



Aga Khan Education Board USA

Strengthening the Family + School Relationship

Excerpt from Speech by Mawlana Hazar Imam

“In such a world, the most important thing a student can learn is the ability to keep on learning.”

Hazar Imam, [Foundation Stone-Laying Ceremony of the Aga Khan Academy](#), Hyderabad, India, 2006

By the end of this session, you will know:

- ❑ What's Important in a Progress Report / Report Card
- ❑ How to identify trends in your child's grades
- ❑ How to ask for support from your child's school and/or teacher
- ❑ How to prepare and what to ask during a parent/teacher meeting
- ❑ How to follow up on action items that the teacher/school recommends

What's Important in a Progress Report / Report Card?

Progress Report vs. Report Card

Progress Reports

- Schools way of giving a “heads up” on how well the student is doing thus far
- Generally does not affect GPA but shows a preview of what to expect on report card
- Based on anywhere between 2-4 weeks of work
- Demonstrate grades that will be reflected on the upcoming Report Card
- Provide an opportunity to correct study habits, modify behaviors, and make other changes to keep themselves on a positive academic course

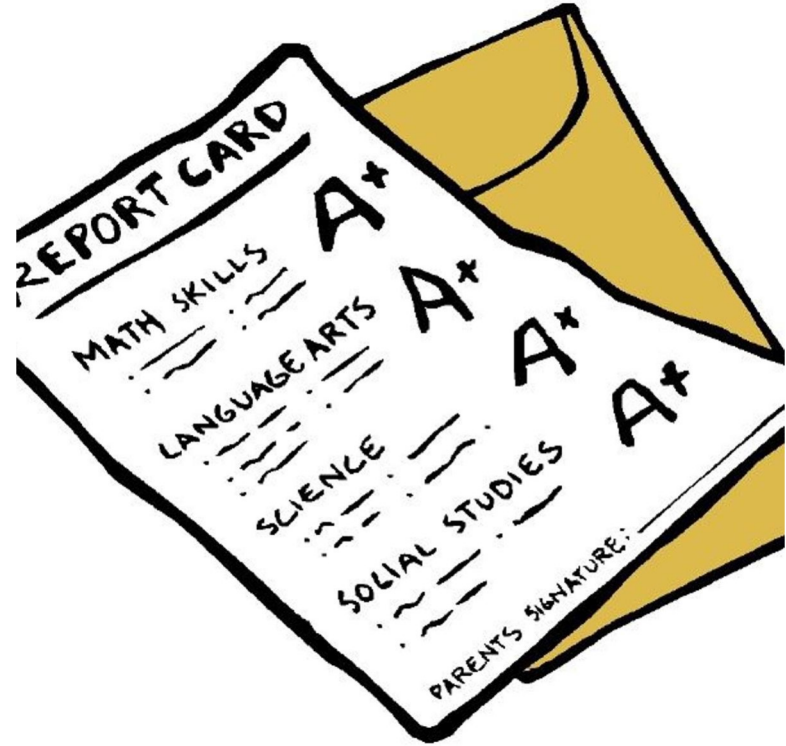
Report Cards

- Final representation of a student’s grade for a class
- Only have generally 4 or 6 report cards for the year
- These grades are used to calculate the student’s final end of the year grade for each class
 - For high schoolers this grade counts towards the final GPA (averaged out within the final grade)



Important Aspects of a Report Card / Progress Report

- Classes / Teacher
- Grades
- Attendance / Tardies
- Behavior / Teacher Comments



Grades

	A	B	C	D	F								
	✓+	✓	✓-	X									
	Satisfactory / Not Satisfactory												
	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
	100, 99, 98, 97, 96, 95, 94, 93, 92, 91, 90, 89,												
	88, 87, 86, 85, 84, 83, 82 . . .												
	☆	☆	☆	☆	☆	☆							
	Keep trying!												

