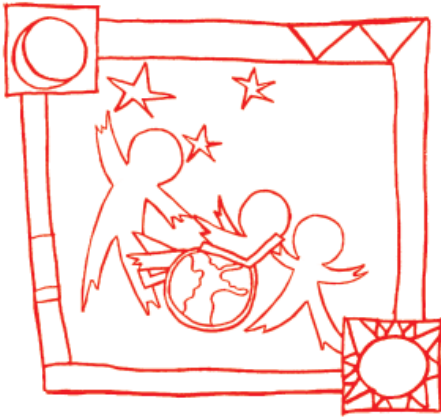


Winter 2003



PARENT PARTNERS

EMPOWER



*The future belongs to those
who believe in
the beauty of their dreams.*

Eleanor Roosevelt

Happy New Year and welcome to the first edition of Empower for 2003. The beginning of a new year is a good time to get reacquainted with Parent Partners and what we do. Parent Partners is the Parent Information and Resource Center (PIRC) for North Carolina and a project of the Exceptional Children's Assistance Center. We are primarily funded through a grant from the Department of Education.

The purpose of this project is to increase the involvement of North Carolina's families at all levels of a child's education — from helping with homework to serving on a school improvement team. Thirty years of research show that family involvement in children's education improves student learning. Our focus at Parent Partners is to work together with parents, schools and communities to promote strong parent-school-community partnerships and support efforts that strengthen parental involvement and educational outcomes for our children.

Parent Partners provides a variety of services including individual assistance with parenting information, educational concerns, workshops/trainings on a variety of topics, a lending library, information packets, and this newsletter, *Empower*. How can you get more information? You may call us at 1-800-962-6817, fax us at 704-892-5028, email us at parentpartners@ecacmail.org or check us out on the website at www.ecac-parentcenter.org. We look forward to hearing from you.

Remember, together we can make a difference!

Best Wishes for this New Year

Parenting and Stress

Being a parent brings one challenge after another. Learn to deal with stress in positive ways and address the real issues or problems that create stress.

The typical cycle looks like this:

1. Parents GIVE, GIVE, GIVE mentally, physically, and emotionally and children (and others) start to take you for granted.
2. Parents COLLAPSE, frustration sets in which may be taken out on the child.
3. Parents feel GUILTY and start the cycle again.

This cycle is enhanced for those parents who:

- juggle more than one child
- have a special needs child
- work or go to school and have children
- are single parents or married to a non-helping spouse
- are medically or mentally impaired/disabled

Don't despair — there are some simple, common sense things you can do to help you cope with and relieve the stress of parenting in today's world. Some require changes in how you think, some require changes in what you do. The challenge is making these tips a part of your day-to-day life — to help you take care of yourself and your children.

Stress Relief Tips for Parents

1. Pick your battles.

✍ Stand your ground on matters of safety and issues reflecting your values/beliefs (using car seats, not hitting) and be flexible on other issues (which shirt your child wears).

2. Teach your child responsibility.

✍ Give limited choices you can live with ("you can wear the red or blue shirt").



- ✍ Delegate chores — once you've shown how to do the chore, let the child do it. You can make adjustments or point out mistakes, but **don't re-do the task.**



3. Teach your children to solve their own problems.

- ✍ If your child is the complainer (“Johnny is making faces at me”) help him/her to think of solutions instead of “handling” the problem. (**Except when the child is being harmed).
- ✍ If you are the complainer (Johnny, get up now or you'll be late for school”) then you need to set limits and handle the problem.

4. Stop trying to be a Superparent

- ✍ Write everyone's activities on a calendar and look at it every day.
- ✍ Make lists, prioritize and group your errands and chores.
- ✍ Carpool with other parents
- ✍ Limit your children's activities to a number you can manage.
- ✍ Limit your extra activities: Learn to say “no” to outside requests.
- ✍ Keep phone calls to a reasonable limit (for you and your children).
- ✍ Plan ahead — if you put things off to the last minute, your child will too!



