

SCHOOL SITE COUNCIL MEETING -

AGENDA/MINUTES – NOVEMBER 2022

DATE: Nov. 21, 2022

TIME: 3:00 PM

LOCATION: ROOM 11

ATTENDEES

Role	Member Name	Role	Member Name	Role	Member Name
Principal	Catherine Mullins	X	Other	X	Patricia Padilla
Teacher	Avery Seekford	<input type="checkbox"/>	Parent	X	Monica Alvarado
Teacher	Maria Uvina	X	Parent	X	Angelica Zamora
Teacher	Julia Ramos	<input type="checkbox"/>	Parent	X	Mayra Valencia

MEETING CALLED TO ORDER AT **3:06 PM**

ITEM	PERSON RESPONSIBLE	PURPOSE	MINUTES	ACTION
Approval of Minutes	Chairperson		The minutes from the Oct. 24, 2022 meeting #2 were shared and approved.	Motion: Monica Alvarado Seconded: Mayra Valencia Action: Approved
Site Budget CSI Additional Request	Principal	Input, Approval	The 2022-2023 site budget was presented. The following input was provided: <i>Parents were pleased to have PIQE coming back to Franklin. This parent training program was beneficial to parents last year and the new literacy focus for this year matches the school's goals. The budget request to spend \$11,000 was discussed and approved.</i>	Motion: Monica Alvarado Seconded: Maria Uvina Action: Approved
DELAC Report from October 2022	Principal	Information	The District English Language Advisory Committee report was shared. <i>At the last DELAC meeting, the district shared ELPAC information and how teachers will be asked to help scholars prepare for the assessment. RFP criteria and English Learner Programs were shared as well as how ELPAC results are shared with parents.</i>	
School Compact	Chairperson	Approval	Annual review and approval of the School Compact. The Compact has been updated to reflect the Every Student Succeeds Act (ESSA). <i>There were no recommendations to change at this time. The Compact was approved as presented.</i>	Motion: Dina Brambila Seconded: Angelica Zamora Action: Approved
Parent Involvement Board Policy 6020	Principal	Annual Review	The SSC reviewed the attached Board Policy 6020. Feedback from members: <i>The Board Policy was reviewed, discussed, and no recommendations were suggested at this time.</i>	

Title I, Part A School-Level Parent and Family Engagement Policy	Chairperson	Annual Review	<p>Members reviewed any feedback provided by parents regarding the site Parent and Family Engagement Policy. The Site Policy must be approved every year. The Title I, Part A School-Level Parent and Family Engagement Policy has been updated to reflect the Every Student Succeeds Act (ESSA).</p> <p><i>The Policy was reviewed by all School Site Council members. The only suggestions were to look into adding art and mental health opportunities for students into the document. There are not specific art opportunities at this time offered by the school. Mental health services available to students and parents will be explained through the Family Resource Center. The council approved the document as is after discussion.</i></p>	<p>Motion: Mayra Valencia Seconded: Monica Alvarado Action: Approved</p>
Parent Input			Parents asked about attendance make-ups through Saturday School. This has not been offered since the pandemic, and will be looked into.	
Future Agenda Items			None	

MEETING ADJOURNED AT **4:08 PM**

MODESTO CITY SCHOOLS BOARD POLICY 6020 - PARENT INVOLVEMENT

Instruction - Parent Involvement

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent/guardian involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall consult with parents/guardians and family members in the development of meaningful opportunities for them to be involved in district and school activities at all grade levels: advisory, decision-making, and advocacy roles; and activities to support learning at home.

(cf. 0420 - School Plans/Site Councils)

(cf. 1220 - Citizen Advisory Committees)

(cf. 1230 - School-Connected Organizations)

(cf. 1240 - Volunteer Assistance) (N/A)

(cf. 1250 - Visitors/Outsiders)

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

(cf. 5020 - Parent Rights and Responsibilities)

The district's local control and accountability plan shall include goals and strategies for parent/guardian involvement, including district efforts to seek parent/guardian input in the district and school site decision-making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

(cf. 0460 - Local Control and Accountability Plan) (N/A)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of involvement opportunities and on barriers that may inhibit participation.