Attendance / Tardies (Late)

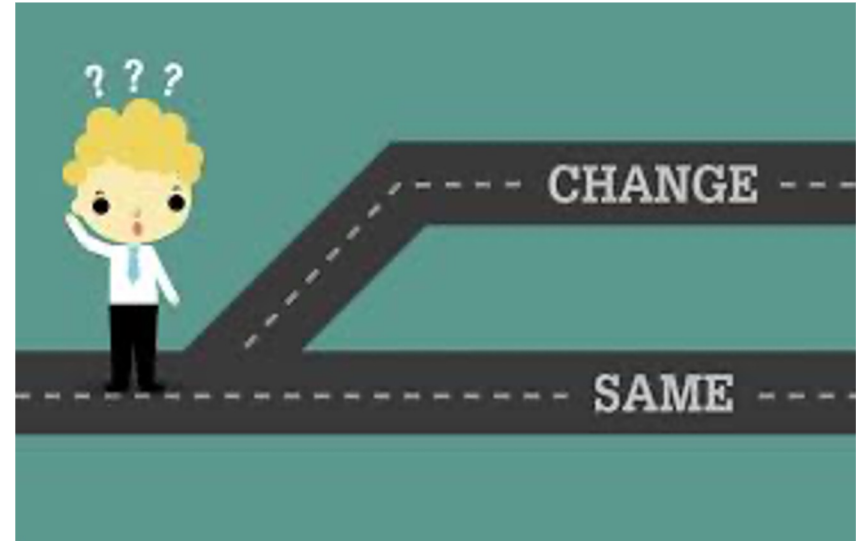
- DID YOU KNOW: Missing two days a month—excused or unexcused—can add up to a child being considered chronically absent
- Missing school frequently is a bright red warning light for future academic problems
- [Tips](#) on how to support students in preventing absences and tardies



...A
LOT!

Behavior and Teacher Comments

- Study habits, classroom behavior, and peer interactions can have a major effect on academic performance
- Take a close look at the progress report and/or report card to see comments made by the teacher for advice or comments regarding the child's behavior
- This can be positive or negative behavior
 - "Great to have in class"
 - "Working really hard"
 - "Easily distracted during class"



What makes a child prepared and successful in college and beyond?

- 85% or higher in ELA and Math K-12 (B+ or higher)
- Regular school attendance
- Support from mentors, parents, teachers, and schools



How to identify trends in your child's grades?

Example Progress Report

Math	89
ELA	81
Tardies / Late	2
Absences	1

Success!

Potential
Flag

Teacher's Comments: Child seems to be getting distracted during ELA with peers. We are working together on strategies that will help Abdul focus.

Potential
Flag

Successes

Successes:

- Math and ELA grades that are above 85 (B+ average)
- Positive teacher comments

Over time Successes:

- Effort, knowledge and skills gain, hard work, other characteristics
- ≥ 5 point increase from Progress Report 1 to Progress Report 2 in a subject (ex: 81 to 86)
- Good attendance track record (≤ 1 absence per month)



Potential Flags



Potential Flags:

- Absences are >1 per month
- Behavior is indicated as “unsatisfactory” or “needs improvement”

Over time Flags:

- From Progress Report 1 to Progress Report 2, there has been a decrease of ≥ 5 grade points in a subject (ex: 86 to 81, or from a B+ to a B-)

Academic Partnership Process - How to partner with schools and teachers

1. How do you have conversations with the child about Academics and Progress Reports / Report Cards?



1. Schedule and plan your conversation
2. Always start off the conversation with the child's successes, share what you're proud of and what you're concerned about
3. Ask them what they think went well and didn't go well in progress report / report card
4. Ask questions to understand why the student's grade has dropped or increased
5. Connect their Academic Progress with their SMART Goals
6. Talk to your child about what they would like to do as next steps, and as a parent share your recommendations with your child as well
7. For next steps, create accountability for every partner (mentee will do X, parent will do Y, and mentor will do Z)
8. Communicate how proud you are, how much you believe in them, and how excited you are about the plan to move forward, no matter what the grades look like.

