

BELONGING-RICH SUPPORTS

The following discussion questions and planning form are meant to guide you, as you strategically think through supports that create and reinforce a message of belonging for historically underrepresented students of color and low-income students in AP/IB courses.

SCHOOL NAME:

DISTRICT:

CONTACT PERSON:

EMAIL:

GUIDING QUESTIONS

1

BELONGING EXPERIENCE

When it comes to AP and/or IB course work, who might not be experiencing belonging at our school?

2

WHAT WE KNOW

What do we currently know and what do we need to know to best provide support to students most vulnerable to experiencing a lack of belonging at our school?

3

CURRENT SUPPORT

In particular, how do we currently serve historically underrepresented students of color and low-income students in AP/IB courses?

NEXT STEPS

Please use the table on the next page to plan supports for this upcoming summer and next school year.

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SUPPORTS PLANNING FORM

SUPPORT TYPE Please fill out at least one support in each of the following categories.	DESCRIPTION & AVAILABILITY How would you briefly describe this support? When is it available?	TARGET AUDIENCE How are historically underrepresented students of color & low-income students being served?	COMMUNICATION STRATEGY How are students made aware of this support? Is the communication strategy active?	PLAN FOR EVALUATION What data are you using to ensure that vulnerable students are being served? What data do you need to collect?	KEY CONTACTS Who will lead this support? Who is the team behind this support?
IN-SCHOOL STUDENT Staff Advisors & Mentors First-Time AP/IB Taker Class or Drop-In Support Teacher Office Hours Summer Supports Experienced AP/IB Ambassadors Leading AP/IB Social Events					

SUPPORT TYPE	DESCRIPTION & AVAILABILITY	TARGET AUDIENCE	COMMUNICATION STRATEGY	PLAN FOR EVALUATION	KEY CONTACTS
TEACHER & COUNSELOR AP/IB Teacher Workshop Clearly Articulated AP/IB Drop Policy Homework Re-Do & Exam Retake Policies Dedicated Collaboration Time					
SCHOOL, FAMILY & COMMUNITY Food & Clothing Bank Counseling & Legal Services Community Mentors Housing Services & Shelters Transportation Services Extended Day Programming					

REFLECTIONS ON SUCCESS

Over the course of increasing equitable access to AP/IB courses, you have likely built, modified, and enhanced a number of student and teacher supports. Please use the table below to reflect on one of the most successful AP/IB student supports that you have implemented at your school and plan to implement again next year in service to historically underrepresented students of color and low-income students.

STUDENT SUPPORTS

DESCRIPTION & AVAILABILITY

TARGET AUDIENCE

COMMUNICATION STRATEGY

EVALUATION

KEY CONTACTS

REFLECTIONS ON SUCCESS

Over the course of increasing equitable access to AP/IB courses, you have likely built, modified, and enhanced a number of student and teacher supports. Please use the table below to reflect on one of your most successful trainings or support opportunities for AP/IB teachers that you have implemented at your school and plan to implement again next year in service to historically underrepresented students of color and low-income students.

TEACHER TRAINING SUPPORTS

DESCRIPTION & AVAILABILITY

TARGET AUDIENCE

COMMUNICATION STRATEGY

EVALUATION

KEY CONTACTS