5. Take care of yourself

- ✍ Put the children to bed early or get up early to have some quiet time.
- ✍ Live healthy: eat a well-balanced diet, exercise, get regular checkups.
- ✍ Learn relaxation techniques: meditation, prayer, visualization, breathing exercises.
- ✍ Accept offers from those you trust to baby-sit and take an occasional break.
- ✍ Take up a hobby or handwork (knitting, woodworking) to help relieve stress.



6. Do things you and your children enjoy

- ✍ Keep your sense of humor — laugh everyday (like your children do!).
- ✍ Make a weekly date with your partner (remember what a date is?).
- ✍ Take time to give individual attention to each child each day (read a story at bed time, play ball, sit and watch TV and talk about the show, let your child help make dinner, give a piggyback, talk in the car, make a craft together).

— Source: Consultation And Education Department of the Alamance-Caswell Area Mental Health

Please help us save on return postage!



If you're moving, please send us your change of address for our records.

Everytime we have an *Empower* returned it costs us about 60¢!

Budgets are really tight these days...so...

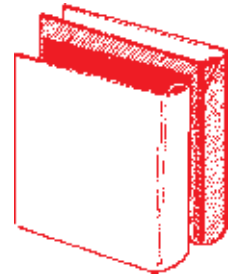
PLEASE send us YOUR CHANGE OF ADDRESS!

Eleven Tips to Help Your Child Prepare for Tests

Long Term Strategy

To help children prepare adequately for tests (whether teacher-made or standardized), you can do several things to provide support and create a positive test-taking experience.

1. The best way to prepare for tests is to study, know the work, and take the right courses.
2. If your child is nervous at test time, ask her teacher for tips on helping her relax.
3. Make sure that your child is in school during the testing sessions. Do not plan any doctor or dental appointments on test dates.
4. Make sure that you are aware of your child's performance and that you can help interpret the results when they become available.
5. Remember to keep well-informed about your child's tests. Know how test results are used, and how they will affect your child's placement in school.
6. If there are major differences between standardized test scores and school grades, find out why.
7. Encourage your child to study over a period of time rather than "cram" the night before.



The Day of the Test

8. Encourage your child to listen carefully to all test-taking directions given by the teacher and to ask questions about any directions that are unclear.
9. See that your child gets his/her regular amount of sleep before the tests and is well-rested.
10. Make sure that your child eats his/her usual breakfast on the day of the test. Hunger can detract from a good test performance.
11. Encourage your child to do his/her best.