(cf. 0500 - Accountability)

Title I Schools

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 USC 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members. (Education Code 11503; 20 USC 6318)

(cf. 6171 - Title I Programs)

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities and shall ensure that priority is given to schools in high poverty areas in accordance with law. (20 USC 6318, 6631)

(cf. 3100 - Budget)

Expenditures of such funds shall be consistent with the activities specified in this policy and shall include at least one of the following: (20 USC 6318)

1. Support for schools and nonprofit organizations in providing professional development for district and school staff regarding parent/guardian and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents/guardians and family members
2. Support for programs that reach parents/guardians and family members at home, in the community, and at school

3. Dissemination of information on best practices focused on parent/guardian and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents/guardians and family members
4. Collaboration with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement
5. Any other activities and strategies that the district determines are appropriate and consistent with this policy

The Superintendent or designee shall ensure that each school receiving Title I funds develops a school-level parent/guardian and family engagement policy in accordance with 20 USC 6318.

Non-Title I Schools

The Superintendent or designee shall develop and implement strategies applicable to each school that does not receive federal Title I funds to encourage the involvement and support of parents/guardians in the education of their children, including, but not limited to, strategies describing how the district and schools will address the purposes and goals described in Education Code 11502. (Education Code 11504)

Legal Reference:

EDUCATION CODE

11500-11506 Programs to encourage parent involvement
48985 Notices in languages other than English
51101 Parent rights and responsibilities
52060-52077 Local control and accountability plan
54444.1-54444.2 Parent advisory councils, services to migrant children
56190-56194 Community advisory committee, special education
64001 School plan for student achievement, consolidated application programs

LABOR CODE

230.8 Time off to visit child's school

CODE OF REGULATIONS, TITLE 5

18275 Child care and development programs, parent involvement and education

UNITED STATES CODE, TITLE 20

6311 State plan
6312 Local educational agency plan
6314 Schoolwide programs
6318 Parent and family engagement
6631 Teacher and school leader incentive program, purposes and definitions

CODE OF FEDERAL REGULATIONS, TITLE 28

35.104 Definitions, auxiliary aids and services

35.160 Communications

Management Resources:

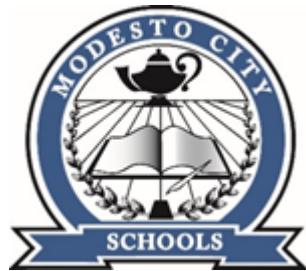
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Title I School-Level Parental Involvement Policy
Family Engagement Framework: A Tool for California School Districts, 2014
U.S. DEPARTMENT OF EDUCATION PUBLICATIONS
Parental Involvement: Title I, Part A, Non-Regulatory Guidance, April 23, 2004

WEB SITES

CSBA: <http://www.csba.org>
California Department of Education, Family, School, Community Partnerships: <http://www.cde.ca.gov/ls/pf>
California Parent Center: <http://parent.sdsu.edu>
California State PTA: <http://www.captap.org>
National Coalition for Parent Involvement in Education: <http://www.ncpie.org>
National PTA: <http://www.pta.org>

ADOPTED: February 18, 1992
REVISED: July 19, 2004
September 30, 2019



MODESTO CITY SCHOOLS ADMINISTRATIVE REGULATION 6020 - PARENT INVOLVEMENT

Instruction - Parent Involvement

District Strategies for Title I Schools

To ensure that parents/guardians and family members of students participating in Title I programs are provided with opportunities to be involved in their children's education, the district shall:

1. Involve parents/guardians and family members in the joint development of a district plan that meets the requirements of 20 USC 6312 and in the development of school support and improvement plans, pursuant to 20 USC 6311(20 USC 6318)

(cf. 0460 - Local Control and Accountability Plan) (N/A)

(cf. 6171 - Title I Programs)

The Superintendent or designee may:

- a. In accordance with Education Code 52063, establish a district-level parent advisory committee and, as applicable, an English learner parent advisory committee to review and comment on the plan in accordance with the review schedule established by the Governing Board
- b. Invite input on the plan from other district committees and school site councils.

