



Santa Monica-Malibu Unified School District
Educational Services Department
MCKINLEY ELEMENTARY SCHOOL

TITLE I PARENT AND FAMILY ENGAGEMENT POLICY

In the fall, an annual meeting will be held to share with parents a description of the Title I program and its requirements.

MCKINLEY ELEMENTARY SCHOOL has developed a written Title I parent and family engagement policy with input from Title I parents.

The school developed the policy with parent input. Input was collected at spring meetings of English Learner Advisory Council (ELAC), School Site Council (SSC), and Title I Family meetings to develop the plan for the upcoming school year. The plan is adopted by the SSC as part of the annual SPSA adoption process.

It has distributed the policy to parents of Title I students.

The policy is distributed each fall in the first-day packet (posted on the website and hardcopies provided upon request) with other important back-to-school documents. It is also posted for ongoing viewing on the website, and available in the school office.

This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How is the policy made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

- The policy is posted on the website.
- The policy is available in the office.
- The policy is shared annually with the first-day packet which is provided digitally and hardcopy available upon request.
- The policy is available in other languages via technology applications, and support is available from the Bilingual Community Liaison.
- The policy is updated annually each spring, with the input of parents given at parent meetings.
- The policy is reviewed and adopted by the SSC in conjunction with the SPSA.

To involve parents in the Title I, Part A programs, the following practices have been established:

- As federally mandated, ELAC provides recommendations for the SPSA to be considered by the SSC.
- The Bilingual Community Liaison directly emails and/or calls Title I families on behalf of the principal to invite them to attend the annual meeting to give input.

- The meeting is advertised to all families on the website and in the weekly school eblast.
- This policy was developed with input from parents and family members of participating children. Parent and family member input was gathered through the needs assessment process which included district family surveys and discussion at parent meetings.

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]). Add details about the annual meetings in the box below:

- The meeting is held each spring. The meetings were held on March 7th at 8:45am and 6:00pm. The meetings were held on Zoom to give opportunity for access from off-site locations and for COVID protocol guideline compliance. Parents needing support with Zoom were offered support from the Bilingual Community Liaison.
- Title I families received a direct email invite from the principal via the Bilingual Community Liaison.
- The meetings were advertised on the school website, and in the weekly school eblast.

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]). Add details about the meetings in the box below:

- Meetings were held in the morning at 8:45am and the evening at 6:00pm on March 7th 2022.

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]). How does the school involve parents?

- The school invites parents of Title I students to the annual meeting.
- The school invites and encourages parents of Title I students to be involved in school engagement opportunities such as AASG, ELAC, Special Ed Resource Group, PTA Executive Board, PTA, Campus Beautification Committee, and Event Committees. These meetings and group events are advertised throughout the school year.
- All parents and family members are encouraged to take an active role in the school by participating in site decision making councils and advisory committees, as well as district level advisory committees, in order to be involved in the development of school improvement plans. Council and committee members will continue to be trained on their roles and responsibilities.
- Parents and family members will continue to provide feedback on areas of strength and improvement on school goals and actions as identified in school's School Plan for Student Achievement (SPSA).
- The school will continue to use findings from all data sources to revise the Parent and Family Engagement Policy so that it reflects the needs of all families.

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]). How does the school provide the information?

- Programs are shared in multiple ways including the school website, district website, the weekly school eblast, emails/phone messages/texts, social media, flyers, postings out front of the school, Room Parent communications, teacher communications, school events (like Open House), committee and council meetings, and the SPSA available in the office.
- The full School/Home Communication Menu is posted on the website and distributed to parents, so families are aware of how information is shared by the school.

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]). How does the school provide the information?

- Events like Back to School Night and Parents/Teacher Conferences
- Fall Progress Reports
- Winter and spring Report Cards
- Annual CELDT and EL reports
- Letters with student assessment scores mailed home in fall, spring, and winter.
- Schoolwide data and information shared at ELAC, SSC, PTA and other meetings.
- Resources, letters, flyers shared on the school and district website, eblasted, and sent home.

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]). How does the school provide the opportunities?

- Parent/Teacher Conferences each fall and ongoing as needed
- Student Success Team (SST) Meetings as needed
- Teacher communications with parents via emails, calls, and classroom apps.

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

The school provides Title I, Part A parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).

- The SMMUSD and School Code of Conduct/Civility Policy based on board policy and Ed Code is posted in the office, on the website, and in the school handbook.
- Input for the Compact is done in conjunction with this policy. Parents provide input at the annual meeting as described in this document.
- The school offers a variety of opportunities for engagement and involvement to fit parents' needs, time, and interests. McKinley has over 50 events each school year for a variety of different themes and purposes including academic, social, and cultural. Families are encouraged to volunteer and participate.
- The SSC develops and approves the annual SPSA to ensure parent and family engagement goals are planned for and supported with activities, materials, and resources.

- Parent/Teacher Conferences each fall and as needed
- Events like Back to School Night and Parents/Teacher Conferences
- Fall Progress Reports and Winter and Spring Report Cards
- Letters with student assessment scores mailed home in fall, spring, and winter.
- Schoolwide data and information shared at ELAC, SSC, PTA and other meetings.
- Parent workshops and trainings
- Family events such as Family Literacy Night
- McKinley reserves at least one percent of the Title I allocation for parent and family engagement opportunities.
- English Learner reclassification meetings in the winter and spring
- Consistent communication addressing chronic absences (letters, phone calls, parent meetings)

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

- Parent workshops and trainings
- Resources shared by the school via email and weekly blasts
- Information shared at Parent/Teacher conferences, events like Back-to-School Night, and at parent group meetings (such as ELAC and Special Ed Resource Group)
- Decision making and advisory group trainings, conferences, and/or events.
- Posting of resources on the website (workshop materials, parent guides/newsletters, at home learning materials, and digital resources) for families to access remotely.

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

- Faculty Meetings
- Staff Professional Development
- Trainings and workshops
- Resources and materials provided
- Coaching and resources from specialists such as Instructional Coach, Counselor, School Psychologist

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children (ESSA Section 1116[e][4]).

