Family And Community Engagement

FACE

Manual & Program Information

2021 - 2022

Bakersfield City School District
The Bakersfield City School District (BCSD) is committed to equal opportunity for all individuals in education and in employment. BCSD prohibits discrimination, harassment, intimidation, and bullying in any employment practice, education program, or educational activity on the basis and/or association with a person or group with one or more of these actual or perceived characteristics of age, ethnicity or race, which is inclusive of traits historically associated with race, including but not limited to, hair texture and protective hairstyles, such as braids, locks, and twists, color, ancestry, nationality, national origin, immigration status, ethnic group identifications, religion, pregnancy, marital status, parental status, physical disability, mental disability, sex (including sexual harassment), sexual orientation, gender, gender identity, gender expression, medical information, genetic information, homelessness, foster status, military veteran status, political affiliation or any other basis prohibited by California state and federal nondiscrimination laws consistent with Education Code 200, 220 and 234.1, Penal Code 422.55, Government Code 11135, and Title IX. Not all bases of discrimination will apply to both education services and employment. If you believe you, or your student, have been subjected to discrimination, harassment, intimidation, or bullying you should contact your school site principal and/or the District’s Chief Compliance and Title IX Officer, Erin Johnston, by phone at (661) 631-4663, by email at johnstone@bcsd.com, or in person at 1300 Baker Street, Bakersfield, CA 93305. Copies of BCSD’s Uniform Complaint policy, Sexual Harassment policy, and Nondiscrimination policies are available upon request.
Introduction

The Bakersfield City School District’s FACE Department is dedicated to supporting the students we serve by providing parent education and leadership. We support schools and staff in facilitating access opportunities for parents, families, and the community through the District’ service delivery model.

This manual was designed to assist school principals and FACE support staff in organizing, planning, and implementing events, activities, and outreach programs to maximize family engagement in your school and community. It is the expectation that school principals and FACE staff will utilize this manual, and the tools it contains, as a reference guide for implementing essential family connections.

❖ The relationship between a parent and child is at the heart of parent involvement.
❖ Parent involvement is critical to children’s success in school and in life.
❖ Parent-professional collaboration is the key to encouraging parent involvement.

With respect to our District’s Core Priorities, the Bakersfield City School District’s FACE Team is committed to the work by focusing their efforts on the following:

*Priority 1:* Creating family-school partnerships require that everyone believe in the power of family engagement and work together to do our part in building a bridge of positivity across our campuses. We must believe in our work and how valuable our roles are in supporting student achievement.

*Priority 2:* Our role in FACE is to ensure that our families understand the importance education can play in their child’s future. We must provide our families with resources necessary for them to help their children.

*Priority 3:* One of our key priorities is building relationships with our families as well as enhancing their capacity to serve in partnership with their school for their child’s academic success. We model and teach our families how to communicate in the best interest of their children.

*Priority 4:* Within this priority, our charge is to work with the whole child and provide support and assistance to their families. We must be cognizant of how and where to refer families in need.

We look forward to partnering with you and maximizing our collaboration with our students and their families.

Here’s to an impactful and innovative school year.

**Dee Dee Harrison**

Coordinator Family and Community Engagement
Roles, Responsibilities and Expectations:  
Staff Secretary - Tracey Rusch

Secretary’s role is to:

❖ Provide support to the department Coordinator
❖ Work with department budgets
❖ Oversee Parent Center supply budget
❖ Process FACE Liaison’s site req.’s
❖ Assist with budget questions
❖ Order furniture and equipment for new Parent Centers
❖ Process extra time worked for FACE Dept.
❖ Record FACE Liaison’s attendance at Professional Development sessions
❖ Direct Liaison’s questions to the correct department as necessary
❖ Greet incoming visitors to the department
❖ Provide backup support to incoming phone calls
❖ Process Consultant Agreements for upcoming presentations
❖ Provide support and training to Liaisons on software applications for processing purchase requisitions
❖ Arrange and process Travel & Conference Requests, and follow up with claims to close out the conference
❖ Seek out quotes/pricing for purchases for office and Parent Centers for equipment and furniture
❖ Work with Purchasing Department for scheduling and tracking delivery of new Parent Center furniture and equipment
Roles, Responsibilities and Expectations:
Clerk VIII - Nichole Evans

Clerk’s role is to:

❖ Cover office phones- Be the first responder on phones ringing when team members are away from their desks.
❖ Attend DAC/DAAPAC meetings, write the minutes, and share with school sites.
❖ MAIL - Pick up any dept. mail from the mailbox and take any outgoing mail and place in appropriate mailboxes between 2:30-3:00 PM daily.
❖ Processing of site FACE parent center REQ’s
❖ Logging of site FACE REQ’s
❖ Process Golden Empire Gleaners referrals
❖ Provide supports with FACE events; Parent University, Now We’re Cooking, and Operation School Bell
❖ Attendance tracking for all parent advisory and district events
❖ Evaluations Input - Input all surveys after District Meetings/Professional Development
❖ Maintain FACE webpage/Google Site
Roles, Responsibilities and Expectations:
FACE Instructional Specialist, Kotanya Kimbrough

FACE Instructional Specialist role is to promote our parent engagement programs by supporting student learning and providing professional development; along with the coordination and monitoring of all family and community engagement curriculum and programs by

❖ Assisting in planning, curriculum development, coordination and implementation of FACE education programs
❖ Provides assistance and training in program procedures to FACE Liaisons and parents
❖ Conducts demonstration lessons and assists with curriculum and pacing of programs to ensure all programs are used as designed
❖ Demonstrates effective strategies and teaching techniques
❖ Assist in preparation of curriculum guides and manuals as requested and assists in alignment of instructional materials.
❖ Assesses needs and assists in development, implementation and evaluation of special projects and programs
❖ Organizes, facilitates and provides professional development. Organizes and conducts meetings and workshops as needed
❖ Plans collaboratively and delivers differentiated professional development to staff and parent groups
❖ Ensures all parents and community members are welcomed and involved in the learning process for their children.
FACE Representatives

FACE Representatives from Central Office will work collaboratively with MTSS, Special Education, ELD, and Academic Specialists by school site clusters to:

❖ Support and coach FACE Liaisons at school sites and Parent Centers
❖ Implement and maintain documentation for Title I requirements at school sites and Central office
❖ Assist staff in developing and implementing workshops, events, projects, and other activities to increase culturally relevant parent and family engagement through professional development and ongoing support
❖ Develop and implement methods to increase recruitment and organization of inclusive parent and family engagement at meetings and events
❖ Keep FACE Coordinator aware of any and all needs, concerns, questions, problems, situations and issues related to FACE
❖ Support process of Culture, Climate and Safety Walk-Throughs with Liaison and site administration
❖ Provide guidance and resources to FACE Liaisons, parents, school and district staff as it relates to Family and Community Engagement
❖ Collect FACE Accountability Worksheets from every FACE Liaison
❖ Collaboratively work with principal and Liaison to provide authentic family engagement opportunities for their campus
❖ Review all FACE Liaisons parent engagement calendars and provide feedback accordingly
❖ Facilitate parent advisory meetings, FACE Professional Development, Parent University, Loving Solutions, Parent Project, PALs, and all other parent education classes and workshops offered at school sites and district
❖ Maintain records of attendance for parents in all district-sponsored parent education programs
❖ Coordinate community resources and outreach through the attendance of Community Collaboratives and participation in community partnerships
FACE Liaisons

FACE Liaisons are responsible for increasing the level of participation and engagement of all parents, families and community members to ensure culturally responsive and high quality student learning occurs and where all students reach grade level mastery of all content standards. Our focus will be to establish, maintain and restore positive relationships with our families.

- Introduce existing and new families to the workings of the school and district services and functions

- Connect families to resources (school/district/community) to resolve family/student health problems, to assist families faced with basic necessities (i.e. food baskets, Operation School Bell, and Wellness Centers), to promote and maintain the emotional well-being of children and families, and to promote safety in their homes, schools and neighborhoods

- Work collaboratively with principal and school leadership team on creating parent education opportunities and activities relevant to your school’s community
  - Plan with your principal, site leadership, and teachers how to best approach ways to intentionally interact with all parents/families on your campus in order to cultivate a strong sense of belonging and connection

- Create monthly calendars in collaboration with site principal that provide to families multiple opportunities to engage and learn ways to support their student’s academic success
  - Design support for families around behavioral skills, homework, student progress monitoring, and conversations about academic and non-academic topics

- Conduct surveys to determine parent’s time preferences and availability to ensure a variety of times are made available on calendar

- Maintain records of daily and monthly parent attendance on FACE Accountability Worksheets

- Provide FACE Accountability Worksheet and Calendars to assigned FACE Representative every month

- Attend all mandatory monthly FACE Professional Development Trainings and Cluster meetings

- Plan, prepare and facilitate monthly Parent Cafes to allow your principal and staff to engage in authentic and informal dialogue with your families
• Complete quarterly Family Education Nights for teachers, principals and staff to interact with families over subject matter that enhances learning opportunities and relationship building (i.e. Science, Literacy, Math Nights...)