Potential Reasons for Low Grades

1. Missing Assignments
 - a. Was the student absent?
 - b. Missing classwork or homework
2. Student received a low grade on a test
3. Language Barrier
4. Social Dynamics
 - a. Can behavior be an issue?
 - b. Can peer behavior be an issue?
 - c. Are their dynamics at home / school causing the child stress?
 - d. COVID dynamics?
5. Physical barriers
 - a. Eyesight / hearing
6. The child is not understanding the material



2. How do you reach out to key stakeholders in the school?

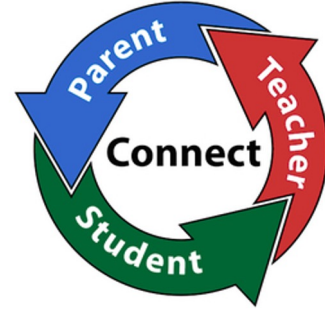
1. Identify who are the key stakeholders that need to be involved in this conversation
 - a. Examples
 - i. Teachers
 - ii. Counselors
 - iii. Special Education Teachers
 - iv. ESL teachers
 - v. Other stakeholders that the child looks up to connects with
2. As the parent, introduce yourself to the teacher and the PACE Mentor over email, list your ask directly in the email with suggested date/time if applicable for a meeting



3. How to prepare for a school meeting with the teacher/ school?

1. Prepare Agenda

- a. What you want to share with the teacher?
 - i. SMART Goals
- b. What questions you want to ask?
 - i. Questions around child's behavior
 - ii. Questions are the child's strengths
 - iii. Questions around the child's growth both academically, and behaviorally progress
 - iv. Questions around resources available help the child (see next slide)
- c. Leave space for the teacher to share
- d. What is your end goal for the meeting? How will the meeting accomplish the goal?
- e. Follow up meeting date



- #### 2. Be open to feedback and recommendations to help the child, and be ready to have a course of action to work towards

What resources / support can you ask from the teacher / school?

1. Student to retake test / submit test corrections for a higher grade
2. Student to submit missing assignments (even if points are deducted for submitting late)
3. Before school, during lunch, or after school tutorials with teacher
4. Small group sessions
5. Additional practice assignments and resources
6. Additional assessments to measure growth progress for the child
7. Plan follow-up meetings



How to follow up on action items recommended by the school / teacher?

1. Review course of action and have all stakeholders share progress / challenges
 - a. Parent: Progress and observations at home
 - b. Mentor: SMART Goal Progress and other observations
 - c. Teacher: Academic and Behavioral Progress at school
2. Review progress made thus far
3. Re-evaluate new follow-up date and course of action for child



Academic Partnership Process

1. How to have conversations with your child
 - a. See guidance [here](#)
2. How to reach out to Teachers / Schools
 - a. See email template [here](#)
3. How to prepare for a school meeting?
 - a. See preparation materials [here](#)



Scenarios

Scenario #1

Situation:

Aliya's progress report indicates that she has a 74 in math and a 79 in ELA. Her previous progress report had an 81 in math and an 85 ELA, indicating that her grades have decreased.

You will be having a conversation with your child. How would you approach this conversation with your child and what next steps would you take to support the child in their academic progress and improvements?



Zoom Breakout

Debrief #1

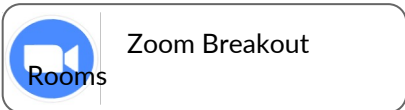
- Always start off the conversation with your child with successes
- Talk about what you're proud of and what you're concerned about.
- Ask them what they think went well and didn't go well
- Ask questions to understand why the student's grade has dropped
- Connect their Academic Progress with their SMART Goals
- Reach out to school / teacher for next steps - Progress Reports can be improved
- Create accountability for every partner (mentee will do X, parent will do Y, and mentor will do Z)
- Communicate how proud you are, how much you believe in them, and how excited you are about the plan to move forward, no matter what the grades look like

Scenario #2

Situation:

Ali Zafar's progress report indicates that he has an 81 in math and a 85 in ELA. His previous progress report had an 74 in math and an 79 ELA, indicating that his grades have increased. After the initial conversation with the child, he has indicated that he is very happy and satisfied with the progress, and that the child is now tired from working really hard. He wants to take a break.

