Viking Elementary

10621666006530

Principal's Name: Christie Yang

Principal's Signature: Christie Yang

The Fresno Unified School District Board of Education approved this plan on: June 3, 2026

Title I SWP/TSI Targeted Support and Improvement

Article I
Viking Elementary School Site Council

The name of this council shall be Viking School Site Council.

Article II
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 the school site dress code 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 any state or federal laws and related codes of the State of California.

Role of Board 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 in 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 responsibly 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, attainable strategy 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 community stakeholders, to honestly and forthrightly share all knowledge, experience and insights relative to the working at hand. We take responsibility for ensuring our "truth" is current, not historical. We all share the 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 an unwavering commitment to working through the conflict in a positive manner despite its severity;

9. Asset-Based Approach - We are focused on using a strengths-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 single plan for student achievement.

5. Shall conduct all SSC business in a courteous, 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 content and
performance standards.

8. Shall not use their role as SSC members to unduly influence personnel decisions or assert authority not granted to the SSC under law.

9. Shall not meet together or attempt to reach consensus on issues outside of duly agendized 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 parents 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 five members representing the school staff, teachers in the majority of school staff representatives; and five parent members in equal number. Parent representatives of the SSC may be district employees but shall not be employees at the site.

Section II - Election Procedure

(Note: the election procedure must be widely known to the school community and fit the needs of the community.)

Election Process #1

Notices in the major languages represented at the school of the SSC election will be sent via mail or sent home with the student to the parents, and staff of the site to solicit any nominations including self nominations for available representative vacancies. Oral announcements as well as and written announcements detailing the SSC nomination and election process, role of the SSC, meeting dates, and site plan development will be distributed in a four week period and no later than end of the first quarter in using a variety of ways to notify the entire school community to the final election ballot distribution. The Principal shall schedule a public meeting 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 nomination including self nomination opportunities will also be posted in prominent places around the campus and the surrounding community to assure community access. Nomination forms will be compiled and carried home by students at least two weeks in advance of the election. Nomination forms will also be available in the school office.

A final election ballot based on nomination forms will be assembled by a representative committee of parents and staff selected by the Principal from a list of volunteers solicited at a variety of school meetings no later than 8 weeks after the beginning of the school year or, for year-round schools, within 8 weeks after to beginning of the first Track of the new school year.

One election ballot per parent or legal guardian or certified caretaker will be mailed forparent/community representative elections using the last known address of the family. Each ballot will be certified with a sticker with the name of the youngest child of the family attending the school. Ballots may be mailed or

hand carried to parents as determined by the SSC and will only be considered valid if received no later than noon the day preceding the SSC meeting at which ballots will be counted. 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 and student will receive one ballot to elect their representatives. Ballots shall be counted in the open public view at a scheduled SSC meeting. Members shall be elected based on having a majority vote. In the event there are no nominees receiving a majority vote, 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 immediately or as soon as feasible using a similar election process. The results of SSC elections shall be recorded in the SSC minutes. Ballots shall be retained for the record in the event of a dispute.

Section III - Term 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 of 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 councils's existence. After the first year of the council's existence, all terms shall be two years in length. At the first regular meeting of the council after elections, a chance method shall be used to determine which members 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.

Section V - Termination Of Membership

Other than the principal, Membership shall automatically terminate if a member no longer meets the membership requirements under which elected or is absent without good cause from any regular meetings for 3 consecutive meetings. A written warning shall be issued by the principal and chairperson to any member who misses 2 consecutive meetings SSC with a simple majority may vote to

suspend or expel a member for just cause. Other than the principal, membership may also terminate upon 2/3 vote of the SSC upon a finding that the member violated the SSC Code of Conduct.

Section VI - Transfer of Membership

Membership in the SSC is not transferable or assignable

Section VII- Resignation

Any member may resign by filing a written resignation with the Principal. The written resignation shall become a part of the SSC records in the event of a dispute.

Section VIII - Vacancy

Any vacancy on the council shall be filled for the remainder of the school year by joint appointment of the chairperson and the principal. Every attempt possible will be made to select a replacement based on the ranked election results from the previous SSC member election. Replacement alternates shall also be selected from this list. In the event this is impossible the chair and principal shall be provided a list of possible replacements that reflect the constituency of the departed member. If agreement on filling the vacancy is not reached, an election shall be held as soon as possible pursuant to the terms of this Article. If the unexpired term is for another school year thereafter, the term for that year shall be filled by the regular election process described in this Article.

