

## **Anthony Elementary**

10621666111231

Principal's Name: Joy Nunes

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 3, 2017

**BYLAWS FOR SUSAN b. ANTHONY ELEMETNARY SCHOOL  
SCHOOL SITE COUNCIL (SSC)**

**Revised  
2017/2018**

**Attachment to Board Policy 0420**

**Article I**

Susan B. Anthony School Site Council

The name of this council shall be Susan B. Anthony School Site Council.

**Article**

Role of the Council

**Role of School Site Council**

The School Site Council (SSC) shall develop and recommend the school improvement plan including the budgets that support the plan, to meet student academic need. Following approval of a school improvement plan by the school district governing board, the SSC shall review a minimum of one time per year the implementation of the school improvement program and assess the effectiveness of the program with the principal, teachers, other school personnel, and pupils using the district criteria in Board Policy 6191. The SSC shall annually review SSC bylaws and make modifications to the school improvement plan or budget when necessary. The SSC shall carry out all other duties and responsibilities assigned by the district governing board and nay state or federal laws and related codes of the State of California.

**Role of Bard of Education**

To the extent that these bylaws are silent on an issue or to the extent these bylaws are ambiguous, the SSC delegates to the Fresno Unified School District Board of Education the authority to interpret the bylaws or adopt appropriate rules at the sole discretion of the Board of Education. To the extent that the SSC fails to perform its duties as set forth in these bylaws, the SSC delegates to the Fresno Unified School District Board of Education the authority to perform those duties on behalf of the SSC.

**Code of Conduct**

SSC members shall follow Fresno Unified School District's adopted community values as follows:

1. Stewardship – We will lead and follow as stewards of our region, caring responsibility for our community assets. We will work together to achieve the greatest, long-term benefit for the community as a whole;

2. Boundary Crossing and Collaboration – We are willing to cross political, social ethnic and economic boundaries and partner with others to achieve community outcomes. We will lead “beyond the walls” to create an inclusive, cohesive community through partnership and collaboration.
3. Commitment to Outcomes – We are willing to take responsibility for tasks and achieving specific outcomes. We are committed to staying involved until the tasks are completed;
4. “Art of the Possible” Thinking – We believe that anything is possible in the Fresno Region. We will envision “success without limitations” and then backward map a specific for achieving that vision;
5. Fact-Based Decision Making – To the greatest extent possible, we will base decisions and action plans on objective data, thereby avoiding distortion of issues by personal feelings or agendas;
6. Truth Telling – We value the empowerment of everyone involved, along with all the stakeholders, to honestly and forthrightly share all knowledge, experience and insights relative to the working at hand. We take responsibility for maintaining the truth telling standard;
7. Power Parity – We respect all persons and recognize that there are diverse viewpoints. Positional power will not determine a strategy or preferred outcome, merit will. Viewpoints from diverse constituencies will be proactively sought to ensure the best possible outcomes for the community;
8. Commitment to Resolving Conflict – Conflict is inevitable and is sometimes required in order to achieve the best outcomes possible. Healthy conflict involves valuing every individual regardless of his or her stance on a specific issue and unwavering commitment to working through the conflict in a positive manner despite its severity;
9. Asset-Based Approach – We are focused on using a strength-based, asset-oriented approach to people and issues. We believe that positive change occurs when we appreciate, value and invest in what is best in our people and community;
10. Conflict of Interest – We agree to disclose any personal or professional conflict of interest that may affect our objectivity before engaging in work that will impact the community. We seek to avoid even the appearance of impropriety.

Among other things, these values require that SSC members:

1. Shall attend noticed meetings regularly;

2. Shall follow State and Federal law and guidance and FUSD Board Policy in the development of the site plan and otherwise;
3. Shall follow the site SSC bylaws;
4. Shall assess consensus of the people who elected them with a method that has been discussed and documented at an SSC meeting on the development of the site plan for student achievement:
5. Shall conduct all SSC business in a courthouse, professional manner;
6. Shall perform their legal duty to develop, monitor and implement the single plan for student achievement site plan. SSC members shall work cooperatively, working speedily to resolve any conflict so as not to jeopardize completion of the site plan;
7. Shall work together to maximize student academic achievement of state academic achievement
8. Shall not use their role as SSC members to unduly influence personnel decisions or asset authority not granted by the SSC under law;
9. Shall not meet together or attempt to reach consensus on issues outside of those duly placed in the agenda for School Site Council meetings.