• Ensure all parents assigned to parent advisory and leadership groups are notified and reminded of when meetings are scheduled (DAC, DELAC, DAAPAC, SPAC, ELAC, AAPAC, and PALs)

• Promote what FACE can offer to families to help support better student outcomes (share FACE highlight videos, newsletters, ...which highlight success stories of how being engaged has benefited the student/family)

• Instruct parents on how to access school newsletter, websites, and Google sites to support their understanding of ways they can find resources as needed

• Provide information about school and academic programs to families as they become available

• Encourage and support parents to communicate with their child’s teacher(s)

• Encourage parents and caregivers to engage with school based activities that promote leadership and building relationships with their child’s teacher, the school and other community members

• Maintain Title I parent involvement requirements in coordination with FACE Representatives and the District Office
  ○ Request a copy of the Parent Involvement section of your school site’s SPSA to fully understand the approved plan for family engagement on your campus

• Organize, facilitate and perform FACE Team walks aka Culture Climate and Safety Walks, to provide parents and the principal opportunities to examine school culture, climate and safety
FACE Liaison Accountability Sheets

PURPOSE:
The purpose of the FACE Liaison Accountability Sheet is to keep record of all the sessions, classes, events, and meeting attendance. As well as track all the ways that the liaisons shares and promotes the mentioned above. This is also the place to record any outreach and support of calls, home visits and services rendered to BCSD parents.

LIAISONS REQUIREMENTS:
FACE liaisons are required to complete the assigned FACE Liaison Accountability Sheet for their school site. To maintain accuracy, it is highly recommended to fill out on a daily basis and at best a weekly basis. Note, all FACE Accountability Sheets must be completed and filled out by the end of each month as they must be ready to be shared on the dates listed below with their assigned FACE Representative and school site Principal or immediate supervisor.

FACE Liaison Accountability Sheets Due Dates:
- August 31, 2021
- September 30, 2021
- October 30, 2021
- November 30, 2021
- December 17, 2021
- January 31, 2022
- February 28, 2022
- March 31, 2022
- April 29, 2022
- May 31, 2022
FACE Liaison Accountability Sheets

LIAISONS DATA BREAKDOWN:
The Accountability sheet is broken down into four color coordinated sections. These sections are: Engagement, Sharing/Promoting, Meetings, Outreach and Support.

- **Engagement Sections:**
  - Under this section Liaisons will input the data for Parent Sessions, Parent Cafe, Family Educational Nights, Guest Presenters, Relationship Building sessions, Book Clubs, and Parent Support Groups. If the Liaison is teaching Loving Solutions, Parent Project or Parents on a Mission, that data will also need to be inputted under the Engagement section.
  - List the Name of the Session, Date, Platform Utilized (in person or via zoom), number of participants, number of views (only if the recording of the session is shared and viewed on Parent Square, or Social Media), Cost (refreshments/materials) and number of Staff Support.

- **Sharing/Promoting Section:**
  - Under this section Liaisons will input the data for Posts on ParentSquare/Social Media, flyers sent home school wide, Robo Calls, Emails, Marquee Announcements, and Banners/Posters/Display Boards.
  - List the Session/Event being shared/promoted, Date, Platform Utilized, Number of attempted reach, Number reached/viewed, and cost.

- **Meetings with Parent Leaders and Parent Representatives:**
  - Under this section Liaisons will input the data for meetings they host for PALs and Parent Advisory Group Representatives. They can also list SSC, AAPAC, MTSS, Leadership Meetings and any other meeting where they have a direct input or play a role.
  - List Meeting Type, Date, Platform Utilized (in-person, via zoom or phone call), Number of Parent Participants, Topic Discussed, Cost(refreshments/materials) and Number of Staff Participants.

- **Outreach and Support:**
  - Under this section Liaisons will input the data for Home Visits, Attendance calls, Personal Reminder/Following up Calls, Resource Referrals, Translating for IEP/504 and other meetings and Actively Recruiting (tabling/handling out flyers/calendars).
Virtual FACE
The Family and Community Engagement Department will be implementing “Virtual FACE” as a way to safely continue to engage and inform BCSD’s families during the Covid-19 pandemic. FACE Liaisons are required to perform their job duties virtually until it is safe to host in-person parent sessions and events. Our main goal is to provide new and updated information as well as resources that are available for the BCSD families.