- Annual workshops and trainings such as the previous School Smarts Academy, Distance Learning Academy, and Reflective Parenting Workshop
- Advertisement and promotion of parent committees like AASG, ELAC, Special Ed Resource Group, SSC, ELAC, and PTA.
- The Bilingual Community Liaison supports families and helps connect families to school.

The school distributes information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

- The policy is available in other languages via technology applications, with support from the Bilingual Community Liaison.
- All postings on the website are viewable in numerous languages via a translation app.
- Ed Code 48985 requires schools to translate parent notifications into a language other than English when 15% or more of students at a school speak that language. Currently no language other than English falls into this category, however McKinley offers oral Spanish translation at meetings and translators of other languages are available as needed and/or upon request.

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

- The Bilingual Community Liaison provides support to families
- The PTA works in collaboration with school staff and leadership to support family engagement

The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

- School information and reports are provided in a clear understandable format that is accessible to families
- Potential barriers to access are identified through this policy development process and actions will be put into place to address the needs of families such as taking extra measures to reach out to underrepresented families, strengthen welcoming environments, provide notifications in a timely manner, use a variety of communication methods, when possible offer meetings/events at different locations, days of the week, and/or different times, provide child care, ensure information is provided in a language and format easily understood by families, and provide interpretation.

If the schoolwide program plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency.

- Parents and family members are welcome and encouraged to provide ongoing feedback regarding this policy at any time by submitting written comments to the school principal.
- Input can be shared at the annual meetings
- Input can be shared at the public SSC meetings and ELAC meetings

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand).

This policy was adopted by MCKINLEY ELEMENTARY SCHOOL on 03/15/2022 04:00 pm and will be in effect for the period of 03/15/2023 04:00 pm.

The school will distribute the policy to all parents of students on, or before: 03/26/2022 09:00 am.

Name of Authorized Official: Ashley Benjamin

Signature of Authorized Official here:

Date Approved: 3/15/22





Santa Monica-Malibu Unified School District
Educational Services Department
MCKINLEY ELEMENTARY SCHOOL

TITLE I SCHOOL PARENT COMPACT

This School Parent Compact is in effect year 2022-2023

MCKINLEY ELEMENTARY SCHOOL distributes to parents and family members of Title I, Part A students, a school-parent compact (Compact). This Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of students Title I, Part A students:

REQUIRED SCHOOL PARENT COMPACT PROVISIONS

- The school's responsibility to provide high-quality curriculum and instruction The ways parents and family members will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and family members, and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).
- Parent-teacher conferences in elementary schools, at least annually, during which the Compact shall be discussed as it relates to the individual child's achievement (ESSA Section 1116 [d][2][A]).
- Frequent reports to parents and family members on their children's progress (ESSA Section 1116[d][2][B]).
- Reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and observation of classroom activities (ESSA Section 1116[d][2][C]).

How does the school address this?

- This compact is posted on the website, available in the office, and shared annually with the first-day packet which is provided digitally and hardcopy available upon request.
- This compact is available in other languages via technology applications, and support in reviewing the document is available from the Bilingual Community Liaison.
- The compact is updated annually each spring along with the Title I Family Engagement Policy. Input from parents is given at the annual parent Title I Community meetings in the spring.
- The meeting is advertised to all families on the website and in the weekly school eblast. The Bilingual Community Liaison directly emails and/or calls Title I families on behalf of the principal to invite them to attend the annual meeting to give input.
- The compact is reviewed and adopted by the SSC in conjunction with the SPSA.
- As federally mandated, ELAC provides recommendations for the SPSA to be considered by the SSC.
- The school invites and encourages parents of Title I students to be involved in school engagement opportunities such as AASG, ELAC, Special Ed Resource Group, PTA Executive Board, PTA, Campus Beautification Committee, and Event Committees. These meetings and group events are advertised throughout the school year.
- All parents and family members are encouraged to take an active role in the school by participating in site decision making councils and advisory committees, as well as district level advisory committees, in order to

be involved in the development of school improvement plans. Council and committee members will continue to be trained on their roles and responsibilities.

- Parents and family members will continue to provide feedback on areas of strength and improvement on school goals and actions as identified in school's School Plan for Student Achievement (SPSA).
- The school will continue to use findings from all data sources to revise the Title I School Parent Compact so that it reflects the needs of all families.

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:

The school provides Title I, Part A parents and family members with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]) in which ways?

- Parent/Teacher Conferences each fall and as needed
 - Events like Back to School Night and Parents/Teacher Conferences
 - Fall Progress Reports and Winter and Spring Report Cards
 - Letters with student assessment scores mailed home in fall, spring, and winter.
 - Schoolwide data and information shared at ELAC, SSC, PTA and other meetings.
 - English Learner reclassification meetings in the winter and spring
 - Consistent communication addressing chronic absences (letters, phone calls, parent meetings)
 - Resources shared by the school via email and weekly blasts
 - Information shared at parent group and council meetings
 - Decision making and advisory group trainings, conferences, and/or events.
 - Posting of resources on the website (workshop materials, parent guides/newsletters, at home learning materials, and digital resources) for families to access remotely.
 - Parent workshops and trainings
 - Family events tied to academics such as Family Literacy Night
 - McKinley reserves at least one percent of the Title I allocation for parent and family engagement opportunities.
-
- Events like Back to School Night and Parents/Teacher Conferences
 - Fall Progress Reports
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 - Annual CELDT and EL reports
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 - Schoolwide data and information shared at ELAC, SSC, PTA and other meetings.
 - Resources, letters, flyers shared on the school and district website, eblasted, and sent home.
 - Student Success Team (SST) Meetings as needed
 - Teacher communications with parents via emails, calls, and classroom apps.

The school provides Title I, Part A parents and family members with materials and training to help them improve the achievement of their children (ESSA Section 1116[e][2]) in which ways?

- Annual workshops and trainings such as the previous School Smarts Academy, Distance Learning Academy, and Reflective Parenting Workshop

- Advertisement and promotion of parent committees like AASG, ELAC, Special Ed Resource Group, SSC, ELAC, and PTA.
- The Bilingual Community Liaison supports families and helps connect families to school.
- Resources, letters, flyers shared on the school and district website, eblasted, and sent home.