### **Article III**

#### **Members**

#### **Section I – Size and Composition**

The SSC shall be composed of 10 members. Alternates shall be elected for the parent representatives and staff representatives.

The needs and resources of the school improvement program require that membership include broad representation of parents and staff, including all socioeconomic and ethnic groups in the school attendance area.

Representation on the SSC shall be: the Principal, representatives of teachers elected by teachers, parents of pupils attending the school elected by such parents or community members residing or working in the school attendance area and selected by parents of children attending the school. The council shall be balanced with 5 members representing the school staff, teachers in the majority of school staff representatives; and 5 parent or community members. Parent representatives of the SSC may be district employees but shall not be employees at the site.

#### **Section II – Election Procedures**

## **Election Procedures at Susan B. Anthony Elementary School**

Notices in the major languages represented at the school of the SSC election will be sent via mail or sent home with the students to the parents and staff of the site so solicit any nominations, including self-nominations, for available representatives' vacancies. Oral announcements and written announcements detailing the SSC nomination and election process, role of the SSC, meeting dates and site plan development will be distributed. The entire school community needs to be notified prior to the election to explain the role and responsibilities of the SSC, the schedule for nominations and the SSC election process to encourage broad community involvement. Written notices of nominations, including self-nomination opportunities will be posted in prominent places around the campus and surrounding community to assure community access. Nomination forms will be compiled and distributed via mail and/or carried home by students at least two weeks in advance of the election as agreed upon by the SSC in formal meeting. Nomination forms will also be available in the school office.

One election ballot per parent or legal guardian or certified caretaker will be made available on site only for parent/community representative's elections. Election polling times will be at times convenient for parents and announcements which are oral, mailed and posted will be made. Poling times will occur over one week's time. Voters will be considered eligible to vote when they are matched to a class roster of students. Parents may request assistance from school personnel to complete the mechanics of voting without undue influence on the vote cast. In a similar manner, each staff member will receive one ballot to elect representatives. Ballot shall be placed in a locked, secure box until counted in public view at duly noticed SSC meeting. Ballots shall be counted and verified by 2 neutral persons as agreed upon by members at the same SSC meeting. Nominees will be elected in descending order according to the criteria of highest number of votes. IF there is a tie for an SSC representative position, a run-off vote will be taken as soon as feasible using the same election process. The results of all SSC elections shall be recorded in the SSC minutes. Ballots shall be retained for the record in the event of a dispute.

### **Section III – Terms of Office**

All members of the council shall serve for a two year term. However in order to achieve staggered membership, one half, or the nearest approximation thereof, of the members representing parents or community members and one-half or the nearest approximation thereof the members representing teachers and other school personnel (except the principal) shall serve for a one year term only during the first year of the council's existence. After the first regular meeting of the council after elections, a change method shall be used to determine which member shall serve one-year terms. At the conclusion of a member's term, at least one year shall elapse before such member may be selected to a new term.

### **Section IV – Voting Rights**

Each elected representative of the SSC is entitled to one vote and may cast that vote on each formal motion submitted to a vote by the council. The elected alternate shall vote in the absence of the elected representative he/she replaces. Absentee ballots or proxy ballots shall not be permitted.

Anthony  
**Title I Parent Involvement Policy**

School recognizes that parents are their children's first and most influential teacher and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment.

School, with input from their Title I parents, has developed and distributed the Title I Parent Involvement Policy. The policy includes four dimensions:

- Policy involvement
- Shared responsibilities for High Academic Achievement
- Building capacity for involvement
- Accessibility

This policy will be updated annually to meet the changing needs of parents and the school.