(cf. 0420 - School Plans/Site Councils)

(cf. 1220 - Citizen Advisory Committees)

- c. Communicate with parents/guardians through the district newsletter, website, or other methods regarding the plan and the opportunity to provide input
- d. Provide copies of working drafts of the plan to parents/guardians in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand
- e. Ensure that there is an opportunity at a public Board meeting for public comment on the plan prior to the Board's approval of the plan or revisions to the plan

- f. Ensure that school-level policies on parent/guardian and family engagement address the role of school site councils and other parents/guardians as appropriate in the development and review of school plans.
- 2. Provide coordination, technical assistance, and other support necessary to assist and build the capacity of Title I schools in planning and implementing effective parent/guardian and family engagement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations or individuals with expertise in effectively engaging parents/guardians and family members in education (20 USC 6318)

(cf. 1700 - Relations Between Private Industry and the Schools) (N/A)

The Superintendent/designee shall: (20 USC 6318)

- a. Assist parents/guardians in understanding such topics as the challenging state academic content standards and academic achievement standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children.

(cf. 6011 - Academic Standards) (N/A)

(cf. 6162.5 - Student Assessment) (N/A)

(cf. 6162.51 - State Academic Achievement Tests) (N/A)

- b. Provide parents/guardians with materials and training, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to help them work with their children to improve their children's achievement
- c. With the assistance of parents/guardians, educate teachers, specialized instructional support personnel, principals and other school leaders, and other staff in the value and utility of parent/guardian contributions and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the schools.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

- d. To the extent feasible and appropriate, coordinate and integrate parent/guardian involvement programs and activities with other federal, state, and local programs, public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents/guardians in fully participating in their children's education.
- e. Ensure that information related to school and parent/guardian programs, meetings, and other activities is sent to the parents/guardians of participating students in a format and, to the extent practicable, in a language the parents/guardians can understand.
- f. Provide other such reasonable support for parent/guardian involvement activities as parents/guardians may request.
- g. Inform parents/guardians and parent organizations of the existence and purpose of parent information and resource centers in the state that provide training, information, and support to parents/guardians of participating students.

In addition, the Superintendent or designee may:

- 1) Involve parents/guardians in the development of training for teachers, principals, and other educators to improve the effectiveness of such training

- 2) Provide necessary literacy training, using Title I funds if the district has exhausted all other reasonably available sources of funding for such training
- 3) Pay reasonable and necessary expenses associated with parent/guardian involvement activities, including transportation and child care costs, to enable parents/guardians to participate in school-related meetings and training sessions
- 4) Train parents/guardians to enhance the involvement of other parents/guardians
- 5) Arrange school meetings at a variety of times or, when parents/guardians are unable to attend such conferences, conduct in- home conferences between parents/guardians and teachers or other educators who work directly with participating students, in order to maximize parent/guardian involvement and participation
- 6) Adopt and implement model approaches to improving parent/guardian involvement
- 7) Establish a districtwide parent advisory council to provide advice on all matters related to parent/guardian involvement in Title I programs
- 8) Develop appropriate roles for community-based organizations and businesses in parent/guardian involvement activities
- 9) Make referrals to community agencies and organizations that offer literacy training, parent/guardian education programs, and/or other services that help to improve the conditions of parents/guardians and families

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools) (N/A)

- 10) Provide a master calendar of district activities and district meetings
- 11) Provide information about opportunities for parent/guardian and family engagement through the district newsletter, web site, or other written or electronic means
- 12) Engage parent-teacher organizations to actively seek out and involve parents/guardians through regular communication updates and information sessions

(cf. 1230 - School-Connected Organizations)

- 13) To the extent practicable, provide translation services at school sites and at meetings involving parents/guardians and family members as needed
- 14) Provide training and information to members of district and school site councils and advisory committees to help them fulfill their functions
- 15) Provide ongoing district-level workshops to assist school site staff, parents/guardians, and family members in planning and implementing improvement strategies, and seek their input in developing the workshops
- 16) Provide training for the principal or designee of each participating school regarding Title I requirements for parent/guardian and family engagement, leadership strategies, and communication skills to assist him/her in facilitating the planning and implementation of related activities
- 17) Regularly evaluate the effectiveness of staff development activities related to parent/guardian and family engagement
- 18) Include expectations for parent/guardian outreach and involvement in staff job descriptions and evaluations

(cf. 4115 - Evaluation/Supervision)