With the assistance of Title I, Part A parents and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners (ESSA Section 1116[e][3]) in which ways?

- Faculty Meetings
- Staff Professional Development
- Trainings and workshops
- Resources and materials provided
- Coaching and resources from specialists such as Instructional Coach, Counselor, School Psychologist

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as resource centers, to encourage and support parents and family members in more fully participating in the education of their children (ESSA Section 1116[e][4]) in which ways?

- The school invites and encourages parents of Title I students to be involved in school engagement opportunities such as AASG, ELAC, Special Ed Resource Group, PTA Executive Board, PTA, Campus Beautification Committee, and Event Committees. These meetings and group events are advertised throughout the school year.
- All parents and family members are encouraged to take an active role in the school by participating in site decision making councils and advisory committees, as well as district level advisory committees, in order to be involved in the development of school improvement plans. Council and committee members will continue to be trained on their roles and responsibilities.
- The school offers a variety of opportunities for engagement and involvement to fit parents' needs, time, and interests. McKinley has over 50 events each school year for a variety of different themes and purposes including academic, social, and cultural. Families are encouraged to volunteer and participate.
- The SSC develops and approves the annual SPSA to ensure parent and family engagement goals are planned for and supported with activities, materials, and resources.
- Parents and family members will continue to provide feedback on areas of strength and improvement on school goals and actions as identified in school's School Plan for Student Achievement (SPSA).
- Programs are shared in multiple ways including the school website, district website, the weekly school eblast, emails/phone messages/texts, social media, flyers, postings out front of the school, Room Parent communications, teacher communications, school events (like Open House), committee and council meetings, and the SPSA available in the office.
- The full School/Home Communication Menu is posted on the website and distributed to parents, so families are aware of how information is shared by the school.

The school distributes information related to school and parent programs, meetings, and other activities to Title I, Part A parents and family members in a format and language that the parents and family members can understand (ESSA Section 1116[e][5]) in which ways?

- School information and reports are provided in a clear understandable format that is accessible to families
- The compact is available in other languages via technology applications, with support from the Bilingual Community Liaison.
- The Bilingual Community Liaison provides support to families
- All postings on the website are viewable in numerous languages via a translation app.
- Ed Code 48985 requires schools to translate parent notifications into a language other than English when 15% or more of students at a school speak that language. Currently no language other than English falls into this category, however McKinley offers oral Spanish translation at meetings and translators of other languages are available as needed and/or upon request.

The school provides support for parent and family member involvement activities requested by Title I, Part A parents and family members (ESSA Section 1116[e][14]) in which ways?

- Annual workshops and trainings such as the previous School Smarts Academy, Distance Learning Academy, and Reflective Parenting Workshop
- Advertisement and promotion of parent committees like AASG, ELAC, Special Ed Resource Group, SSC, ELAC, and PTA.
- The Bilingual Community Liaison supports families and helps connect families to school.

The school provides opportunities for the participation of all Title I, Part A parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand (ESSA Section 1116[f]) in which ways?

- School information and reports are provided in a clear understandable format that is accessible to families
- Potential barriers to access are identified through this policy development process and actions will be put into place to address the needs of families such as taking extra measures to reach out to underrepresented families, strengthen welcoming environments, provide notifications in a timely manner, use a variety of communication methods, when possible offer meetings/events at different locations, days of the week, and/or different times, provide child care, ensure information is provided in a language and format easily understood by families, and provide interpretation.

This Compact was adopted by the MCKINLEY ELEMENTARY SCHOOL on 3/15/22, and will be in effect for the period of one year to be adopted annually by SSC.

The school will distribute the Compact to all parents and family members of students participating on, or before: 03/26/2022 10:00 am.

Name of Authorized Official: Ashley Benjamin

Signature of Authorized Official here:

Date Approved: 3/15/22



CIVILITY

The Board believes that, as educators and community leaders, we need to uphold standards for our behavior and for the behavioral norms in meetings we hold which reflect our society's highest aspirations for constructive, collective public process. The Board believes that each person should be treated with dignity and respect in their interactions within the school community. Additionally, the Board strives to promote fair participation and dialogue for all public and community meetings.

Our school district thrives when all of its various stakeholders – including Board members, staff, students, parents and community members – work together civilly in pursuit of our common goal of ensuring that all students succeed. Civil behavior standards are aspirational and are applicable to all stakeholders within our school community. They reflect a collective commitment to each other that is intended to foster an environment in which our district can continue to thrive.

The Board and district staff shall model civil behavior as an example of behavior that is expected throughout the district. Practices that promote civil behavior include actively listening, giving full attention to the speaker, and refraining from interruptions; welcoming and encouraging participation, input, and feedback through stakeholder engagement; promptly responding to concerns; and embracing varying and diverse viewpoints. Such practices may be incorporated into governance standards adopted by the Board or Superintendent and/or professional standards or codes of conduct for employees as specified in district policies and regulations.

Board members, staff, students, parents/guardians, and community members should all be educated in the recognition, development, and demonstration of civil behavior. The Superintendent or designee may incorporate related concepts in the curriculum, provide staff development activities, and/or communicate this policy to the school community.

The Superintendent or designee shall promote the following civility principles among the district office and school sites and at Board of Education, committee, and district-hosted community meetings. These principles shall be included in the cover page of meeting agendas, and all public meetings shall begin with the announcement of these principles:

- Treat everyone with respect and courtesy.
- Listen to others respectfully.
- Agree to disagree, and don't make it personal; discuss the issue, not the person.
- Keep an open mind and, if merited, allow yourself to be persuaded to change your opinion.
- Acknowledge dissension as a civic right and as a tool to use to reach the best decisions.
- Accept responsibility and maintain self-control.

In support of these norms, board members, staff, students, parents/guardians, and community members will be held to these standards. No district participant shall communicate or behave in a manner that causes disruption; hinders the orderly conduct of district operations, the educational program, or any other district program or activity; or creates an unsafe learning or working environment. The Superintendent or designee may respond to disruptive, violent, or threatening behavior in accordance with law and as specified in BP/AR 3515.2 - Disruptions. While such behavior is addressed in separate Board policies, the Board reiterates here due to

their importance that behavior by students or staff that is discriminatory, harassing, or intimidating, including sexual harassment, bullying, and/or hate violence, or behavior that is in any other way unlawful, is prohibited and is subject to discipline in accordance with law and as specified in district policy and regulations.