Here is what you can expect from Virtual FACE:

● The use of online programs and applications such as:
  ○ BCSD’s Parent Portal
    ■ ParentSquare
  ○ Zoom
  ○ Google Drive -
    ■ Google docs, Google Sheets, Google Slides, Google Forms, Google Drawings,
  ○ Google Meets
  ○ Google Suites
  ○ Google Classroom
  ○ Screencastify
  ○ Youtube
  ○ Remind
  ○ Class Dojo
  ○ FACEbook
  ○ Instagram

● Personal phone calls
● Monthly Virtual Calendars with embedded links to parent sessions
● Monthly Parent Cafe’s
● FACE Liaisons - parent sessions and classes
● FACE Liaisons - technology and distance learning support
● FACE Liaisons - connecting families to community agencies’ programs and resources

**Throughout this section you will find:**

● Virtual FACE Professional Development Information - If it becomes necessary
● The FACE Liaisons Responsibilities & Guidelines for Virtual FACE 2020-2021
● Liaisons Virtual Training Resource Guide links
● FACE Programs Virtual Procedures:
  ○ Parent University, Now We’re Cooking, Loving Solutions, Parents As Leaders and Parents As Leaders Ambassadors
Virtual FACE

Liaison Virtual Trainings – Resource Guide Links

This document was created to assist you as you prepare to return to work out at the schools for the 2020-2021 school year. The expectation for ALL Liaison’s is that most of the work that you used to do in person will now be conducted “Virtually,” therefore, we want to make available as many resources to help you prepare for the new school year. Tools necessary for “Virtual FACE” are: Google Classroom, Google Meet and Google Sites.

Aeries Parent Portal:
- [How to access your Aeries Parent Portal Account](#)
- [Aeries Parent Portal Login](#)

Parent Square:
- [ParentSquare Administrators 101 – Course link](#)
- [ParentSquare Administrators 102 – Course link](#)
- [ParentSquare Teacher 101 – Course link](#)
- [ParentSquare Parent 101 – English Course link](#)
- [ParentSquare Parent 101 – Spanish Course link](#)

Google Classroom Guide:
- [https://docs.google.com/presentation/d/10W8u-uL7QK46QSeTWQSCPGLKJk2mvTj7oimMOoLZPqE/edit?usp=sharing](#)

KCSOS Distant Learning Support links:
- Here is a list of the training links you will find embedded on the document linked below:
  - Getting started with Zoom
  - Screencastify for newcomers
  - Flipgrid for newcomers
  - Using Google Forms
  - Google Classroom for newcomers
  - Google Meet for new users
  - Google Drive for newcomers
  - Youtube for newcomers
  - Google Slides for newcomers
  - Getting started with Class Dojo
  - Getting started with Remind

- [https://docs.google.com/document/d/1Ko9Z8xJ5jjOoGq4JuhaWxqLo9L9eGQqZyuWYvJUXlo/edit?usp=sharing](#)

Tarver Academy Link:
- [https://docs.google.com/document/d/1A83RiRC003ZMUB0lkstaq5a6XgZcTz–MHfZVPDT6yZA/edit?usp=sharing](#)
Virtual FACE Professional Development

The FACE Department will be offering Professional Development monthly via Zoom. The monthly Professional Development will be held from 9:00 - 11:00 AM. It is Mandatory for all FACE Liaisons and anyone stepping to fill the role of a FACE Liaison during a long term leave of absence. This will continue until it is safe for us to have in-person meetings and trainings.

SAVE the Dates:

- **SEPTEMBER 2, 2021**
- **OCTOBER 7, 2021**
- **NOVEMBER 4, 2021**
- **DECEMBER 9, 2021**
- **JANUARY 13, 2022**
- **FEBRUARY 10, 2022**
- **MARCH 3, 2022**
- **APRIL 7, 2022**
- **MAY 5, 2022**

For more information, please contact: Paulina Mora-Fernandez at (661) 631-4638
Virtual Calendar –

Below is an example of a virtual parent calendar. Here are a list of items to include:

- Parent sessions for the month and the link to access them
- Specify whether the session will be in English or Spanish
- Information “how parents can connect”
- School and Parent Center information
- Embed links throughout the calendar, i.e.: logos, titles, etc...
- Once its been approved and you are ready to share it with your school site parents and staff, PDF to keep the links live.

Virtual Calendar Resource links

- FACE Virtual Calendar Presentation – Jocelyn Scruggs
- Virtual calendar – template
- Virtual calendar – template 2
- Virtual Calendar – template 3
- Virtual Calendar – template 4
Virtual Parent Centers

Our Parent Centers will continue to serve as the hub of information and connection to people, resources and services.