(cf. 4215 - Evaluation/Supervision) (N/A)

(cf. 4315 - Evaluation/Supervision) (N/A)

- 19) Assign district personnel to serve as a liaison to the schools regarding Title I parent/guardian and family engagement issues
- 20) Provide information to schools about the indicators and assessment tools that will be used to monitor progress

3. To the extent feasible and appropriate, coordinate and integrate Title I parent/guardian and family engagement strategies with parent/guardian and family engagement strategies of other relevant federal, state, and local programs and ensure consistency with federal, state, and local laws (20 USC 6318)

The Superintendent or designee may:

- a. Identify overlapping or similar program requirements

(cf. 0430 - Comprehensive Local Plan for Special Education)

(cf. 2230 - Representative and Deliberative Groups) (N/A)

(cf. 3280 - Sale or Lease of District-Owned Real Property)

(cf. 5030 - Student Wellness)

(cf. 5148 - Child Care and Development)

(cf. 5148.3 - Preschool/Early Childhood Education) (N/A)

(cf. 6174 - Education for English Learners)

(cf. 6175 - Migrant Education Program) (N/A)

(cf. 6178 - Career Technical Education) (N/A)

- b. Involve district and school site representatives from other programs to assist in identifying specific population needs
- c. Schedule joint meetings with representatives from related programs and share data and information across programs
- d. Develop a cohesive, coordinated plan focused on student needs and shared goals.

4. Conduct, with meaningful involvement of parents/guardians and family members, an annual evaluation of the content and effectiveness of the parent/guardian and family engagement policy in improving the academic quality of the schools served by Title I, including identification of: (20 USC 6318)

- a. Barriers to participation in parent/guardian and family engagement activities, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background
- b. The needs of parents/guardians and family members, so they can better assist with their children's learning and engage with school personnel and teachers
- c. Strategies to support successful school and family interactions

(cf. 0500 - Accountability)(N/A)

The Superintendent or designee shall notify parents/guardians of this review and assessment through regular school communications mechanisms and shall provide a copy of the assessment to parents/guardians upon their request. (Education Code 11503)

The Superintendent or designee may:

- a. Use a variety of methods, such as focus groups, surveys, and workshops, to evaluate the satisfaction of parents/guardians and staff with the quality and frequency of district communications
- b. Gather and monitor data regarding the number of parents/guardians and family members participating in district activities and the types of activities in which they are engaged
- c. Recommend to the Board measures to evaluate the impact of the district's parent/guardian and family engagement efforts on student achievement

5. Use the findings of the evaluation conducted pursuant to item #4 above to design evidence-based strategies for more effective parent involvement and, if necessary, to revise the parent/guardian and family engagement policy. (20 USC 6318)

6. Involve parents/guardians in the activities of schools served by Title I, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents/guardians or family members served by the district to adequately represent the needs of the population served by the district for the purposes of developing, revising, and reviewing the parent/guardian and family engagement policy (20 USC 6318)

The Superintendent or designee may:

- a. Included information about school activities in district communications to parents/guardians and family members.
- b. To the extent practicable, assist schools with translation services or other accommodations needed to encourage participation of parents/guardians and family members.
- c. Establish processes to encourage parent/guardian input regarding their expectations and concerns for their children.

The district's Board policy and administrative regulation containing parent/guardian and family engagement strategies shall be incorporated into the district's local control and accountability plan in accordance with 20 USC 6312 and shall be distributed to parents/guardians of students participating in Title I programs. (20 USC 6318)

(cf. 5145.6 - Parental Notifications) (N/A)

School-Level Policies for Title I Schools

At each school receiving Title I funds, a written policy on parent/guardian and family engagement shall be developed jointly with the parents/guardians and family members of participating students. Such policy shall describe the means by which the school will: (20 USC 6318)

1. Convene an annual meeting, at a convenient time, to which all parents/guardians of participating students shall be invited and encouraged to attend, in order to inform parents/guardians of their school's participation in Title I and to explain Title I requirements and the right of parents/guardians to be involved.
2. Offer a flexible number of meetings, such as meetings in the morning or evening, for which related transportation, child care, and/or home visits may be provided as such services relate to parent/guardian involvement.
3. Involve parents/guardians in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs, including the planning, review, and improvement of the school's parent/guardian and family engagement policy and, if applicable, the joint development of the plan for schoolwide programs pursuant to 20 USC 6314.