Legal Reference:

EDUCATION CODE

200-262.4 Educational equity

32210 Willful disturbance of public school or meeting

32211 Threatened disruption or interference with classes

32212 Classroom interruptions

32280-32289.5 School safety plans

35181 Governing board authority to set policy on responsibilities of students

35291-35291.5 Rules

44050 Employee code of conduct; interaction with students

44807 Teachers' duty concerning conduct of students

44810 Willful interference with classroom conduct

44811 Disruption of classwork or extracurricular activities

48900-48926 Suspension and expulsion, especially:

48907 Exercise of free expression; rules and regulations

48950 Speech and other communication

49330-49335 Injurious objects

CIVIL CODE

51.7 Freedom from violence or intimidation

GOVERNMENT CODE

54954.3 Opportunity for public to address legislative body; regulations

54957.9 Disorderly conduct of general public during meeting; clearing of room

PENAL CODE

243.5 Assault or battery on school property

415.5 Disturbance of peace of school

422.55 Definition of hate crime

422.6 Civil rights; crimes

626-626.11 School crimes

627-627.10 Access to school premises

653b Loitering about schools or public places

653.2 Electronic communication devices; threats to safety

CALIFORNIA CONSTITUTION

Article 1, Section 2 Freedom of speech and expression

Article 1, Section 28 Right to safe schools

U.S. CONSTITUTION

Amendment 1, Freedom of speech and expression

COURT DECISIONS

City of San Jose v. Garbett (2010) 190 Cal.App.4th 526

Norse v. City of Santa Cruz (9th Cir. 2010) 629 F.3d 966

Baca v. Moreno Valley Unified School District (1996) 936 F.Supp. 719

Hazelwood School District v. Kuhlmeier (1988) 484 U.S. 260

Management Resources:

CSBA PUBLICATIONS

Superintendent Governance Standards

Professional Governance Standards for School Boards, June 2019

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California's Social and Emotional Learning: Guiding Principles, 2018

Social and Emotional Learning in California: A Guide to Resources, October 2018

COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS

California Professional Standards for Education Leaders (CPSEL), February 2014

NATIONAL POLICY BOARD FOR EDUCATIONAL ADMINISTRATION

Professional Standards for Educational Leaders, October 2015

WEB SITES

CSBA: <https://www.csba.org>

California Department of Education: <https://www.cde.ca.gov>

California Office of the Attorney General: <https://oag.ca.gov>

Center for Safe and Responsible Internet Use: <https://www.ewa.org/organization/center-safe-and-responsible-internet-use>

Commission on Teacher Credentialing: <https://www.ctc.ca.gov>

*National Council for the Social Studies Connected: <https://connected.socialstudies.org>
National Policy Board for Educational Administration: <https://www.npbea.org>
National School Safety Center: <http://www.schoolsafety.us>
U.S. Department of Education: <https://www.ed.gov>
U.S. Equal Employment Opportunity Commission: <https://www.eeoc.gov>*

**Policy SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
adopted: November 18, 2021 Santa Monica, California**



Santa Monica-Malibu Unified School District
Educational Services Department

McKINLEY ELEMENTARY SCHOOL

TITLE I SCHOOL PARENT COMPACT

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How does the school address this?

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- This compact is available in other languages via technology applications, and support in reviewing the document is available from the Bilingual Community Liaison.
- The compact is updated annually each spring along with the Title I Family Engagement Policy. Input from parents is given at the annual parent Title I Community meetings in the spring.



- The meeting is advertised to all families on the website and in the weekly school eblast. The Bilingual Community Liaison directly emails and/or calls Title I families on behalf of the principal to invite them to attend the annual meeting to give input.
- The compact is reviewed and adopted by the SSC in conjunction with the SPSA.
- As federally mandated, ELAC provides recommendations for the SPSA to be considered by the SSC.
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- All parents and family members are encouraged to take an active role in the school by participating in site decision making councils and advisory committees, as well as district level advisory committees, in order to be involved in the development of school improvement plans. Council and committee members will continue to be trained on their roles and responsibilities.
- Parents and family members will continue to provide feedback on areas of strength and improvement on school goals and actions as identified in school's School Plan for Student Achievement (SPSA).
- The school will continue to use findings from all data sources to revise the Title I School Parent Compact so that it reflects the needs of all families.

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:

- Parent/Teacher Conferences each fall and as needed
- Events like Back to School Night and Parents/Teacher Conferences
- Fall Progress Reports and Winter and Spring Report Cards
- Letters with student assessment scores mailed home in fall, spring, and winter.
- Schoolwide data and information shared at ELAC, SSC, PTA and other meetings.
- English Learner reclassification meetings in the winter and spring
- Consistent communication addressing chronic absences (letters, phone calls, parent meetings)
- Resources shared by the school via email and weekly blasts
- Information shared at parent group and council meetings
- Decision making and advisory group trainings, conferences, and/or events.
- Posting of resources on the website (workshop materials, parent guides/newsletters, at home learning materials, and digital resources) for families to access remotely.
- Parent workshops and trainings
- Family events tied to academics such as Family Literacy Night
- McKinley reserves at least one percent of the Title I allocation for parent and family engagement opportunities.



The school provides Title I, Part A parents and family members with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]) in which ways?

- Events like Back to School Night and Parents/Teacher Conferences
- Fall Progress Reports
- Winter and spring Report Cards
- Annual CELDT and EL reports
- Letters with student assessment scores mailed home in fall, spring, and winter.
- Schoolwide data and information shared at ELAC, SSC, PTA and other meetings.
- Resources, letters, flyers shared on the school and district website, eblasted, and sent home.
- Student Success Team (SST) Meetings as needed
- Teacher communications with parents via emails, calls, and classroom apps.

The school provides Title I, Part A parents and family members with materials and training to help them improve the achievement of their children (ESSA Section 1116[e][2]) in which ways?