ARTICLE IV
Officers

Section 1 - Officers

The Officers of the SSC shall be a chairperson, vice chairperson, secretary, and other such officers as the council may deem desirable.

Section II - Election and Term of Office

The officers of the SSC shall be elected annually by the elected SSC members and shall serve for one year or until each successor has been elected.

Section III - Vacancy
A vacancy in any office because of death, resignation, removal, disqualification, or otherwise shall, by special election, be filled by the members of the SSC for the

unexpired portion of the term. The alternate for the vacant position to be replaced shall fill the vacancy. Replacement of alternates shall be selected first from the election rankings by appointment and vote of the majority of SSC members present for the remainder of the current school year.

Section IV - Chairperson

The chairperson shall preside at all meetings and sign the assurances in the site plan and other communications from the SSC. The chairperson will normally develop the meeting agenda in coordination with the Principal, assigns SSC members to subcommittee work, advances the work of the posted agenda, assures all voices are heard in the SSC and manages the meeting with the assistance of the Principal. The chairperson facilitates the meeting pursuant to the Code of Conduct adopted by the Board of Education and these bylaws. The Chairperson may independently add an item to an agenda if relevant to the role of the SSC.

Section V - Vice Chair Person

The duties of the vice chair person shall be to represent the chairperson in assigned duties and to substitute for the chairperson during his her absence.

Section VI - Secretary

The secretary shall with the assistance of the Principal keep factual, true and accurate minutes of all SSC meetings and shall distribute the copies of the minutes to each of the SSC members at the subsequent meeting. Minutes shall be as brief as possible in a standard format to assist in prompt translation. The secretary shall also keep a current list of all SSC members with role, name, address, phone number and start and end dates of terms. The secretary shall keep all copies of information distributed at meetings attached to the meeting agenda and minutes and give them to the Principal for distribution, organization and storage.

Section VII – Principal

The Principal is a voting member of the Council. He/she provides information and leadership to the council and administers the school level activities in the single plan for school improvement. The Principal works with the Council to assure the single plan for student achievement is legal, based on student achievement data and student needs and is monitored for implementation and effectiveness. The Principal shall consult with the SSC secretary in advance of the meeting to assure minutes are accurate and available and to assure that the SSC

membership continues to be duly formed. The Principal shall oversee the public posting of the agenda. The Principal may independently add an item to an agenda if relevant to the duties of the SSC and may independently call a meeting of the SSC. The Principal assure all SSC documentation is available to the public upon request. The Principal shall assure that all SSC members are appropriately trained to fulfill their roles and responsibilities.

ARTICLE V
Committees

Section I - Standing and Special Committees

The SSC may decide to establish standing or special committees as it may desire. No special or standing committee may exercise the authority of the SSC. The SSC may also delegate its responsibility to develop the site single plan for student achievement at a regular SSC meeting to a Leadership Team composed of teachers, other staff, parents, and students as appropriate. The Leadership Team shall report their plans, concerns and next steps for the draft of the Single Plan for Student Achievement at each SSC meeting.

Section II - Membership

Unless otherwise specified by the SSC in its decision to establish committees, the chairperson and principal shall appoint the members of the various subcommittees from a list of volunteers.

Section III - Term of Office

The SSC shall specify in the minutes the term of office for each committee appointment.

Section IV - Rules

Each committee may adopt rules for its conduct consistent with these bylaws, state law, guidance or FUSD Board Policy regulating SSC. The SSC in its decision to establish such committees shall specify details of when and how the committee shall report to the SSC.

Section V - Quorum

A simple majority of members present constitute a quorum to conduct the meeting of the
subcommittee.

Section VI - Vacancy

A vacancy in the membership of any committee may be filled by appointment volunteers made in the same manner as provided in the case of the original appointment.

ARTICLE VI
Meetings of the SSC

Section 1 - Meetings

The SSC shall meet regularly at least once per month or as deemed necessary by a majority of the SSC. The tentative schedule for the meetings will be sent to all parents, students and staff at the beginning of each semester to encourage full participation in the SSC. Special Meetings may be called by the Chairperson, Principal, or his/her representative in the case of an emergency or by a majority vote of the SSC members.