The school may use an existing process for involving parents/guardians in the joint planning and design of the school's programs provided that the process includes adequate representation of parents/guardians of participating students.

4. Provide the parents/guardians of participating students all of the following:
 - a. Timely information about Title I programs.
 - b. A description and explanation of the school's curriculum, forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards.

(cf. 5121 - Grades/Evaluation of Student Achievement) (N/A) (cf. 5123 - Promotion/Acceleration/Retention)

- c. If requested by parents/guardians, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions related to their children's education, and, as soon as practicably possible, responses to the suggestions of parents/guardians.
5. If the schoolwide program plan is not satisfactory to the parents/guardians of participating students, submit any parent/guardian comments when the school makes the plan available to the district.

6. Jointly develop with the parents/guardians of participating students a school-parent compact that outlines how parents/guardians, the entire school staff, and students will share responsibility for improved student academic achievement and the means by which the school and parents/guardians will build a partnership to help students achieve state standards.

This compact shall address:

- a. The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to achieve the state's challenging academic achievement standards
- b. Ways in which parents/guardians will be responsible for supporting their children's learning, volunteering in the classroom, and participating, as appropriate, in decisions related to their children's education and the positive use of extracurricular time

(cf. 1240 - Volunteer Assistance) (N/A)

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 5113 - Absences and Excuses) (N/A)

(cf. 6145 - Extracurricular/Cocurricular Activities)

(cf. 6154 - Homework/Makeup Work)

- c. The importance of communication between teachers and parents/guardians on an ongoing basis through, at a minimum:
 - 1) Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the student's achievement.
 - 2) Frequent reports to parents/guardians on their children's progress.
 - 3) Reasonable access to staff, opportunities to volunteer and participate in their child's classroom, and observation of classroom activities.
 - 4) Regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand
7. Build the capacity of the school and parents/guardians for strong parent involvement by implementing the required activities described in item #2 in the section "District Strategies for Title I Schools" above.
8. To the extent practicable, provide opportunities for the informed participation of parents/guardians and family members (including parents/guardians and family members with limited English proficiency, parents/guardians and family members with disabilities, and parents/guardians and family members of migrant children), including providing information and school reports required under 20 USC 6311(h) in a format and language such parents/guardians can understand.

If the school has a parent involvement policy that applies to all parents/guardians, it may amend that policy to meet the above requirements. (20 USC 6318)

Each school's parent/guardian and family engagement policy shall be made available to the local community. Parents/guardians shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand. (20 USC 6318)

Each school receiving Title I funds shall annually evaluate the effectiveness of its parent/guardian and family engagement policy. Such evaluation may be conducted during the process of reviewing the school's single plan for student achievement in accordance with Education Code 64001.

The school's policy shall be periodically updated to meet the changing needs of parents/guardians and the school. (20 USC 6318)

District Strategies for Non-Title I Schools

For each school that does not receive federal Title I funds, the Superintendent or designee shall, at a minimum:

1. Engage parents/guardians positively in their children's education by helping them develop skills to use at home that support their children's academic efforts at school and their children's development as responsible members of society (Education Code 11502, 11504).

The Superintendent or designee may:

- a. Provide or make referrals to literacy training and/or parent education programs designed to improve the skills of parents/guardians and enhance their ability to support their children's education
- b. Provide information, in parent handbooks and through other appropriate means, regarding academic expectations and resources to assist with the subject matter
- c. Provide parents/guardians with information about students' class assignments and homework assignment

2. Inform parents/guardians that they can directly affect the success of their children's learning, by providing them with techniques and strategies that they may use to improve their children's academic success and to assist their children in learning at home (Education Code 11502, 11504).

The Superintendent or designee may:

- a. Provide parents/guardians with information regarding ways to create an effective study environment for their children at home and to encourage good study habits
- b. Encourage parents/guardians to monitor their children's school attendance, homework completion, and television viewing
- c. Encourage parents/guardians to volunteer in their child's classroom and to participate in school advisory committees

3. Build consistent and effective communication between the home and school so that parents/guardians may know when and how to assist their children in support of classroom learning activities (Education Code 11502, 11504).