**Policy Involvement**

- School will convene Title I Parent Meetings to review, revise and comment on the following items:
  - Site level Parent Involvement Policy
  - School Parent Compact
  - Single Plan for Student Achievement (SPSA)
  - Title I requirements, involvement rights, and programs offered at the site
  - State adopted ELA/Math curriculum, academic assessment tools and proficiency levels of student achievement at the site
  - Parent survey results related to the academic programs and learning environment at the site
  - Parent involvement opportunities for helping children succeed
  - Parent recommended meetings with flexible dates and times supported by funding for transportation, child care and/or home visits from Home School Liaisons when available.
  - Parent requested meetings related to the educational decisions for their children

**Shared Responsibilities for High Student Academic Achievement**

- Staff/Student/Parent Compact – the jointly developed School-Parent compact will identify staff-parent strategies that best support student academic achievement. This compact will be widely distributed to all students, staff and parents of Title I students. The Compact describes and defines the following:
  - The school's responsibilities in providing high quality curriculum and instruction in a supportive learning environment
  - Parent and student responsibilities promoting improved academic learning
  - Effective and ongoing communication methods between parents and teachers

### **Building Capacity**

- During Back to School and Parent Conferences teachers will inform parents about curriculum content, achievement standards, assessment results and monitoring student progress
- Parents will be provided with requested training and materials helping to improve their children's achievement
- Teachers and other staff members will be trained on working with parents as equal partners and building ties between parents and the school
- Teachers will inform parents and students about individual goals based on local and state assessment results
- School will provide opportunities for parents to volunteer and participate in their child's classroom.
- Parents will be encouraged to participate in school activities through memos, weekly letters, surveys, email, phone and flyers. Information will be provided in a language and format parents can understand.
- ~~School will offer a flexible number of meetings to encourage parent participation.~~
- Examples of programs and activities at <school> that encourage parent participation in the education of their children, include the following:
  - ◆ English Language Advisory Council
  - ◆ School Site Council
  - ◆ Parent Training— Parent University
  - ◆ Back to School Night
  - ◆ Open House
  - ◆ Parent/Staff Coffee Hour
  - ◆ Classroom Participation
  - ◆ Kingergarten Orientation
  - ◆ Welcome Back Orientation

### **Accessibility**

- School will provide opportunities for full participation to parents with limited English proficiency, parents of migrant children and parents with disabilities. School information and required reports will be provided in a format and, to the extent practicable, in a language, such parents understand.

*Teacher/Student/Parent Compact*

**Teacher Section:**

I understand the importance of the school experience to every student and my role as an educator. Therefore, I will voluntarily:

- ◆ Foster/encourage parent/teacher partnerships
- ◆ Receive training in strategies to effectively communicate with parents
- ◆ Teach grade level standards, skills, and concepts
- ◆ Strive to address the individual needs of your child
- ◆ Communicate with you regarding your child's progress
- ◆ Provide a safe, positive and healthy learning environment for your child
- ◆ Communicate homework and classroom expectations
- ◆ Correct and return appropriate work in a timely manner
- ◆ Support your child's primary language and culture
- ◆ Show respect to self and others at all times

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*Teacher Signature*

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*Date*

**Student Section:**

I know that my education is important and that I am the one responsible for my own success. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- Attend school every day on time and ready to learn
- Review my class work with my parent(s) weekly
- Return completed homework on time
- Follow school rules and be responsible for my own behavior at all times
- Ask for help when needed
- Show respect to self and others at all times

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*Student Signature*

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*Date*

**Parent Section:**

I understand that my participation in my child's education will help his/her achievement and attitude. Therefore, I will voluntarily:

- ◆ Foster/encourage parent/teacher partnerships
- ◆ Attend Back to School event, Parent/Teacher conferences, Open House, and other events
- ◆ Encourage my child to engage in reading activities for at least 20 minutes every day
- ◆ Provide a quiet place/time for my child to complete his/her homework
- ◆ Make sure my child gets adequate sleep and has a healthy diet
- ◆ Adhere to the school's homework, discipline, dress code and attendance policies
- ◆ Participate in district opportunities for parenting training
- ◆ Support all elements of the Parent Involvement Policy adopted by the FUSD School Board.
- ◆ Show respect to self and others at all times

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*Parent Signature*

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*Date*