Section II -Time and Location of Meetings

The SSC shall meet at a time and location that is most convenient for the entire school community to encourage open discussion by the public. The SSC will meet a minimum of two times per year during an overlapping time with the ELAC to consult on the needs of EL students and one time per year with the Title 1 parents for the same purpose. The SSC location will be readily accessible to all members of the public, including handicapped persons.

Section III - Notice of Meetings

Written, translated agendas of all meetings shall be posted in the school office window for view by the public and other readily visible locations at least 72 hours in advance of the meetings. When practicable and feasible, efforts to notice the school community of SSC meetings may include but not be limited to: home calls, notice in community centers, the school newsletter, notes home. The Principal and Chairperson shall normally work together to adopt an agenda. However, agenda items may be added to an agenda by either the Chairperson or the Principal, provided the item is relevant to the role of the SSC.

Section IV - Quorum

A quorum to meet shall be 51% of the non-vacant SSC positions. Elected alternates may shall take the place of missing regular members within their

representative groups. No decision of the SSC shall be valid unless a quorum of the non-vacant duly elected SSC membership is present. Vacant positions should be filled pursuant to Article III above as soon as practicable notwithstanding these quorum requirements.

Section V- Decisions of SSC

The SSC members as elected representatives will use the following process in their decision making:

1. Determine in each fall whether they themselves will write the site plan or delegate it to a Leadership team composed of teacher, other staff, parent and student representatives.
2. Determine in the fall, how each representative group (parents, teachers, students, other staff) will assess the consensus of the people who elected them on matters of significant impact to the school community. The Principal shall assist representatives to develop and implement their plan to assess their constituency. The plan shall become part of the public record in the school minutes and other community groups will be notified.
3. No items may be voted on by the SSC in any meetings unless noticed in the written agenda 72 hours in advance of the meeting. In the event of an unavoidable emergency as defined by SB 355 the SSC may vote on an item that needs immediate attention.
4. The SSC members shall vote for the site plan in accordance with their constituency.
5. All decisions of the SSC shall be made only after an affirmative vote of a majority of its members in attendance, provided a there is a quorum is in attendance.
6. In the event of a split vote on the site plan, the SSC with the assistance of the Principal and district personnel, shall make every attempt to develop a community process to clarify , modify and unify the members of the SSC to recommend a site plan that the school community can live with.
7. If District administration has submitted a model plan to a SSC, including a single plan for student achievement or any other site-based plan, and if a School Site Council has not finally approved a site plan at or before the second to last Board meeting of each school year the SSC shall be deemed to have adopted and approved the plan submitted by District administration as its own.

Section VI - Meetings Open to the Public

All regular, special or work sessions of the SSC and its standing or special committees are open and accessible to the public. The SSC shall provide for a scheduled period on the agenda for public comments. The public shall submit

their name, and concern to the SSC for the written record and abide by a 5 minute time limit per speaker within the allocated time frame for public. All members of the public will have equal opportunity to raise issues related to the development of the single plan for student achievement. Members of the public may also submit related concerns in writing to the SSC . The SSC may, without taking action, briefly respond to members of the public about other concerns. In the event of public disruption to the meeting, the SSC chair may request a privileged motion to clear the room for a break. Should the disruption continue, the chair may ask the Principal to use Ed Code provisions to request those who are disruptive to leave the campus.

ARTICLE VII
Bylaws

Section I - Bylaws Revision

These bylaws shall be reviewed annually by the SSC, and annually presented to the Board of Education for approval as part of the site plan approval process. Proposed changes shall be posted and subject to public discussion at least one meeting prior to the SSC taking action. Bylaw revision shall be placed on a written agenda and requires a majority vote of the quorum. Bylaws shall not conflict with state or federal law, or Board Policy. Should SSC members be unable to agree on bylaw adoption, or otherwise fail to present compliant bylaws to the Board annually as part of the site plan approval process, the SSC hereby adopts the model bylaws proposed by the Board of Education in effect on June 30 of that year.

Section II - Accessibility of Bylaws

Bylaws shall be translated for accessibility to the major language groups represented in the school community. They shall be available at every SSC meeting and to members of the public upon request.