The Superintendent or designee may:

- a. Ensure that teachers provide frequent reports to parents/guardians on their children's progress and hold parent-teacher conferences at least once per year with parents/guardians of elementary school students
- b. Provide opportunities for parents/guardians to observe classroom activities and to volunteer in their child's classroom

- c. Provide information about parent/guardian and family engagement opportunities through district, school, and/or class newsletters, the district's website, and other written or electronic communications
- d. To the extent practicable, provide notices and information to parents/guardians in a format and language they can understand
- e. Develop mechanisms to encourage parent/guardian input on district and school issues
- f. Identify barriers to parent/guardian and family participation in school activities, including parents/guardians and family members who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background
- g. Encourage greater parent/guardian participation by adjusting meeting schedules to accommodate parent/guardian needs and, to the extent practicable, by providing translation or interpreter services, transportation, and/or child care

4. Train teachers and administrators to communicate effectively with parents/guardians (Education Code 11502, 11504).

The Superintendent or designee may:

- a. Provide staff development to assist staff in strengthening two-way communications with parents/guardians, including parents/guardians who have limited English proficiency or limited literacy
- b. Invite input from parents/guardians regarding the content of staff development activities pertaining to home-school communications

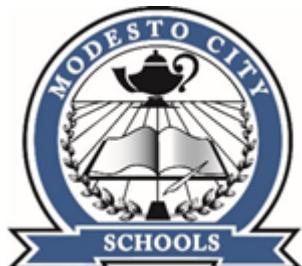
5. Integrate parent/guardian and family engagement programs into school plans for academic accountability.

The Superintendent or designee may:

- a. Include parent/guardian and family engagement strategies in school reform or school improvement initiatives
- b. Involve parents/guardians and family members in school planning processes

REVIEWED: March 5, 2007

REVISED: September 30, 2019



MODESTO CITY SCHOOLS

SCHOOL NAME

Title I, Part A School-Level Parent and Family Engagement Policy

“Family engagement refers to the systematic inclusion of families in activities and programs that promote children’s development, learning, and wellness, including in the planning, development, and evaluation of such activities, programs, and systems.” – U.S. Dept. of Education, U.S. Dept. of Health & Human Services *Policy Statement On Family Engagement From The Early Years To The Early Grades, 2016*

Modesto City Schools has enacted Board Policy 6020 to describe how the district has established a school-level parent and family engagement policy. The Board of Education may amend the policy, if necessary, to meet the requirements of ESSA Section 1116(b)(c).

If a School-Level Parent and Family Engagement Policy is not satisfactory to the parents of participating children, the parents may submit comments to the school principal. The school shall submit any parent comments when the school makes the plan available to the district. (ESSA Section 1116[b][4])

This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c). To involve parents in the Title I, Part A programs, the following practices have been established:

- *Annual revision of the School Plan for Student Achievement including the comprehensive needs assessment, leading to the review/revision of the School’s Parent Involvement Policy and School-Parent Compact by December of each year.*
- *The School Site Council and English Learner Advisory Committee shall review and revise as necessary the next school year’s Parent Involvement Policy during the beginning of each school year.*

The school convenes an annual meeting to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116[c][1]).

- *Families are provided information about the school and students’ participation in Title I.*
- *The requirements of Title I, Part A are explained.*
- *Parents’ rights to be involved as listed in the Title I, Part A, Section 1118 regulations and the Modesto City Schools parent involvement policy and administrative regulations (Board Policy and Administrative Regulation 6020).*

The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]).

- **Using bullets, add examples here**

The school involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school’s Title I, Part A programs and the Title I, Part A parent involvement policy (ESSA Section 1116[c][3]).

- **Using bullets, add examples here**

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116[c](4)[A]).

- *Posting on the school website*
- *Messenger calls*
- *Regular parent notices providing dates and times for events and meetings*
- ***Using bullets, add examples here***

The school provides parents of Title I, Part A students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet (ESSA Section 1116[c][4][B]).

- *The School Accountability Report Card and School Plan for Student Achievement are both posted on the school website. Hard copies are available in the school office.*
- *Parent notices and related documents include the school's website URL.*
- ***Using bullets, add examples here***

If requested by parents of Title I, Part A students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children (ESSA Section 1116[c][4][C]).

