

THE ALLIANCE TO RECLAIM OUR SCHOOLS

The Schools Our Children Deserve: Uniting to Win Transformative Community Schools

AROS believes that every child deserves a high quality public education in their own neighborhood and that strong schools help to create strong communities. We believe Transformative Community Schools are the solution to the opportunity gaps in our schools and the growing inequality in our society.

The corporate model of school reform promotes closing schools rather than improving them. Instead of expanding supports for students in neighborhood schools, it diverts resources to charter schools without holding them accountable. It is increasing, not fixing, the inequities in our schools.

Sixty years ago, the Supreme Court in *Brown v. Board of Education* firmly established the right to equal opportunity and equity of resources in America's schools. And yet children in low-income, African-American and Latino neighborhoods too often attend schools that lack a rigorous college-bound curriculum, offer little access to technology and the arts, and have inadequate staffing and support.

By promoting Transformative Community Schools, AROS is working to finally fulfill the promise of *Brown v. Board of Education*.

Critical Elements of Transformative Community Schools

AROS builds on more than 20 years of work designing and implementing "full service community schools" in high poverty neighborhoods. The AROS Transformative Community Schools model includes the following elements:

- **Curriculum that is engaging, culturally relevant and challenging.** A robust selection of classes and after-school programs in the arts, languages, ethnic studies, and AP and honors courses. Also offered are services such as ELL, special ed, GED prep and job training.
- **An emphasis on high quality teaching,** not on high stakes testing. Assessments are used to help teachers meet the needs of students. Educators have a real voice in professional development.
- **Wrap-around supports such as health care, eye care and social and emotional services** that support academics. They are available before, during and after school and are provided year-round to the full community. Providers are accountable and culturally competent.
- **Positive discipline practices** such as restorative justice and social and emotional learning supports are stressed so students grow and contribute to the school community and beyond. Suspensions and harsh punishments are eliminated or greatly reduced.
- **Transformational parent and community engagement** is promoted so the full community actively participates in planning and decision-making. This process recognizes the link between the success of the school and the development of the community as a whole.