Viking Elementary School

Parent and Family Engagment 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 and Family Engagment 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 Viking 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*
  - *Classroom Participation*
  - *Quarter Awards*
  - *Student of the Month Award*
  - *Block V Award*
  - *Extended Library Hours, 1 night per week*
  - *Math Champion Celebrations*
  - *Reading Challenge Celebrations*
  - *Intra-mural Sports*
  - *Girl Scouts*
  - *Scholastic Book Fair*
  - *VikingParent Workshops*
  - *Parent/Teacher Conferences*
  - *SSTs*
  - *504's*
  - *IEPs*
  - *Donuts with Family*
  - *STEAM Family Night*
  - *Literacy at Home*

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.

Viking Elementary School

Póliza de Participación de Padres del Título I

La escuela Viking reconoce que los padres son los primeros maestros e influyen más en sus niños y que el apoyo de participación de los padres en la educación de sus niños contribuye bastante al desempeño académico y al ambiente positivo en la escuela.

La escuela Viking, con opiniones/sugerencias de los padres del Título I, ha desarrollado y distribuido la Póliza de Participación de Padres del Título I. La póliza incluye cuatro elementos:

- Póliza de participación
- Compartir responsabilidades para un Alto Desempeño Académico
- Aumentar la capacidad de participación
- Accesibilidad

Esta póliza será actualizada anualmente para satisfacer los cambios necesarios de los padres y la escuela.

Póliza de Participación

- La escuela Viking convocará las Juntas de Padres del Título I, para repasar, revisar y comentar sobre los siguientes asuntos:
    - Póliza de Participación de Padres a Nivel Escolar.
    - Convenio de Escuela/Padres.
    - Plan Individual del Desempeño Académico del Estudiante (SPSA).
    - Requisitos del Título I, derechos de participar y programas que se ofrecen en la escuela.
    - Plan de estudio de ELA/Matemáticas, herramientas de evaluación académica y niveles de desarrollo del desempeño académico en la escuela, adoptados por el Estado.
    - Resultados de la encuesta de padres relacionada a los programas académicos y ambiente del aprendizaje en la escuela.
    - Oportunidades de participación de padres para ayudar a los niños a tener éxito.
    - Los padres recomendaron juntas con fechas y horarios flexibles apoyadas por fondos de transportación, cuidado de niños y/o visitas a casa por la Persona Encargada de la Comunicación entre Casa/Escuela (Liaisons) cuando esté disponible.
    - Los padres pidieron juntas relacionadas a las decisiones educativas para sus niños.

Responsabilidades Compartidas del Alto Rendimiento Académico del Estudiante

- Convenio del Personal/Estudiante/Padre – el convenio desarrollado conjuntamente de Escuela-Padre identificará las estrategias del personal-padre las cuales apoyarán mejor el desempeño académico del estudiante. Este convenio será distribuido a nivel escolar para todos los estudiantes, personal y padres de estudiantes del Título I. El Convenio describe y define lo siguiente:
    - Responsabilidades de la escuela proveer un plan de estudio de alta calidad y educación en un ambiente de aprendizaje favorable.
    - Responsabilidades del padre y estudiante promover el mejoramiento del aprendizaje académico.
    - Métodos de comunicación efectiva y continua entre los padres y maestros.

Aumentando la Capacidad

- Durante el Regreso a la Escuela y las Conferencias de Padres los maestros les informarán a los padres acerca del contenido del plan de estudio, estándares del desempeño académico, resultados de la evaluación y monitoreo del progreso del estudiante.
- Se les proveerá a los padres con capacitación solicitada y materiales para ayudar a mejorar el desempeño académico de sus niños.
- Los maestros y otros miembros del personal serán capacitados en trabajar con los padres como socios en igualdad y elaborar enlaces entre los padres y la escuela.
- Los maestros informarán a los padres y a los estudiantes acerca de las metas individuales basadas en los resultados de la evaluación local y estatal.
- La escuela Viking proveerá oportunidades para que los padres sean voluntarios y participen en el salón de clases de su niño(a).
- Se motivará a los padres a participar en las actividades escolares a través de notas, boletín semanal, encuestas, correo electrónico (email), sistema de Teleparent y volantes. Se proveerá información en un lenguaje y formato el cual los padres puedan comprender.
- Ejemplos de los programas y actividades en la escuela <school> los cuales animan la participación de los padres en la educación de sus niños, incluyen lo siguiente:

    - *Cómite Consejero de los Estudiantes Aprendices de Inglés*
    - *Concilio Escolar*
    - *Festival Primero los Niños Patrocinado por el Distrito*
    - *Capacitación Para Padres—PIQE, Universidad Para Padres*
    - *Noche de Regreso a la Escuela*
    - *Exhibición de Trabajos (Open House)*
    - *Participación en el Salón de Clase*
    - *Parent/Teacher Conferences*
    - *Student of the Month Recognition*
    - *Reading Challenge Celebration*
    - *Viking Library hours for parents*
    - *Quarter Awards, Block V Semester Awards*
    - *SSTs*
    - *504's*
    - *IEPs*
    - *Donuts with Family*
    - *STEAM Family Night*
    - *Literacy at Home*

Accesibilidad

- La escuela Viking proveerá oportunidades de participación completa para los padres de estudiantes con desarrollo de inglés limitado, padres de estudiantes migrantes y padres de estudiantes con incapacidades. La información de la escuela y reportes requeridos se proveerán en un formato y hasta la extensión posible, en un lenguaje el cual los padres comprendan.

Viking Elementary School

Title I Txoj Cai Txuam Niam Txiv

Viking lees paub tias niam txiv yeej yog lawv cov me nyuam tus xib fwb xub thawj thiab muaj cuab kav cob qhia tau zoo tshaj plaws thiab tias kev txuam niam txiv nraim rau hauv txoj kev kawm txuj ntawm lawv cov me nyuam yeej pab tau ntau heev rau tub kawm ntawv kev kawm tau thiab ib lub chaw kawm zoo.

Viking, nrog rau tej lus tawm tswv yim los ntawm nws cov niam txiv Title I, tau tsim muaj thiab faib tawm txoj Cai Txuam Niam Txiv Title I. Txoj cai ntawd muaj plaub feem:

- Kev muaj feem nrog txoj cai
- Tej dej num sib faib ris kom muaj Kev Kawm Tau Txuj Ci Siab
- Kev ua kom muaj peev xwm txuam nrog
- Kev muaj peev xwm paub

Txoj cai no yuav raug kho dua txhua xyoo kom ua tau raws tej kev ntshaw hloov lawm ntawm cov niam txiv thiab lub tsev kawm ntawv.

Kev Muaj Feem Nrog Txoj Cai

- Viking yuav teem qhib Niam Txiv Title I Tej Rooj Sib Tham los tshuaj xyuas, hloov kho, thiab txhab lus ntxiv rau tej nqe lus hais nram no:
    - Txoj Cai Txuam Niam Txiv rau Theem Tsev Kawm Ntawv
    - Tsev Kawm Ntawv-Niam Txiv Kev Cog Lus
    - Tib Txoj Kev Npaj rau Tub Kawm Ntawv Kev Kawm Tau (SPSA)
    - Title I tej kev tseev kom muaj, tej cai txuam nrog, thiab tej kev pab qhib muaj hauv lub tsev kawm ntawv
    - Tej zaj kev kawm ELA/Math lub xeev tau txais yuav, tej twj soj ntsuam kev kawm tau txuj ci, thiab tej theem kev paub ntawm tub kawm ntawv kev kawm tau hauv lub tsev kawm ntawv
    - Ntawv nug niam txiv tej lus qhia tawm muaj feem rau tej kev kawm txuj thiab lub chaw kawm hauv lub tsev kawm ntawv
    - Tej hau kev qhib txuam niam txiv rau kev pab me nyuam yaus kom vam meej
    - Tej rooj sib tham niam txiv pom zoo muaj nrog tej hnub thiab sij hawm teem tseg hloov tau kom haum raug txhawb nqa nrog kev pab nyiaj txiag rau kev thauj mus los, kev zov me nyuam, thiab/los yog kev mus ntsib hauv vaj tse los ntawm cov Neeg Cev Lus Rau Vaj Tse-Tsev Kawm Ntawv thaum twg muaj
    - Tej rooj sib tham niam txiv thov muaj feem rau tej kev txiav txim kawm txuj rau lawv cov me nyuam