As the parent, how do you respond to your child and what course of action should you take?



Debrief #2

- Commend the child for all the hard work they have done
- Reassure child's feelings
- Offer suggestions and ideas to motivate the child to continue doing what they are doing and connect their actions and outcomes to their SMART goals
 - Examples:
 - You are so close to your goals, keep on going you are almost there
 - Have the child reflect on their accomplishments and how they have felt, connect that to achieving more
 - You have learned so much and worked so hard to catch up, now that you are caught up you just have to maintain and it will be easier
 - Ask for help! As the parent, ask the mentor or the teacher how they can help to keep the child going
 - Connect the dots to the bigger picture for the child
 - Create smaller sub-goals and habit forming action items

Resources to Support You

FAQs

1. What if your child consistently receives high grades (85+), do I still recommend the family to connect with the teacher / school?
 - a. Yes. Despite the grades, you should plan to meet and connect with the teacher/school. If the mentee has consistently received high grades, talk to the teacher about if the child is being challenged enough. What can the teacher do to help enhance the rigor for the child (additional assignments, consideration for GT programs). You should also share the Academic SMART goal with the teacher.
2. What if the child's grades are extremely low / is not passing more than 2 of their classes?
 - a. Accelerate the timeline of meeting with the teacher / school to understand why this may be going on. Encourage the student to start attending Office Hours with their homework



FAQs Continued

3. Can my PACE Mentor help me connect with the teacher / school?

- a. As the parent, you should reach out to the teacher always and first. You can have the PACE mentor cc'ed on the emails and join you for meetings and calls but you have to be present for all meetings.

4. What if I have a language barrier and cannot communicate with my child's teachers / school?

- a. Coordinate with your child's PACE Mentor. They are trained to help with this situation. They can lead communication but will always keep you in the loop. You must always attend all teacher / school meetings and the PACE Mentor will work to have a translator present to attend your meeting as well.



AKEB USA PRESENTS

VIRTUAL OFFICE HOURS

Open to all K-12 students for Math and English Language Arts (ELA) support! Students can drop in with their homework or assignments and get 1 on 1 support from a Scholar!

EVERY **TUESDAY, THURSDAY, AND SUNDAY**
3 TO 7PM PST / 5 TO 9 PM CST / 6 TO 10PM EST

Zoom Link: <http://bit.ly/OfficeHoursAKEB>

FOR MORE INFO, EMAIL AKEBOFFICEHOURS@GMAIL.COM



What about Math and ELA Support?

1. Math
 - a. [Khan Academy](#)
2. ELA Skills
 - a. All Skills
 - i. [Khan Academy](#) (2nd-9th grades)
 - b. Vocabulary
 - i. [Free Rice](#)
 - c. [Worksheets](#)
3. Reading
 - a. [Read Theory](#) (K-12)
 - b. [Read Works](#) (K-12)
 - c. [Read Write Think](#) (K-12)
 - d. [Smithsonian Tween Tribune](#) (K-12)
 - e. [Story Online](#) (ELLs)

Some possible fun / enrichment activities

- Helping students learn how to code so they can make their own games and animations using [Scratch](#) and [ScratchJr](#)
- Match-to-Match Zoom calls! Mentees might like to meet each other and make friends in other JKs / regions (perhaps even expand to “[virtual circles](#)”)
- Have students conduct a [self-care assessment](#) and work with them to set goals that will help them work on any areas they feel the need to work on
- [Virtual field trips](#)
- And many more! For a broad set of options, [check out this list](#) of grade level-specific online resources

ACCESS

For other resources, please refer to ACCESS
(1-844-55-ACCESS)

**Thank you! Any questions /
comments?**

**You can always reach us at
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