- Annual workshops and trainings such as the previous School Smarts Academy, Distance Learning Academy, and Reflective Parenting Workshop
- Advertisement and promotion of parent committees like AASG, ELAC, Special Ed Resource Group, SSC, ELAC, and PTA.
- The Bilingual Community Liaison supports families and helps connect families to school.
- Resources, letters, flyers shared on the school and district website, eblasted, and sent home.

With the assistance of Title I, Part A parents and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners (ESSA Section 1116[e][3]) in which ways?

- Faculty Meetings
- Staff Professional Development
- Trainings and workshops
- Resources and materials provided
- Coaching and resources from specialists such as Instructional Coach, Counselor, School Psychologist

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as resource centers, to encourage and support parents and family members in more fully participating in the education of their children (ESSA Section 1116[e][4]) in which ways?



- The school invites and encourages parents of Title I students to be involved in school engagement opportunities such as AASG, ELAC, Special Ed Resource Group, PTA Executive Board, PTA, Campus Beautification Committee, and Event Committees. These meetings and group events are advertised throughout the school year.
- All parents and family members are encouraged to take an active role in the school by participating in site decision making councils and advisory committees, as well as district level advisory committees, in order to be involved in the development of school improvement plans. Council and committee members will continue to be trained on their roles and responsibilities.
- The school offers a variety of opportunities for enagement and involvement to fit parents' needs, time, and interests. McKinley has over 50 events each school year for a variety of different themes and purposes including academic, social, and cultural. Families are encouraged to volunteer and participate.
- The SSC develops and approves the annual SPSA to ensure parent and family engagement goals are planned for and supported with activities, materials, and resources.
- Parents and family members will continue to provide feedback on areas of strength and improvement on school goals and actions as identified in school's School Plan for Student Achievement (SPSA).
- Programs are shared in multiple ways including the school website, district website, the weekly school eblast, emails/phone messages/texts, social media, flyers, postings out front of the school, Room Parent communications, teacher communcations, school events (like Open House), committee and council meetings, and the SPSA available in the office.
- The full School/Home Communication Menu is posted on the website and distributed to parents, so families are aware of how information is shared by the school.

The school distributes information related to school and parent programs, meetings, and other activities to Title I, Part A parents and family members in a format and language that the parents and family members can understand (ESSA Section 1116[e][5]) in which ways?

- School information and reports are provided in a clear understandable format that is accessible to families
- The compact is available in other languages via technology applications, with support from the Bilingual Community Liaison.
- The Bilingual Community Liaison provides support to families
- All postings on the website are viewable in numerous languages via a translation app.
- Ed Code 48985 requires schools to translate parent notifications into a language other than English when 15% or more of students at a school speak that language. Currently no language other than English falls into this category, however McKinley offers oral Spanish translation at meetings and translators of other languages are available as needed and/or upon request.



The school provides support for parent and family member involvement activities requested by Title I, Part A parents and family members (ESSA Section 1116[e][14]) in which ways?

- Annual workshops and trainings such as the previous School Smarts Academy, Distance Learning Academy, and Reflective Parenting Workshop
- Advertisement and promotion of parent committees like AASG, ELAC, Special Ed Resource Group, SSC, ELAC, and PTA.
- The Bilingual Community Liaison supports families and helps connect families to school.

The school provides opportunities for the participation of all Title I, Part A parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand (ESSA Section 1116[f]) in which ways?

- School information and reports are provided in a clear understandable format that is accessible to families
- Potential barriers to access are identified through this policy development process and actions will be put into place to address the needs of families such as taking extra measures to reach out to underrepresented families, strengthen welcoming environments, provide notifications in a timely manner, use a variety of communication methods, when possible offer meetings/events at different locations, days of the week, and/or different times, provide child care, ensure information is provided in a language and format easily understood by families, and provide interpretation.

This Compact was adopted by the McKinley Elementary on 3/15/22 and will be in effect for the period of one school year to be adopted annually by SSC.

The school will distribute the Compact to all parents and family members of students participating on, or before: The first 3 weeks of the 22-23 School Year, and available ongoing on the school website.

Ashley Benjamin, Ed.D.

Principal

Signature of authorized Official here

3/15/22

Title I Parent-Student-Teacher Compact

We know that learning can take place only where there is a combination of effort, interest, and motivation. Because we are all committed to your child's progress at McKinley Elementary, we are going to do our best to promote your child's achievement. This compact is a promise to work together. Together we can improve teaching and learning. Please read and sign the parent/guardian section. Read the student section with your child(ren) and send back one compact with each child. We look forward to a productive and successful school year.

As a parent/guardian, I will:

- Encourage my child to be independently responsible.
- Listen or read to my child every night.
- Communicate regularly with my child's teacher.
- Provide a home environment that encourages my child to learn.
- Recognize that I am my child's first teacher.
- Provide educational opportunities for my child during the summer.
- Strive to develop the skills needed to help my child such as reading resources and attending workshops and trainings when possible.
- If possible, volunteer in my child's school and participate in school activities.
- Review my child's progress report, Report Cards, and other progress data.
- Attend parent-teacher conferences.

Parent's/Guardian's Signature: _____

As a student, I will:

- Be an active participant in school and learning.
- Uphold school rules.
- Be respectful at all times and model the PRIDE Philosophy and Pillars of Character.
- Attend school regularly and be punctual.
- Come to school prepared with homework and classroom materials.
- Do my best in my work and in my behavior.
- Read aloud or silently every day.
- Assume responsibility for my actions.

Student's Signature: _____

As a teacher/school staff member, I will:

- Believe that each student can learn.
- Show respect for each child and their family.
- Help each child grow to their fullest potential.
- Provide a safe and productive learning environment.
- Model a professional behavior and a positive attitude.
- Provide meaningful and appropriate homework.
- Recognize and celebrate the cultural diversity of the students.
- Ensure fairness and equity in adherence to school, district, and classroom rules.
- View parents as partners in their child's education.
- Provide access to information in a language and format parents can understand (via liaison support, translated documents, translation at meetings, information about translation apps)
- Provide parents with appropriate resources to support their child's learning.
- Report student's progress to parents/guardians.
- Schedule conferences that are considerate of parent schedules.
- The school will provide a variety of opportunities and activities for parents to be involved in.

