade are eligible to receive monetary assistance from their district and the state. Schools that receive an A or show significant improvement are eligible for monetary awards. Although letter grades for schools may seem harsh, the Florida legislature decided letter grades, as opposed to numbers, are clear designations that everyone can understand.

What are my options if my child is in a failing school?

If your child's school receives a grade of F for two of four consecutive years, then you are entitled to pursue several options. Your child can:

- *Stay at his designated school. Schools in this category receive additional help through the Assistance Plus program, including additional funds and staff to work on school improvement.
- *Move to another school in the county or an adjacent county that scored a C or better.
- *Receive an Opportunity Scholarship, more commonly known as a voucher, to attend a private school.

FIVE SIMPLE STEPS TO A SUCCESSFUL PARENT-TEACHER CONFERENCE

PARENT-TEACHER CONFERENCES ARE ONE OF THE FEW TIMES TEACHERS FOCUS ENTIRELY ON PARENT COMMUNICATION. READ ON TO FIND OUT HOW TO MAKE THE MOST OUT OF THIS VALUABLE MEETING.

JUST SHOWING UP FOR A PARENT-TEACHER CONFERENCE TELLS THE TEACHER THAT YOU SUPPORT YOUR CHILD'S LEARNING. HERE ARE FIVE SUGGESTIONS ABOUT WHAT TO DISCUSS WITH THE TEACHER:

1. LEARN ABOUT YOUR CHILD'S PROGRESS. IT'S IMPORTANT TO FIND OUT HOW YOUR CHILD IS PROGRESSING ACADEMICALLY AS WELL AS HOW THEY INTERACT WITH THEIR PEERS, IF THEY PARTICIPATE IN CLASS AND IF THEY ARE WELL BEHAVED. LISTEN CAREFULLY TO WHAT YOUR CHILD'S TEACHER SAYS, AND ASK YOURSELF IF YOU NOTE SIMILAR PATTERNS AT HOME. IF YOUR CHILD IS IN MIDDLE OR HIGH SCHOOL, ASK ABOUT WHETHER THEY ARE ON TRACK FOR COLLEGE.

2. SHARE YOUR INSIGHTS WITH YOUR CHILD'S TEACHER. A CONFERENCE IS A GOOD OPPORTUNITY TO HEAR FROM YOUR CHILD'S TEACHER, BUT IT'S ALSO A PERFECT TIME TO SHARE YOUR PERSPECTIVE. REMEMBER, YOU KNOW YOUR CHILD BEST. YOU CAN GIVE THE TEACHER VALUABLE INFORMATION THAT COULD HELP YOUR CHILD LEARN MORE EFFECTIVELY.

3. BE INFORMED ABOUT THE ACHIEVEMENT SCORES FOR YOUR CHILD'S SCHOOL. IN THIS AGE OF STANDARDS AND ACCOUNTABILITY, TEST SCORES ARE INCREASINGLY IMPORTANT. IF THE SCORES ARE STRONG, ASK HOW THE SCHOOL IS WORKING TO KEEP STUDENTS ON TRACK. IF THE SCORES ARE LOW, ASK WHAT THE SCHOOL IS DOING TO RAISE ACHIEVEMENT AND HOW YOU CAN SUPPORT LEARNING AT HOME.

4. DISCUSS YOUR CHILD'S STRENGTHS AND CHALLENGES. THROUGH COMPARING AREAS WHERE YOUR CHILD EXCELS WITH AREAS IN NEED OF IMPROVEMENT, YOU CAN IDENTIFY WAYS TO SUPPORT YOUR CHILD'S LEARNING AT HOME.

5. ASK QUESTIONS. THIS IS ONE OF THE MOST IMPORTANT ASPECTS OF A SUCCESSFUL CONFERENCE. HERE ARE SOME KEY QUESTIONS TO GET YOU STARTED:

**How much time should my child spend on homework each night?*

DOES THE TEACHER'S ESTIMATE MATCH WITH WHAT YOU SEE YOUR CHILD DOING AT HOME? IF IT DOESN'T, SHARE YOUR OBSERVATIONS WITH YOUR CHILD'S TEACHER TO GENERATE POSSIBLE SOLUTIONS.

**How can I reinforce classroom lessons at home?*

ASK THE TEACHER ABOUT ACTIVITIES, GAMES OR OTHER STRATEGIES THAT YOU CAN USE TO FURTHER YOUR CHILD'S LEARNING AT HOME.

**How can I stay connected?*

FIND OUT WAYS TO KEEP TRACK OF YOUR CHILD'S PROGRESS, ASSIGNMENTS AND ACTIVITIES. IS THERE A SYSTEM IN PLACE FOR PARENT COMMUNICATION OR INVOLVEMENT? DISCUSS THE BEST WAYS TO STAY CURRENT.



DO YOUR BEST TO MAKE THE MOST OF YOUR PARENT-TEACHER CONFERENCE OR BACK-TO-SCHOOL NIGHT. THE MORE INFORMED YOU BECOME, THE BETTER YOU, YOUR CHILD AND YOUR CHILD'S TEACHER CAN WORK TOGETHER AS A SUCCESSFUL TEAM.