This year, Parent Square has partnered with our current system of parent communication through the Parent Portal, which will allow us more advanced access to provide messaging to parents in their language, and with greater reach.

Resources and tool links for a Virtual Parent Center

- Virtual Parent Center-PDF
- Virtual Classroom Posters and Wall Art – [https://docs.google.com/presentation/d/1zxYZRsHkVj3Spy4-yRMVu_69cPsaLpvFOVz6x4RoFM/edit?usp=sharing](https://docs.google.com/presentation/d/1zxYZRsHkVj3Spy4-yRMVu_69cPsaLpvFOVz6x4RoFM/edit?usp=sharing)
- Virtual Classroom Set-up – [https://docs.google.com/presentation/d/1ub4biA98aKPWFMvjoUmIUGMw7P4sxRzgeVORqN0AKqRU/edit?usp=sharing](https://docs.google.com/presentation/d/1ub4biA98aKPWFMvjoUmIUGMw7P4sxRzgeVORqN0AKqRU/edit?usp=sharing)
- Bitmoji Survival Kit – [https://docs.google.com/presentation/d/1vYaETdRulud2uG6ubEI1jozYY3wIMB7uV1tIF4YFafE/edit?usp=sharing](https://docs.google.com/presentation/d/1vYaETdRulud2uG6ubEI1jozYY3wIMB7uV1tIF4YFafE/edit?usp=sharing)
**Virtual Parent University** will contain structures that will provide opportunities for parents to attend classes online, interact and engage with other parents, receive credit towards graduation, gain more self-confidence and knowledge in how to support their children academically, and deliver high quality content to ensure that the social and emotional needs of our families are addressed.

### Parent University Schedule

- **September 25, 2021**
- **October 23, 2021**
- **November 20, 2021**
- **January 22, 2022**
- **February 26, 2022**
- **March 26, 2022**
- **April 23, 2022**

**Hours:**
10:00 - 11:30 a.m.

### Key Structures of Virtual Parent University

- ★ Classes via Zoom
  - ○ Parents will register for desired class to receive Zoom code
- ★ Sessions will be recorded and stored on FACE Parent University Google Site to view at parent’s convenience
- ★ Eligibility for graduation – Parent must attend ALL sessions

### FACE Liaison’s Role

**PROMOTE**
- ✓ Parent Square
- ✓ Emails
- ✓ Messages from teachers
- ✓ Signs posted @ Grab & Go
- ✓ Postcards mailed home
- ✓ During Parent Cafe
- ✓ To school staff

**RECRUIT**
- ✓ By Grade Level
- ✓ Assistance from BIS
- ✓ Referrals from Teachers
- ✓ Parent Leaders
- ✓ Past PU participants

**REMIND**
- ✓ Parent Square
- ✓ Emails
- ✓ Messages from teachers
- ✓ Remind
- ✓ Signs posted @ Grab & Go
- ✓ Postcards mailed home
- ✓ During Parent Cafe
- ✓ Through school staff
Now We're Cooking (NWC) 2021-2022 will be filmed live this year via social media. NWC will be an interactive educational monthly program that families will be able to participate via Facebook and Instagram. One lucky parent and one student will be preparing the recipe in a chosen school’s kitchen. Families will learn how to make culturally healthy recipes, use kitchen utensils, how to read a grocery ad and how to shop, prep foods and read instructions, and most importantly - spend time together.

We have chosen recipes that will expose our families to unique ingredients. Families will be exposed to growing food, how to purchase and choose healthy food options while establishing a knowledge of a lifetime of healthy eating.

**Roles and Expectations of FACE Liaisons:**

- Advertise the NWC dates and location of school;
- Provide links from Facebook, Instagram, Flyers, Newsletters, Google Site, school site Facebook page, Marquee, and Parent Square!
- Invite PALs to help recruit parents to log on;
Parent Project Jr. LOVING SOLUTIONS

Virtual Version
Planning for Virtual Loving Solutions

Planning and Recruiting

✓ Discuss with trained Behavior Intervention Specialist about teaching class together.
  ○ Class shall be taught by two trained facilitators

✓ Set aside 10 consecutive weeks to teach program (preferably no break week in between i.e. holidays, Thanksgiving Break, Winter Break or Spring Break)
  ○ Fall Session: Week of Sept. 13th - Nov. 15th  Spring Session: Week of Jan. 31st - Apr. 4th

✓ Things to consider when setting dates and times:
  ○ What is the best day and time slot available when you can get most parent participation or best time available for the interested parents
  ○ Ensure sessions don't conflict with Professional Development, other scheduled meetings, planned school events or district meetings/events
  ○ Ensure scheduled sessions don't land on a Holiday