Teacher's Signature: _____ **Date:** _____

Principal's Signature _____ **Date:** _____



Santa Monica-Malibu Unified School District
Educational Services Department

McKinley Elementary School
TITLE I PARENT AND FAMILY ENGAGEMENT POLICY

In the spring, an annual meeting will be held to share with parents a description of the Title I program and its requirements.

McKinley Elementary has developed a written Title I parent and family engagement policy with input from Title I parents. ***The school developed the policy with parent input. Input was collected at spring meetings of English Learner Advisory Council (ELAC), School Site Council (SSC), and Title I Family meetings to develop the plan for the upcoming school year. The plan is adopted by the SSC as part of the annual SPSA adoption process.***

It has distributed the policy to parents of Title I students.

The policy is distributed each fall in the first-day packet (posted on the website and hardcopies provided upon request) with other important back-to-school documents. It is also posted for ongoing viewing on the website, and available in the school office.

This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How is the policy made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

- The policy is posted on the website.
- The policy is available in the office.
- The policy is shared annually with the first-day packet which is provided digitally and hardcopy available upon request.
- The policy is available in other languages via technology applications, and support is available from the Bilingual Community Liaison.
- The policy is updated annually each spring, with the input of parents given at parent meetings.
- The policy is reviewed and adopted by the SSC in conjunction with the SPSA.

To involve parents in the Title I, Part A programs, the following practices have been established:

- As federally mandated, ELAC provides recommendations for the SPSA to be considered by the SSC.
- The Bilingual Community Liaison directly emails and/or calls Title I families on behalf of the principal to invite them to attend the annual meeting to give input.
- The meeting is advertised to all families on the website and in the weekly school eblast.



- This policy was developed with input from parents and family members of participating children. Parent and family member input was gathered through the needs assessment process which included district family surveys and discussion at parent meetings.

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]). Add details about the annual meetings in the box below:

- The meeting is held each spring. The meetings were held on March 7th at 8:45am and 6:00pm. The meetings were held on Zoom to give opportunity for access from off-site locations and for COVID protocol guideline compliance. Parents needing support with Zoom were offered support from the Bilingual Community Liaison.
- Title I families received a direct email invite from the principal via the Bilingual Community Liaison.
- The meetings were advertised on the school website, and in the weekly school eblast.

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]). Add details about the meetings in the box below:

- Meetings were held in the morning at 8:45am and the evening at 6:00pm on March 7th 2022.

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]). How does the school involve parents?

- The school invites parents of Title I students to the annual meeting.
- The school invites and encourages parents of Title I students to be involved in school engagement opportunities such as AASG, ELAC, Special Ed Resource Group, PTA Executive Board, PTA, Campus Beautification Committee, and Event Committees. These meetings and group events are advertised throughout the school year.
- All parents and family members are encouraged to take an active role in the school by participating in site decision making councils and advisory committees, as well as district level advisory committees, in order to be involved in the development of school improvement plans. Council and committee members will continue to be trained on their roles and responsibilities.
- Parents and family members will continue to provide feedback on areas of strength and improvement on school goals and actions as identified in school's School Plan for Student Achievement (SPSA).
- The school will continue to use findings from all data sources to revise the Parent and Family Engagement Policy so that it reflects the needs of all families.

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]). How does the school provide the information?

- Programs are shared in multiple ways including the school website, district website, the weekly school eblast, emails/phone messages/texts, social media, flyers, postings out front of the school, Room Parent communications, teacher communications, school events (like Open House), committee and council meetings, and the SPSA available in the office.



- The full School/Home Communication Menu is posted on the website and distributed to parents, so families are aware of how information is shared by the school.

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]). How does the school provide the information?

- Events like Back to School Night and Parents/Teacher Conferences
- Fall Progress Reports
- Winter and spring Report Cards
- Annual CELDT and EL reports
- Letters with student assessment scores mailed home in fall, spring, and winter.
- Schoolwide data and information shared at ELAC, SSC, PTA and other meetings.
- Resources, letters, flyers shared on the school and district website, eblasted, and sent home.

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]). How does the school provide the opportunities?

- Parent/Teacher Conferences each fall and ongoing as needed
- Student Success Team (SST) Meetings as needed
- Teacher communications with parents via emails, calls, and classroom apps.

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

- The SMMUSD and School Code of Conduct/Civility Policy based on board policy and Ed Code is posted in the office, on the website, and in the school handbook.
- Input for the Compact is done in conjunction with this policy. Parents provide input at the annual meeting as described in this document.
- The school offers a variety of opportunities for engagement and involvement to fit parents' needs, time, and interests. McKinley has over 50 events each school year for a variety of different themes and purposes including academic, social, and cultural. Families are encouraged to volunteer and participate.
- The SSC develops and approves the annual SPSA to ensure parent and family engagement goals are planned for and supported with activities, materials, and resources.

The school provides Title I, Part A parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[c][1]).

- Parent/Teacher Conferences each fall and as needed
- Events like Back to School Night and Parents/Teacher Conferences
- Fall Progress Reports and Winter and Spring Report Cards
- Letters with student assessment scores mailed home in fall, spring, and winter.
- Schoolwide data and information shared at ELAC, SSC, PTA and other meetings.
- Parent workshops and trainings



- Family events such as Family Literacy Night
- McKinley reserves at least one percent of the Title I allocation for parent and family engagement opportunities.
- English Learner reclassification meetings in the winter and spring
- Consistent communication addressing chronic absences (letters, phone calls, parent meetings)

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

- Parent workshops and trainings
- Resources shared by the school via email and weekly blasts
- Information shared at Parent/Teacher conferences, events like Back-to-School Night, and at parent group meetings (such as ELAC and Special Ed Resource Group)
- Decision making and advisory group trainings, conferences, and/or events.
- Posting of resources on the website (workshop materials, parent guides/newsletters, at home learning materials, and digital resources) for families to access remotely.