Tej Dej Num Sib Faib Ris Kom Muaj Tub Kawm Ntawv Kev Kawm Tau Txuj Ci Siab

- Daim Ntawv Neeg Khiav Dej Num/Tub Kawm Ntawv/Niam Txiv Cog Lus – Daim ntawv cog lus tsev kawm ntawv-niam txiv sib koom tsim muaj yuav qhia tawm neeg khiav dej num-niam txiv tej kev npaj ua uas yuav txhawb pab tub kawm ntawv kev kawm tau txuj ci zoo tshaj plaws. Daim ntawv cog lus no yuav raug faib tawm thoob plaws rau tag nrho cov tub kawm ntawv, neeg khiav dej num, thiab niam txiv ntawm cov tub kawm ntawv Title I. Daim ntawv cog lus tau piav thiab teev cov ntsiab lus hais nram no:
    - Lub tsev kawm ntawv tej kev ris dej num rau kev npaj muaj tej zaj kev kawm thiab kev qhia ntaub ntawv kom zoo heev rau hauv ib lub chaw kawm txhawb pab tau zoo
    - Niam txiv thiab tub kawm ntawv tej kev ris dej num txhawb nqa kev kawm tau txuj ci kom nce zus
    - Tej tswv yim sib txuas lus kom tau txiaj ntsim thiab ua ntu zus ntawm niam txiv thiab xib fwb

Txoj Cai Txuam Niam Txiv Title I – nplooj ob

Kev Ua Kom Muaj Peev Xwm

- Thaum saib Kev Rov Tuaj Kawm Ntawv thiab qhib Niam Txiv Tej Rooj Sib Tham, xib fwb yuav qhia niam txiv txog tej zaj kev kawm, tej lus teev kev kawm tau, tej lus qhia tawm kev soj ntsuam pom, thiab kev tswj tub kawm ntawv kev kawm tau
- Niam txiv yuav raug muab kev cob qhia thiab tej khoom siv tau thov los pab nce lawv cov me nyuam txoj kev kawm tau
- Cov xib fwb thiab lwm cov neeg koom khiav dej num yuav raug cob qhia txog kev ua hauj lwm nrog niam txiv tam li neeg sib koom tes muaj vaj huam sib luag thiab kev ua kom muaj chaw sib raug zoo ntawm niam txiv thiab lub tsev kawm ntawv
- Cov xib fwb yuav qhia niam txiv thiab tub kawm ntawv txog tej twb tug tej hom phiaj raws li tej lus qhia tawm kev soj ntsuam pom hauv nroog thiab hauv xeev
- Viking yuav muab sij hawm qhib kev rau niam txiv tuaj pab dawb thiab koom tes hauv lawv tus me nyuam chav kawm
- Niam txiv yuav raug nqua hu kom tuaj koom rau hauv tsev kawm ntawv tej dej num los ntawm tej ntawv cev lus qhia, ntawv xa xov txhua lim tiam, ntawv nug lus, ntawv hluav taws xob, Kev Kaw Lus Hu Qhia Niam Txiv, thiab ntawv tshaj lus qhia. Tej lus qhia yuav raug muab raws hom lus thiab tus qauv teeb lus niam txiv muaj peev xwm to taub
- Tej yam ua piv txwv ntawm tej kev pab thiab tej dej num ua hauv Viking uas txhawb kom muaj niam txiv kev koom rau hauv txoj kev kawm txuj ntawm lawv cov me nyuam yog xam nrog rau cov nram no:

  - *Pawg Neeg Tuav Tswv Yim Kawm Lus As Kiv*
  - *Tsev Kawm Ntawv Pawg Neeg Tuav Tswv Yim*
  - *Koob Tsheej Me Nyuam Yaus Ua Ntej Cheeb Tsam Tsev Kawm Ntawv Txhawb Nqa*
  - *Kev Cob Qhia Niam Txiv—PIQE, Parent University*
  - *Hmo Saib Kev Rov Mus Kawm Ntawv*
  - *Thaum Qhib Saib Kev Kawm Dhau Los*
  - *Kev Koom Tes hauv Chav Kawm*
  - *Young Authors' Night*
  - *Reading Challenge Celebration*
  - *Student of the Month Recognition*
  - *Parent/Teacher Conferences*
  - *Quarter Awards, Block V Semester Awards*
  - *SSTs, 504's, IEPs*
  - *Donuts with Family*
  - *STEAM Family Night*
  - *Literacy at Home*

Kev Muaj Peev Xwm Paub

- Viking yuav muab sij hawm qhib kev kom koom tau puv npo rau cov niam txiv muaj kev paub lus As Kiv tsawg, cov niam txiv ntawm cov me nyuam ib sij tsiv chaw, thiab cov niam txiv muaj kev tsis taus. Tej lus qhia txog tsev kawm ntawv thiab tej lus tseev kom tshaj tawm yuav raug muab raws ib tug qauv teeb lus thiab, txog rau tus ciam ua tau nyog, raws hom lus cov niam txiv ntawd to taub.