— Source: American School Counselor Association

*“Education is not preparation for life;
education is life itself.”*

—John Dewey

NC COURSE OF STUDY GRADUATION REQUIREMENTS*

Content Area	CAREER PREP Course of Study Requirements	COLLEGE TECH PREP** Course of Study Requirements	COLLEGE/UNIVERSITY PREP Course of Study (UNC 4- yr college) Requirements	OCCUPATIONAL*** Course of Study Requirements
English	4 Credits I, II, III, IV	4 Credits I, II, III, IV	4 Credits I, II, III, IV	4 Credits Occupational English I, II, III, IV
Mathematics	3 Credits Including Algebra I (This requirement can be met with Integrated Math I & II when accompanied with the Algebra I EOC)	3 Credits** Algebra I, Geometry, Algebra II, OR Algebra I, Technical Math I& II, OR Integrated Mathematics I, II, & III	4 Credits (4 th credit effective for first time ninth graders in 2002- 2003) Algebra I, Algebra II, Geometry, and higher level math course with Algebra II as prerequisite OR Integrated Mathematics I, II, III, and a credit beyond Integrated Mathematics III	3 Credits Occupational mathematics I, II, III
Science	3 Credits A physical science course, Biology, Earth/ Environmental Science	3 Credits A physical science course, Biology, Earth/ Environmental Science	3 Credits A physical science course, Biology, Earth/ Environmental Science	2 Credits Life Skills Science I, II
Social Studies	3 Credits Government/ Economics (ELPS), US History, World Studies	3 Credits Government/ Economics (ELPS), US History, World Studies	3 Credits Government/ Economics (ELPS), US History, World Studies (2 courses to meet UNC minimum admission requirements- US History & 1 elective)	2 Credits Social Studies I (Government/ US History) Social Studies II (Self- Advocacy/ Problem Solving)
Second Language	Not required	Not required**	2 Credits in the same language	Not required
Computer Skills	No specific course required, students must demonstrate proficiency through state testing (starting with graduating class of 2001)	No specific course required, students must demonstrate proficiency through state testing (starting with graduating class of 2001)	No specific course required, students must demonstrate proficiency through state testing (starting with graduating class of 2001)	Computer proficiency as specified in IEP
Health and Physical Education	1 Credit Health/ Physical Education	1 Credit Health/ Physical Education	1 Credit Health/ Physical Education	1 Credit Health/ Physical Education
Career/ Technical	4 Credits in Career/ Technical Select courses appropriate for career pathway to include a second level (advanced) course; OR	4 Credits Select courses appropriate for career pathway to include a second level (advanced) course	Not required	4 Credits Career/ Technical Education electives
JROTC	4 Credits in JROTC; OR			
Arts Education (Dance, Music, Theatre Arts, Visual Arts)	4 Credits in an Arts Discipline Select courses appropriate for an arts education pathway to include an advanced course; Recommend at least one credit in an arts discipline and/ or requirement by local decision (for students not taking an arts education pathway);	Recommend at least one credit in an arts discipline and/ or requirement by local decision	Recommend at least one credit in an arts discipline and/ or requirement by local decision	Recommend at least one credit in an arts discipline and/ or requirement by local decision
Electives or other requirements *****	2 Elective Credits and other credits designated by LEA Proficiency on Exit Exam Date to be announced.	2 Elective Credits and other credits designated by LEA Proficiency on Exit Exam Date to be announced.	3 Elective Credits and other credits designated by LEA Proficiency on Exit Exam Date to be announced.	Occupational Preparation: 6 Credits; Occupational Preparation I, II, III, IV**** Elective credits/ completion of IEP objectives/ Career Portfolio- required/ No Exit Exam
Total	20 Credits plus any local requirements	20 Credits plus any local requirements	20 Credits plus any local requirements	22 Credits Plus any local requirements

*Effective for ninth graders entering for the first time in 2000- 01. The additional mathematics credit in college/ university prep is for entering ninth graders of 2002- 03.
 ** A student pursuing a College Tech Prep course of study may meet the requirements of a College/ University course of study by completing 2 credits in the same second language and one additional unit in mathematics.
 *** This course of study shall be made available for certain students with disabilities who have an IEP, beginning in 2000- 2001.
 **** Completion of 300 hours of school- based training, 240 hours of community- based training, and 360 hours of paid employment.
 ***** Examples of electives include JROTC and other courses that are of interest to the student.

Checklist for Helping Your Child With Homework

1. Show That You Think Education and Homework Are Important

- _____ Do you set a regular time every day for homework?
- _____ Does your child have the papers, books, pencils and other things needed to do assignments?
- _____ Does your child have a well-lit, fairly quiet place to study?
- _____ Do you set a good example by showing your child that the skills he is learning are an important part of the things he will do as an adult?
- _____ Do you stay in touch with your child's teacher?



2. Monitor Assignments



- _____ Do you know what your child's homework assignments are? How long they should take? How the teacher wants you to be involved in them?
- _____ Do you see that your child starts and completes assignments?
- _____ Do you read the teacher's comments on assignments that are returned?
- _____ Is TV viewing or video game playing cutting into your child's homework time?

3. Provide Guidance

- _____ Do you help your child to get organized? Does your child need a schedule or assignment book? A book bag or backpack and a folder for papers?
- _____ Do you encourage your child to develop good study habits (for example, scheduling enough time for big assignments; making up practice tests)?
- _____ Do you talk to your child about homework assignments? Does she understand them?