- *Parent Student Teacher Conferences are held at least once at the elementary level.*
- *Student Study Team Meetings*
- *Individualized Education Plan for students in Special Education*
- ***Using bullets, add examples here***

This School-Level Parent and Family Engagement Policy has been developed jointly with, updated periodically, and agreed on with parents of children participating in Title I, Part A programs, as evidenced by:

- *The Parent and Family Engagement Policy is provided at the beginning of each school year to all families requesting feedback.*
- *Approval is required every year by the School Site Council after review or revision based on feedback from families. Approval is documented in the School Site Council minutes.*

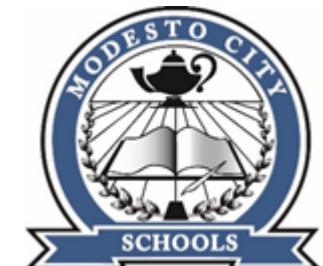
This policy was adopted by the School Site Council on **(insert date)** and will be in effect for the period of one (1) year.

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: **(add date here)**.

Name of School Site Council Chairperson

Signature of School Site Council Chairperson

Date



MODESTO CITY SCHOOLS

DO NOT include in School-Parent Compact

It is recommended that each school's compact(s) be tied to the improvement goals outlined in the School Plan for Student Achievement, and that the agreement be revisited at parent-teacher conferences.

**Please note: Items required by federal law [20 USC 6318 section 1118(d)(1) and (2)] are indicated with an asterisk. Other items will vary according to local need. EDIT to meet site needs*

[Site Name] School-Parent Compact

Compacts are agreements between families and schools. This compact outlines how parents, the entire school staff and students will share the responsibility for improved student academic achievement. It describes the ways the school and families will partner to help children achieve the State's high academic standards. (ESSA Section 1116[d])

The school engages Title I, Part A parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

Staff Pledge:

To help each student meet or exceed the state's high academic standards, I agree to carry out the following responsibilities to the best of my ability:

- *Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging state academic standards.
- *Communicate regularly with families in a language that the family members can understand, to the extent practicable, about student progress through frequent reports to parents on their children's progress, conferences, parent-teacher meetings, progress reports, and other available means. Conduct parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement.
- *Provide reasonable access to staff, opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.
- **[Briefly describe or list the activities the school will implement to address this requirement]**

SAMPLE RESPONSES:

- Endeavor to motivate my students to learn
- Maintain high expectations and help every child develop a love of learning
- Provide a warm, safe, and caring learning environment

- Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades 1-3 and 60 minutes for grades 4-6)
- Participate in professional development activities that improve teaching and learning and that support the formation of partnerships with families and the community
- Participate actively in collaborative decision making
- Work consistently with families and my school colleagues to make the school an accessible and welcoming place for families
- Respect the school, students, staff and families

Student Pledge:

To help myself succeed in school, I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and work hard
- Bring necessary materials, completed assignments and homework
- Know and follow school and class rules
- Ask for help when I need it
- Communicate regularly with my parents and teachers about school experiences so that they can help me be successful in school
- Limit my TV watching and instead study or read every day after school
- Respect the school, classmates, staff, and families

Family/Parent Pledge:

To help my child meet or exceed the state's high academic standards, I agree to carry out the following responsibilities to the best of my ability:

- Communicate the importance of education and learning to my child
- Provide a quiet time and place for homework
- Monitor my child's TV viewing
- Read to my child or encourage my child to read every day (20 minutes for grades K-3, and 30 minutes for grades 4-6)
- Communicate with the teacher or the school when I have a concern
- Ensure that my child attends school every day, and gets adequate sleep, regular medical attention and proper nutrition
- Regularly monitor my child's progress in school
- Participate in activities at school, such as school decision making, volunteering and/or attending parent-teacher conferences
- Respect the school, staff, students, and families

This Compact was adopted by the **(type name of the school)** on **(insert date)** and will be in effect for the period of **(enter time period the Compact is in effect here)**.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on, or before: **(add date here)**.

Type signature or sign here.

Signature of Authorized Official

Enter date approved.

Date