FRESNO UNIFIED SCHOOL DISTRICT
Staff/Student/Parent Compact
Viking Elementary School

Staff 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 California adopted grade level standards, skills, and concepts that provide high quality curriculum instruction in a supportive and effective learning environment
- 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
- Provide opportunities for parents to volunteer, participate and observe in child's classroom

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

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

_____ _____
Teacher Signature Date

_____ _____
Student Signature Date

_____ _____
Parent Signature Date

DISTRITO ESCOLAR UNIFICADO DE FRESNO

Convenio del Personal/Estudiante/Padre

Viking Elementary School

Sección del Personal:

Yo comprendo la importancia de la experiencia en la escuela para cada estudiante y mi función como educador(a). Por lo tanto, voluntariamente:

- Fomentaré/animaré las relaciones de padre/maestro(a).
- Recibiré capacitación en estrategias para comunicarme eficazmente con los padres.
- Enseñaré los estándares del nivel del grado, destrezas, adoptados de California y conceptos que proveen un plan de estudio educativo de alta calidad en un ambiente de apoyo y aprendizaje efectivo.
- Me esforzaré por atender las necesidades individuales de su niño(a).
- Me comunicaré con usted en relación al progreso de su niño(a).
- Proveeré un ambiente de aprendizaje seguro, positivo y saludable para su niño(a).
- Le comunicaré la tarea y expectativas del salón de clase.
- Corregiré y regresaré el trabajo apropiado en una manera oportuna.
- Apoyaré a su niño(a) en el idioma natal y cultura.
- Mostraré respeto a mí mismo y a los demás todo el tiempo
- Proveeré oportunidades para que los padres ayuden como voluntarios, participen y observen en el salón de clase del niño(a).

Sección del Estudiante:

Yo sé que mi educación es importante y que soy el/la único(a) responsable de mi propio éxito. Por lo tanto, estoy de acuerdo en llevar a cabo las siguientes responsabilidades lo mejor posible:

- Asistiré a la escuela todos los días a tiempo y preparado para aprender.
- Revisaré mi trabajo de la clase con mi(s) padre(s) semanalmente.
- Regresaré la tarea completada a tiempo.
- Seguiré las reglas de la escuela y ser responsable de mi propio comportamiento todo el tiempo.
- Pediré ayuda cuando sea necesario.
- Mostraré respeto a mí mismo y a los demás todo el tiempo.

Sección del Padre:

Yo comprendo que mi participación en la educación de mi niño(a) le ayudará a él/ella en su desempeño académico y actitud. Por lo tanto, voluntariamente:

- Fomentaré/animaré las relaciones de padre/maestro
- Asistiré al evento de Noche de Regreso a la Escuela, conferencias de Padre/Maestro, Exhibición de Trabajos y otros eventos.
- Motivaré a mi niño(a) para que participe en las actividades de lectura por lo menos 20 minutos todos los días.
- Proveeré un lugar/tiempo tranquilo para que mi niño(a) complete su tarea.
- Aseguraré que mi niño(a) duerma adecuadamente y tenga una dieta saludable.
- Adheriré las pólizas de la tarea, disciplina, código de vestir y asistencia de la escuela.
- Participaré en las oportunidades de capacitación para padres del distrito.
- Apoyaré todos los elementos de la Póliza de Participación de Padres adoptadas por la Junta Escolar del Distrito Escolar Unificado de Fresno (FUSD).
- Mostraré respeto a mí misma(o) y a los demás todo el tiempo.

_____ _____

Firma de maestro/a Fecha

_____ _____

Firma de estudiante Fecha

_____ _____

Firma de padres Fecha

FRESNO CHEEB TSAM CHAW KOOM KEV KAWM
Daim Ntawv Neeg Khiav Dej Num/Tub Kawm Ntawv/Niam Txiv Cog
Lus **Viking Elementary School**

Xib Fwb Sob Lus:
Kuv nkag siab txog qhov tseem ceeb ntawm txoj kev kawm rau txhua tus tub kawm ntawv thiab kuv lub luag hauj lwm tam li ib tug tub txawg tub ntse. Yog li ntawd, kuv tuaj yeem yuav:

- Txhawb nqa/txhawb zog rau niam txiv/xib fwb tej kev sib koom tes
- Txais kev cob qhia txog tej tswv yim ua los sib txuas lus kom tau txiaj ntsim nrog niam txiv
- Qhia theem qib tej qauv ntawv teev tseg, tej kev txawj, thiab tej niam tswv yim California tau txais yuav uas muab tau kev qhia tej zaj kev kawm zoo heev nyob rau hauv ib lub chaw kawm txhawb zog thiab tau txiaj ntsim
- Siv zog los daws tej kev ntshaw raws tej twb tug neeg rau nej tus me nyuam
- Nrog nej sib txuas lus txog nej tus me nyuam kev kawm tau li cas lawm
- Npaj muaj ib lub chaw kawm nyab xeeb, kaj siab, thiab dawb huv rau nej tus me nyuam
- Cev lus qhia txog ntaub ntawv teem ua hauv vaj tse thiab tej kev cia siab hauv chav kawm
- Tshuaj xyuas thiab xa tej ntaub ntawv muaj feem kom ua rov qab raws ib tug yam ntxwv ua nrawm nroos
- Txhawb nqa nej tus me nyuam hom lus chiv thawj thiab haiv neeg kev coj
- Nthuav tawm kev saib taus tus kheej thiab lwm leej lwm tus txhua sij hawm
- Muab tej sij hawm qhib kev rau niam txiv tuaj pab dawb, koom tes, thiab ntsuam xyuas me nyuam yaus hauv chav kawm

Tub Kawm Ntawv Sob Lus:
Kuv paub tias kuv txoj kev kawm txuj yog ib qho tseem ceeb thiab tias kuv yog tus thaj tsob rau kuv txoj kev kawm vam meej ntiag tug. Yog li ntawd, kuv kam los ua kom tiav tej kev ris dej num nram no txog rau qhov zoo tshaj plaws ntawm kuv txoj kev muaj peev xwm:

- Mus koom kev kawm txhua hnub ncav sij hawm thiab npaj ntsoov tos kawm
- Tshuaj xyuas kuv tes hauj lwm kawm ntawv nrog kuv niam kuv txiv txhua lim tiam
- Xa tej ntaub ntawv teem ua hauv vaj tse tiav lawm rov qab ncav sij hawm
- Taug raws tsev kawm ntawv tej cai thiab thaj tsob rau kuv kev coj xeeb ceem ntiag tug txhua sij hawm
- Thov kev pab thaum twg xav tau
- Nthuav tawm kev saib taus tus kheej thiab lwm leej lwm tus txhua sij hawm

Niam Txiv Sob Lus:
Kuv nkag siab tias kuv kev koom tes rau hauv kuv tus me nyuam txoj kev kawm txuj yuav pab tau nws kev kawm tau thiab kev coj yam ntxwv zoo. Yog li ntawd, kuv tuaj yeem yuav:

- Txhawb nqa/txhawb zog rau niam txiv/xib fwb tej kev sib koom tes
- Mus koom Kev Saib Kev Rov Mus Kawm Ntawv, Niam Txiv/Xib Fwb Tej Rooj Sib Tham, Kev Qhib Saib Kev Kawm Dhau Los, thiab lwm cov xwm txheej
- Txhawb kuv tus me nyuam kom txuam rau hauv tej dej num ua kev nyeem ntawv yam tsawg 20 feeb txhua hnub
- Npaj muaj ib lub chaw/sij hawm ntsiag to rau kuv tus me nyuam los ua nws tej ntaub ntawv teem ua hauv vaj tse
- Xyuas kom kuv tus me nyuam tau txais kev pw tsaug zog txaus thiab muaj ib pluas zoo noj
- Ua raws tsev kawm ntawv tej cai tswj ntaub ntawv teem ua hauv vaj tse, kev rau txim, kev hnav tsoos, thiab kev mus koom kev kawm
- Koom rau hauv cheeb tsam tsev kawm ntawv tej hau kev qhib muaj rau kev cob qhia kev ua niam ua txiv
- Txhawb nqa tag nrho tej feem ntawm txoj Cai Txuam Niam Txiv tau txais yuav los ntawm FUSD Pawg Thawj Tswj Kev Kawm
- Nthuav tawm kev saib taus tus kheej thiab lwm leej lwm tus txhua sij hawm

_____ _____
Xibfwb Sau Npe Hnub

_____ _____
Menyuam Sau Npe Hnub

_____ _____
Txiv/Niam Sau Npe Hnub