4. Talk with Teachers to Resolve Problems

- _____ Do you meet with the teacher early in the year before any problems arise?
- _____ If a problem comes up, do you meet with the teacher?
- _____ Do you cooperate with the teacher to work out a plan and a schedule to solve homework problems?
- _____ Do you follow up with the teacher and with your child to make sure the plan is working?



Helping your child with homework is an opportunity to improve your child's chances of doing well in school and in life.

Resources:

Below is a sample of books available in our lending library that provides additional information about how to help your child with homework.

- 1186P *Homework without Tears: A Parent's Guide for Motivating Children to Do Homework and to Succeed in School.*
Canter, Lee and Hausner, Lee.
- 1177P *The Homework Handbook: Practical Advice.*
Cholden, Harriet, Friedman, John A. and Tierssky, Ethel.
- 1178P *The Battle over Homework: Common Ground for Administrators, Teachers and Parents.*
Cooper, Harris M.
- 1179P *Seven Steps to Homework Success.*
Sydney S Zentall, Ph.D. and Sam Goldstein, Ph.D.
- 1140P *How to Help Your Child With Homework.*
Marquerite C. Radencich, Ph.D & Jeanne Shay Schumm, Ph.D.
- 1144P *Helping Your Child With Homework.*
Nancy Paulu



Web Resources for Homework Help:

For students: www.Homeworkspot.com

For parents: www.ParentSmart.com

www.nclb.gov/parents/homework/index.html

It is quite easy to borrow books from our lending library. Just call Parent Partners at the ECAC office at 704-892-1321 or 1-800-962-6817 to request the book you wish to borrow or to receive a complete lending library list. Books will be mailed to you along with a postage paid, pre-addressed envelope in which the book is to be returned to Parent Partners at ECAC.

Estamos añadiendo libros en español a nuestra biblioteca.

¡Disfrútelos!



Aca tenemos una lista de libros y videos que estan disponibles en nuestra oficina, y que no cuesta nada rentarlos, nosotros nos encargamos de mandarlos. Lo unico que usted tiene que hacer es llamarnos y nosotros le mandamos los materiales. Nuestro telefono es el 704-892-1321 o 1-800-962-6817.



- 1523P *Criemos Niños Seguros De Sí Mismos*
- 1524P *Cómo Ayudar A Los Niños Con ADD y ADHD*
- 1525P *¿Niños Genios, Hiperactivos O Malcriados?*
- 1526P *Como Ayudar A Los Hijos De Padres Divorciados*
- 1527P *Atrévete A Disciplinar*
- 1528P *Educar Con Amor Y Paciencia*
- 1529P *Como Lograr Que Sus Hijos Triunfen En La Escuela*
- 1PSA *La Crianza De Los Hijos (Audio)*
- 5SVP *Escuelas Públicas En Carolina Del Norte (Video)*



Parent Partners Workshop List

Suggested topics for Parents:

- Helping your Child with Homework
- What parents need to know about testing
- Self-Esteem is Key
- Coping with Common Behavior Problems
- Single Parenting
- Effective School Partnerships as Easy as 1-2-3
- Middle School Mania
- Managing the Morning Rush
- Parenting in a TV Age
- Problem Solving for Teens
- Sharing, Encouraging, Playing and Teaching
- Growing up Safe: Parent's Guide to School & Community Safety
- Not Grown Yet
- Just for Dads
- "Grand" Parenting
- Parent / Teacher Conferences
- Understanding "No Child Left Behind"
- Teaching the Value of Respect
- Bring the Village Home
- Family Meeting: Busy Families Staying Connected

Suggested topics for School Personnel:

- Parent/Teacher Conference
- Tips for Communicating with Families
- Starting a Family Resource Center
- Making Room at the Table
- Bring the Village Home
- Developing a Family Friendly Culture in Schools
- Encouraging Family Involvement in Secondary Schools

Workshops can be customized to fit the needs of your audience!