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

- Faculty Meetings
- Staff Professional Development
- Trainings and workshops
- Resources and materials provided
- Coaching and resources from specialists such as Instructional Coach, Counselor, School Psychologist

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children (ESSA Section 1116[e][4]).

- Annual workshops and trainings such as the previous School Smarts Academy, Distance Learning Academy, and Reflective Parenting Workshop
- Advertisement and promotion of parent committees like AASG, ELAC, Special Ed Resource Group, SSC, ELAC, and PTA.
- The Bilingual Community Liaison supports families and helps connect families to school.

The school distributes information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

- The policy is available in other languages via technology applications, with support from the Bilingual Community Liaison.
- All postings on the website are viewable in numerous languages via a translation app.
- Ed Code 48985 requires schools to translate parent notifications into a language other than English when 15% or more of students at a school speak that language. Currently no



language other than English falls into this category, however McKinley offers oral Spanish translation at meetings and translators of other languages are available as needed and/or upon request.

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

- The Bilingual Community Liaison provides support to families
- The PTA works in collaboration with school staff and leadership to support family engagement

The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

- School information and reports are provided in a clear understandable format that is accessible to families
- Potential barriers to access are identified through this policy development process and actions will be put into place to address the needs of families such as taking extra measures to reach out to underrepresented families, strengthen welcoming environments, provide notifications in a timely manner, use a variety of communication methods, when possible offer meetings/events at different locations, days of the week, and/or different times, provide child care, ensure information is provided in a language and format easily understood by families, and provide interpretation.

If the schoolwide program plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency.

- Parents and family members are welcome and encouraged to provide ongoing feedback regarding this policy at any time by submitting written comments to the school principal.
- Input can be shared at the annual meetings
- Input can be shared at the public SSC meetings and ELAC meetings

This policy was adopted by McKinley Elementary School on 3/15/22 and will be in effect for the period of one school year to be adopted annually by SSC.

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: The first 3 weeks of the 22-23 School Year, and available ongoing on the school website.

Ashley Benjamin, Ed.D. Principal

3/15/22

Parent Handbook- Civility Policy

Disruption

Adults are role models for students, and the manner in which we interact with one another is critical to cultivating and maintaining a mutually respectful and effective intellectual environment that is safe, civil, and free from disruptions. All adult members of the school community (parents, visitors, and staff) are expected to uphold the same policies and procedures as the students. McKinley Elementary encourages positive communication and prohibits volatile, hostile, or aggressive actions. It is expected that communication in all forms, and at all times, whether verbal, non-verbal, or written (including email), will be in a professional and courteous manner. This policy is not intended to deprive any person of his/her right to freedom of expression; the intent is to maintain, to the extent possible and reasonable, a safe, harassment-free workplace for our students and staff, and a safe, harassment-free environment in which parents and community members can participate in school functions.

Any individual who disrupts or threatens to disrupt school/office operations; threatens the health and safety of others; willfully causes property damage; uses loud and/or offensive language which could provoke a violent reaction; harasses with frequent and abusive emails; or who has otherwise established a continued pattern of unauthorized entry on school property, will be directed by the Principal or designee to cease the behavior and the offending person may be directed to leave the campus promptly. (Ed Code 44811, Penal Codes 415.5 and 626.7, and BP 3515.2)

This policy promotes mutual respect, civility and orderly conduct among school employees, parents and the public. Thank you for your support and cooperation in this matter.

Ed Code 44811(a) Any parent, guardian, or other person whose conduct in a place where a school employee is required to be in the course of his or her duties materially disrupts classwork or extracurricular activities or involves substantial disorder is guilty of a misdemeanor.

Penal Code 415.5 (a) Any person who (1) unlawfully fights within any building or upon the grounds of any school, community college, university, or state university or challenges another person within any building or upon the grounds to fight, or (2) maliciously and willfully disturbs another person within any of these buildings or upon the grounds by loud and unreasonable noise, or (3) uses offensive words within any of these buildings or upon the grounds which are inherently likely to provoke an immediate violent reaction is guilty of a misdemeanor punishable by a fine not exceeding four hundred dollars (\$400) or by imprisonment in the county jail for a period of not more than 90 days, or both.

Penal Code 626.7(a) If a person who is not a student, officer, or employee of a public school, and who is not required by his or her employment to be on the campus or any other facility owned, operated, or controlled by the governing board of that school, enters a campus or facility outside of the common areas where public business is conducted, and it reasonably appears to the chief administrative officer of the campus or facility, or to an officer or employee designated by the chief administrative officer to maintain order on the campus or facility, that the person is committing any act likely to interfere with the peaceful conduct of the activities of the campus or facility, or has entered the campus or facility for the purpose of committing any such act, the chief administrative officer or his or her designee may direct the person to leave the campus or facility. If that person fails to do so or if the person returns without following the posted requirements to contact the administrative offices of the campus, he or she is guilty of a misdemeanor and shall be punished as follows []

SMMUSD BP 3515.2 The Board of Education is committed to providing a safe environment for district students, staff, and others while they are on district property or engaged in school activities. The Superintendent or designee shall remove any individual who, by his/her presence or action, disrupts or threatens to disrupt normal district or school operations, threatens the health or safety of anyone on district property, or causes or threatens to cause damage to district property or to any property on school grounds....Any employee who believes that a disruption may occur shall immediately contact the principal. The principal or designee shall notify law enforcement in accordance with Education Code [48902](#) and [20 USC 7151](#) and in other situations, as appropriate.

The principal or designee may direct any person, except a student, school employee, or other person required by his/her employment to be on school grounds, to leave school grounds if: (Education Code [44810](#), [44811](#); Penal Code [415.5](#), [626.7](#), [626.8](#), [626.81](#), [626.85](#))

1. The principal or designee has reasonable basis for concluding that the person is committing or has entered the campus with the purpose of committing an act which is likely to interfere with the peaceful conduct, discipline, good order, or administration of the school or a school activity, or with the intent of inflicting damage to any person or property.
2. The person fights or challenges another person to a fight, willfully disturbs another person by loud and unreasonable noise, or uses offensive language which could provoke a violent reaction.
3. The person loiters around a school without lawful business for being present or reenters a school within 72 hours after he/she was asked to leave.
4. The person is required to register as a sex offender pursuant to Penal Code [290](#). However, a registered sex offender may be on school grounds if he/she has a lawful purpose and written permission from the principal or designee.
5. The person is a specified drug offender as defined in Penal Code [626.85](#). However, a specified drug offender may be on school grounds with written permission from the principal or designee or, if he/she is a parent/guardian of a child enrolled in that school, to attend a school activity.
6. The person willfully or knowingly creates a disruption with the intent to threaten the immediate physical safety of any student in grades K-8 while attending, arriving at, or leaving school. (Penal Code [626.8](#))
7. The person has otherwise established a continued pattern of unauthorized entry on school grounds.