✓ Recruit parents (a class size of a minimum of 12 parents is recommended)

✓ Create a Google Form registration to allow you to know how many parents will attend your class, their contact information and how much material you need to have

✓ Spread the Word! Ways to promote:
  ○ Flyers, banners, school website, social media, remind.com, posters, monthly calendar, monthly newsletter, personal invitations, announce at parent meetings/cafes/events, LS parent testimonies, LS graduates can help spread the word too
  ○ BIS can call and invite parents of Tier II students

✓ After recruitment count, order Parent and Teachers Guides along with any other materials you feel you or your parents may need

Before you begin Unit 1 Session

✓ Meet with Jocelyn Scruggs in FACE Department to review process and attend LS Refresher Course and Zoom Training before initiating your first session
  ○ Training will include how to use Breakout Rooms to separate support groups for discussion and sharing, present the slides, Screen Share, write down answers for group activities, sign in and evaluations.

✓ Ensure parents have an email address that will help them register to virtual conferencing platform

✓ Host an LS Orientation for parents where you can share details of course and ask for commitment. Please ask for editable Orientation Template

✓ Once parents have attended a virtual LS Orientation and agreed on the Virtual Etiquette & Class Expectations and 10 week commitment, you may schedule a time when they can come and pick up their book and materials

✓ Parents must sign Virtual Etiquette & Class Expectations agreement

✓ Provide registered parents with link, Meeting ID and password to scheduled Zoom Meetings before 1st session

Please also refer to Parent Project planning list for preparation recommendations
**Things to have parent/participants consider before they commit**

✓ Parents must have a device that has audio & visual capabilities
✓ Reliable WiFi connection is required
✓ Course is 10 weeks long (20 hours total). Ask for commitment during orientation or upon registering
✓ Only 1 absence and 1 make-up allowed
✓ Class is FREE and materials can be provided prior to start of class by FACE Liaison
  ○ Recommended materials to provide: Loving Solutions Parent Guide, pencil/pen, Post-its or index cards

**Facilitator materials needed for virtual course**

**Required**
✓ Access to computer with video and sound capabilities
✓ Reliable WiFi
✓ Loving Solutions Parent Guides
✓ Loving Solutions Facilitator Guides (one for each)
✓ Loving Solutions weekly presentations

**Optional**
✓ Job Roles (may have to print set for each parents)
✓ Prizes to encourage participation and engagement (you can mail or have parents pick up)

**If planning for an evening session**

Many of our parents are better available in the evenings due to work or busy morning with distance learning schedules, therefore, evenings may work best for scheduling this course. Before you schedule:

✓ Talk it over with your principal. A discussion and agreement in regards to working extra hours needs to take place. *(Can you be paid for Extra Time, can you receive comp time or will you have to flex your hours.)*
✓ If getting paid Extra Time, check Title I budget to ensure there is enough money to cover for yourself and the BIS facilitator
✓ Make sure you and your facilitator can commit to the 10 weeks
✓ Have a back-up facilitator that is willing to help in the event either facilitator is absent

**Graduation (Unit 10)**

✓ Recruit at least two parents to speak on their experience with Loving Solutions and share testimony.
✓ Optional- Thank You/Congratulations gifts to parents (they may have to be picked up or delivered)
✓ Certificates
✓ Completion Certificates- 18 - 20 hours
✓ Participation Certificates- 16 hours or less
✓ Perfect Attendance- 20 hours
✓ Court Mandated Memo (If applicable)
✓ Attach Memo letter to certificate with corresponding hours of completion
✓ Establish Parent Support Group (Unit 10)
Virtual Etiquette & Class Expectations

Before

- **Be on time to class:** We start at 0:00 am/pm—that means you are logged on and have your video on.
- Make sure whatever device you are using is charged and/or plugged in so you maintain power throughout the class.
- Come prepared to class with your materials: book, pens, pencils, highlighter, etc.
- Mute your cell phone and limit other distractions.
- Dress appropriately and be mindful that you and your surroundings are on camera.

During

- It is critical that you keep your video on during class: body language and facial expressions help us communicate more effectively.
- **Be aware:** We may ask that you add something in the chat box or break into small groups for discussion.
- **Mute your microphone when you are not talking.**
- Feel free to eat and drink during class but make sure you are muted and not talking with food in your mouth.
- **Stay Present:** This means staying seated, participating in class discussion, participating in class activities, and excusing yourself if you will be away from your device for a moment.
- If you need to get the attention of the facilitator during class please raise your hand and or use the chat box to alert the facilitator you need something.
- **Confidentiality:** What happens in class stays-in class.