For information contact:

Parent Partners
(704) 892-1321
1-800-962-6817



Money Match

What you'll need:

One number cube to roll

10 of each coin (penny, nickel, dime, and quarter)



What to do:

1. For young players (5-and 6-years old) use only two different coins (pennies and nickels or nickels and dimes only). Older children can use all types of coins.
2. Explain that the object of the game is to be the first player to earn a set amount (10 or 20 cents is a good amount).
3. The first player rolls the number cube and gets the number of pennies shown on the cube. Keep all like coins in batches or stacks of 5 or 10.
4. As each player accumulates 5 pennies or more, the 5 pennies are traded for a nickel. Players take turns rolling the cube to collect additional coins.
5. The first player to reach the set amount wins.
6. Add the quarter to the game when the children are ready. As each player accumulates 5 nickels, they are traded for quarters.



Parent Pointer:

Counting money and batching in groups of 2s, 5s, or 10s teaches children matching skills and helps in the beginning stages of addition and multiplication. Children also learn how to identify coins and understand their values.

— Source: *Helping Your Child Learn Math*
US Department of Education, Reprinted March 2000

Get Involved! Advice from Dads

What are other dads doing in schools? Listed below are some responses.

What have you done in your child's school?

- Spoke at career day
- Chaired and/or helped with PTA functions & fundraisers
- Helped out at school with eye testing
- Attended parent/teacher conferences
- Attended PTO meetings and school programs
- Volunteered as a tutor
- Organized food and drinks for the school carnival
- Staffed the table for 4th and 5th grade Career Day
- Helped on fieldtrips
- Became a member of the Dad's Club
- Ate lunch with the students
- Told stories to kindergarten class
- Got involved in a science program
- Served as cashier for PTA events
- Served as officer of the PTA – or served on nominating committee, PTA board, etc.



What advice do you have for other dads about getting involved at school?

- Do it so your children see you active in community projects!
- Look for something you like-not all of us are athletic, but we all have something to give.
- Show up for school activities; your child will appreciate it.
- I work third shift. This allows me to be flexible with my schedule so that I can be involved.
- Remember that kids are impressionable as well as vulnerable. To see us as dads coming out and supporting them and volunteering in their classrooms really shows just how much we are interested and concerned about their education.
- Persist. It seems some schools aren't sure how to use you. Do something you like to do. Be faithful and come when you say you will.
- It's fun and worthwhile-and you see your child at school with other kids their ages.
- Give up some outside activities that draw you away from your kids. When they've grown up, you can resume.
- Read to your child daily; read a lot yourself. Help with homework daily; add structure and discipline through chores and regular schedules, be a good listener.
- Make your children and their education your #1 priority.



— Source: Indiana Partnership Center

Readiness to Read and Reading

Many parents help their children learn to read, which helps children have a more successful school experience. For more information, order *Helping Your Child Learn to Read* by the U.S. Department of Education, at 1-800-USA-LEARN.



Infants and Young Children

1. Start young. In just a few months an infant can sit with you, look at pictures, and hear your voice. Point and name familiar objects at home.
2. Vary the tone of your voice, sing nursery rhymes, bounce your knee, and make funny faces. Use other special effects to stimulate your baby's interests.
3. Allow your child to touch and hold sturdy cardboard books.
4. When reading to your baby, be brief but read as often as you can.
5. When reading to your child, follow the words with your finger so that your child learns to follow from left to right.



6. In early reading, the rhyme is a way for children to enjoy the repetition of the sound of language.

Older Children

1. Encourage reading for the fun of it as a free-time activity, and keep books in your home.
2. Talk and listen to your children. Language is like a four-legged stool: speaking, listening, reading, and writing are its parts, and each supports the other.
3. Read with your children every chance you get- even if it's just part of a newspaper article at the breakfast table, and turn off the TV when you do it.
4. Set the example; be sure your children see you reading and understand that you read for enjoyment and to get needed information.
5. Monitor your children's schoolwork and applaud their efforts.

The National Reading Panel produces objective reports about what works and what doesn't in reading. Check online at www.NationalReadingPanel.org, or call 1-800-USA-LEARN.