The principal or designee shall allow a parent/guardian who was previously directed to leave school grounds to reenter for the purpose of retrieving his/her child for disciplinary reasons, medical attention, or family emergencies, or with the principal or designee's prior written permission. (Penal Code [626.7](#), [626.85](#))

When directing any person to leave school premises, the principal or designee shall inform the person that he/she may be guilty of a crime if he/she:

1. Fails to leave or remains after being directed to leave (Penal Code [626.7](#), [626.8](#), [626.85](#))
2. Returns to the campus without following the school's posted registration requirements (Penal Code [626.7](#))
3. Returns within seven days after being directed to leave (Penal Code [626.8](#), [626.85](#))









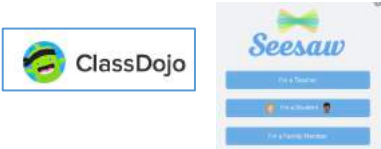

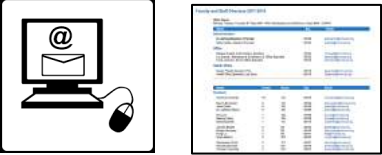




Appeal Procedure

Any person who is asked to leave a school building or grounds may appeal to the Superintendent or designee. This appeal shall be made no later than the second school day after the person has departed from the school building or grounds. After reviewing the matter with the principal or designee and the person making the appeal, the Superintendent or designee shall render his/her decision within 24 hours after the appeal is made, and this decision shall be binding. (Education Code [32211](#)). The decision of the Superintendent or designee may be appealed to the Board of Education. Such an appeal shall be made no later than the second school day after the Superintendent or designee has rendered his/her decision. The Board shall consider and decide the appeal at its next scheduled regular or adjourned regular public meeting. The Board's decision shall be final. (Education Code [32211](#)). In any circumstance where a person has been directed to leave a school building or grounds where the Superintendent's or Board's office is situated, he/she may nevertheless enter the school building or ground solely for the purpose of making the appeal. (Education Code [32211](#))

Ed Code 32210 Willful disturbance of public school or meeting, misdemeanor
Ed Code 32211 Threatened disruption or interference with classes; misdemeanor
Ed Code 44810 Willful interference with classroom conduct
Ed Code 44811 Disruption of classwork or extracurricular activities

Penal Code 415.5 Disturbance of peace of school
Penal Code 626.7 Failure to leave campus or facility; wrongful return; penalties; notice; exceptions
Penal Code 626.8 Disruptive presence at schools
Penal Code 653b Loitering about schools or public place

McKinley School/Home Communication

<p style="text-align: center;">School Website www.mckinley.smmusd.org</p> 	<p style="text-align: center;">School Website Calendar Also connects to personal Gmail calendars</p> 	<p style="text-align: center;">Twitter @McKinleyLions</p> 
<p style="text-align: center;">Eblasts from McKinley A message from MCKINLEY ELEMENTARY McKinley Elementary <mckinley-bc@smmusd.org></p> 	<p style="text-align: center;">Push App Notifications and Texts from McKinley</p> 	<p style="text-align: center;">Phone Blasts from McKinley</p> 
<p style="text-align: center;">Weekly Mini Messenger Important schoolwide dates, announcements, and flyers. Eblasted on Saturdays and on the website.</p> 	<p style="text-align: center;">Teacher Classroom Newsletter Emails Classroom specific details, schedules, and info.</p> 	<p style="text-align: center;">Teacher Virtual Classroom Postings (Google Classroom or Seesaw) or Software like Class Dojo</p> 
<p style="text-align: center;">Postings on the Marquee and the Fences Flyers on the Bulletin Boards and Rounder at the Front Office</p> 	<p style="text-align: center;">Emails to/from McKinley Staff All staff emails on the school website</p> 	<p style="text-align: center;">Individual Calls Home as Needed</p> 
<p style="text-align: center;">Conferences Scheduled Parent/Teacher Conferences, SSTs, IEPs, as-needed meetings etc.</p> 	<p style="text-align: center;">McKinley Parent Handbook Available on the school website</p> 	<p style="text-align: center;">School Information Events, Trainings, and Workshops Back-to-School Night, Open House, K Roundup, Parent Academy etc.</p> 
<p style="text-align: center;">Site Governance (School Site Council) Meetings</p>	<p style="text-align: center;">English Learner Advisory Council (ELAC) Meetings</p>	<p style="text-align: center;">African American Support Group (AASG) Meetings</p>
<p style="text-align: center;">Special Education Resource Group Meetings</p>	<p style="text-align: center;">Info Shared at Room Parent Meetings</p>	<p style="text-align: center;">Info Shared at PTA Meetings and PTA Exec Board Meetings</p>

PTA Communication to Support the School

PTA Website McKinleyPTA.com



PTA and Committee Meetings



Room Parent Newsletters and Emails



PTA Facebook Page



Eblasts from PTA notify@membershiptoolkit.com





SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

CODE OF CONDUCT

Santa Monica—Malibu Unified School District is committed to ensuring a safe, secure and respectful environment for everyone—students, employees, families and visitors.

It is our expectations that all individuals will demonstrate civil and responsible behavior while on our premises.

We expressly prohibit:

- . Abusive language including threats and slurs**
- . Sexual Harassment**
- . Physical assault**
- . Weapons**

To maintain a safe, secure and respectful environment for all, we reserve the right to take appropriate measures to address abusive, disruptive, inappropriate or aggressive behavior.