End

- Respect others and yourself.
- No pictures/videos of anyone in the class unless done with explicit permission.
- Life happens, we understand that some days may be more challenging than others to stay present and engaged, but remember, **this class is for you.**

I, (your name here)__________________________, acknowledge that I have read and understand the list of “Virtual Etiquette and Expectations” outlined above. I agree to the above mentioned etiquette and expectations.

__________________________  _______________________
Signature                                                                                                                   Date
Virtual Attendance and Participation

Attendance is a critical component to any successful class and the Parent Project is no different. Showing up on time, prepared and participating in class each night is required to not only get the certificate of completion but to gain the necessary skills that will lead to better outcomes between you and your child. As a parent you will be expected to adhere to the following expectations:

1. Login and be ready at the start of class time.
   a. If you are running late for any reason please let the facilitator know

2. Make sure your device is powered and functioning properly.
   a. If you experience technical difficulties please text or call one of the facilitators.

3. Have your S.O.S. completed before the start of class.

4. If you change your contact phone number or email address during the course of the class, please alert the facilitators so that we have up to date contact information.

5. All participants are required to engage in the class fully each night this includes but is not limited to:
   a. Answering questions when called upon
   b. Using the chat box to respond to a facilitator prompt
   c. Steps of Success (S.O.S.) must be completed and ready to share at the start of class
   d. Participants must stay for the entire class period in order to get credit for attendance
      i. If for any reason you are unable to stay for the entire class you must reach out to a facilitator.
   e. Group roles will be assigned to participants at the start of each class.
      i. Everyone is responsible for fulfilling those roles to the best of their ability.
   f. At the end of each unit, there will be a short survey that must be completed.

6. Absence Policy
   a. Each participant will be allowed to miss one class (night)
      i. One additional absence (night) will be allowed but the material must be made up in order to get credit.
         1. Make-up will be either by watching the recording or reading the sections and answering prompts related to the missed material. This will allow the facilitator to check for understanding. Unit Evaluation needs to be completed and submitted.
   b. If a parent misses more than the two allowed absences, is often tardy or repeatedly leaves class early the parent will be notified by the facilitators that they will be invited to the next Parent Project class.
      i. Repeated absences will disrupt the entire class and will not be tolerated.
      ii. One of the main components of the class is the building of a support network amongst peers. Parents cannot build rapport with others with poor attendance and participation.

______________________________________  __________________________  ________________
Print Name                                                    Signature                                                             Date
In order to facilitate Parent Project, you must have completed the Parent Project Facilitator Training.

Classes will be offered virtually via Zoom

Successful Class Procedures taken from Parent Project Training

Please also refer to your PP Facilitator Training binder for more resources.

Kick-Off

Please also refer to Loving Solutions planning list for preparation recommendations

These are the things to do immediately to get your dates locked and build the foundation for success as taken directly from the Parent Project Training.

- Write/review your "elevator pitch": 75 words or less about what is Parent Project and why it's important for your school/community. [Please click here to view Google Folder on Marketing Assets]
- Create a list of local referrers--people who are motivated to send parents to your program (i.e. other liaisons, teachers, office staff, Principal, coaches, CPALs, YSSs, ASWs, School Resource Officers)
- Create a "supporters" list: People who will agree to support you as you initiate your project. (Principal, Vice Principal, FACE Rep., Behavior Intervention Specialist, Campus Supervisor, School Social Worker, School Psychologist, CPALs)
- Pick a day/time for the course. Call your top 3 referrer partners to include them in the date/time selection can increase success. Generally Tuesday-Thursday evenings.
- If you are in a Spanish-speaking neighborhood, consider offering an English and Spanish course
- Pick a start-date for the course. Allow 4-6 weeks of preparation.
- Create a simple recruitment class flier. Contact Jocelyn Scruggs for available templates. [click here for templates]

Post Kick-Off

One week after kick-off, you should start your rolling announcement to organizations ensuring you have support and enrollment from organizations.

- Create a "Need Statement" for your community--why is Parent Project relevant to your parent community right now? (Find sample templates in Parent Project Google Folder)
- Make sure you have access to working Computer, CDAB Parent Guides, pens, post-its and any materials you may need to provide your parents with
- Write an announcement of your class starting with the need statement, add the dates/times of the class
- Review your announcement letter with someone on your "supporters" list. [For example letters click here]
- Distribute the announcement of the class via email/mail to all the constituents on your constituent list
- Order CDAB Parent Guides to get ahead of the curve
Classes will be offered virtually via Zoom

Successful Class Procedures Continued...