Note: Parents for whom English is a second language are encouraged to read to their children in their first language.

Aprendiendo a Leer

Muchos padres enseñan a sus hijos a leer, esta práctica contribuye a que los hijos obtengan un alto rendimiento escolar. Para mayor información, solicite la publicación “Ayude a Su Hijo a Leer”, del Departamento de Educación de los Estados Unidos llamando al: 1-800-USA-LEARN (1-800-872-5327).



Los Bebés y los Niños

1. Comience a enseñarles a leer desde temprana edad. Dentro de poco usted y el bebé comenzarán a mirar fotos y hacerle sentir su voz, repita los nombres de los objetos que están en la casa.
2. Para estimular el interés de su bebé, use diferentes tonos de voz, cante canciones de cuna, haga movimientos con sus manos, simule caras divertidas.
3. Permita que su hijo toque y sostenga en sus manos libros con carátulas de cartón.
4. Cuando tenga la oportunidad de leer con su bebé, sea breve pero trate de leer a menudo.
5. Cuando esté leyendo con su hijo, señale las palabras con su dedo para que su hijo aprenda a seguir el movimiento de izquierda a derecha.
6. Es muy importante que desde temprana edad le enseñe a su hijo a leer con canciones infantiles y versos. Los sonidos receptivos del lenguaje son muy beneficiosos.



Los Niños Mayores

1. Explique a sus hijos que se pueden entretener leyendo. Presente la lectura como una actividad para pasar un rato agradable, para mantenerse bien informado.
2. Hable y escuche a sus hijos. El lenguaje es como una silla de cuatro patas y sus partes son: hablar, escuchar, leer y escribir. Cada una apoya a la otra.
3. De un buen ejemplo, asegúrese de que sus hijos le vean leyendo y que comprendan que usted lee para obtener información.



El Foro Nacional para la Lectura produce informes objetivos sobre lo que funciona y lo que no funciona para la lectura. Revise en www.NationalReadingPanel.org, o llame al 1-800-USA-LEARN (1-800-872-5327).

Observación: A los padres cuyo lenguaje materno no es el Inglés se les recomienda que lean a sus hijos en su idioma primario.

No Child Left Behind

Measuring Adequate Yearly Progress



The *No Child Left Behind Act of 2001* requires “adequate yearly progress,” the minimum schools must achieve every year. In technical terms, adequate yearly progress (AYP) refers to the growth rate in the percentage of students who achieve the state’s definition of academic proficiency. Each state will set the AYP gains every school must meet to reach 100 percent proficiency at the end of 12 years.

Under *No Child Left Behind*, “adequate yearly progress” measures are steps toward our nation’s bipartisan goal of closing the achievement gap and ensuring that every child is proficient in math and reading by the school year 2013-14.

By testing every child, parents and teachers will know the academic achievement of each group of students and can work together to ensure that no child will be left behind. This is why test scores will be broken out into the following subgroups: **economic background, race and ethnicity, English proficiency and disability.**

Defining adequate yearly progress ensures that every school improves every year so that every child—regardless of race, parent’s income or family background—learns and excels. Tracking this progress yearly will help recognize great schools making great strides in teaching all children. And by following AYP gains at schools where children are not learning, parents and education officials will know which schools need to improve.

In order to publicize this information, parents will receive annual report cards on the following:

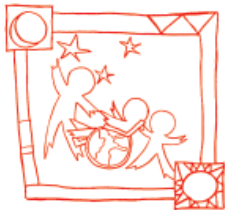
- Comparison of students at basic, proficient and advanced levels of academic achievement,
- Graduation rates,
- Professional qualifications of teachers,
- Percentages of students not tested,
- And identification of schools in need of improvement.

The information that comes from measuring the yearly progress of schools is also the basis to give parents new options and choices for helping their children when they fall behind.

Source: *The Achiever*, Nov. 1, 2002, Vol. 1, No. 4



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Parent Partners

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