Post announcement and follow-up:
After distributing your announcement/recruitment flyer, it is time to begin following up.

- Ask people on your “supporter” list if they have time to make personal calls to the referring agencies
- Put in a personal call/visit to each of the referring agencies
- Order parent workbooks

Week before class
One week before class, it is time to ensure we have full enrollment and double-check we’re all ready to get started.

- Check class enrollment. Remember you’ll only have 60-70% of signed up parents show up.
- [Optional] Hold an “information session” at existing parent meetings- Parent Cafes, Family Education Nights, School Site Council, Booster Club, PTA and other parent meetings.
- Host Orientation session to inform parents on how the Virtual class will function and to help with technical questions they may have.
- Send a “reminder” email, phone call, text to parents who are already signed up.
- Send a “reminder” email to get referrals to each of your referrers.
- Call the referrers who have sent you referrals to say thank you, and remind them as a follow-up.
- Call referrers who have not sent you referrals and remind them to please personally invite people. Ask them if they need help. Remind them of the need statement.
- Check your equipment list: Don’t be stuck in an emergency.
- [Optional] Print out the placards. You may have to do a set for each parent.
- Put all of your supplies in a designated corner for Parent Project materials for easy access
- Download the necessary powerpoints for the first week and review the content on the powerpoint and in the teaching manual.

Parent Project Google Folder and Resources
Breakdown applies to 2020 version of CDAB. Units will be broken down in 2 hour sessions for once a week.

PART ONE: LAYING THE FOUNDATION FOR CHANGE

Unit 1: Understanding Our Children (WEEK 1)
- Strong-Willed vs Compliant Children
- Love and Affection
- Working in Groups
- Influence vs. Control
- Influencing and Motivating Children
- Critical Family Concept: My kids need my love and affection everyday!

Unit 2: Addressing Problematic Behavior (WEEK 2)
- What is Trauma
- Teenagers
- Dealing with Emotional Behavior
- Focus on the T.O.P.I.C
- Threats of Running Away and Suicide
- Critical Family Concept: My kids need positive strokes.

Unit 3: Active Supervision & Structure (WEEK 3)
- Active Supervision
- Today's Media and Technology
- Smartphones and Mobile Apps
- Creating Structure
- Using Structure & Active Supervision
- Critical Family Concept: My kids need my active supervision.

Unit 4: Improving School Attendance & Performance (WEEK 4)
- School Attendance
- Using Structure & Active Supervision
- Home/School Communication
- The Homework Assignment Sheet
- Action Planning
- Critical Family Concept: My kids need a good education.

Unit 5: Drug Use: Identification, Prevention, and Intervention (WEEK 5)
- An Overview
- Teen Drug Use Trends
- Recognizing Drug Use
- The Intervention Process
- The Adult Child
- Critical Family Concept: My kids need me to be consistent.
Parent Project Class Breakdown
Outline of Units
Virtual Class

Unit 6: Addressing Out-of-Control Behaviors (WEEK 6)
- Why Do Kids Choose Unhealthy or Destructive Relationships
- Building A Sense of Hope
- Youth Gangs
- Intervention
- Runaway and Violent Children
- Critical Family Concept: I will remember short-term consequences work best.

Unit 7: Developing Personal Action Plans (WEEK 7)
- Concept Review
- Establishing House Rules
- Building Effective Action Plans
- Blended Families
- Where the Rubber Meets the Road
- Critical Family Concept: TEASPOT means I'll take everything away for a short period of time.

PART TWO: SUPPORTING CHANGE AND IMPROVING RELATIONSHIPS

Unit 8: Finding Help & Support (WEEK 8)
- Support for Parents
- Help for Children
- Working in Support Groups
- Critical Family Concept: I'll tell my kids I'll do whatever it takes to keep them safe.

Unit 9: Developing Healthy Relationships (WEEK 9)
- Our Children’s Choice of Friends
- Talks to Kids About Relationships
- Dating Rules
- Critical Family Concept: You'll never be wrong doing the right thing.

Unit 10: The Dynamics of Change (WEEK 10)
- It’s Not Working
- The Three Phases of Change
- Critical Family Concept: It didn’t start yesterday and it won’t end tomorrow.

IF PARENTS WOULD LIKE TO CONTINUE AFTER 10 WEEKS, PLEASE SEE BREAKDOWN ON FOLLOWING PAGE...
Parent Project Class Breakdown
Outline of Units
Virtual Class

Unit 11: Managing Conflict in the Home (WEEK 11)
- Taking Time Out
- Negotiating a Compromise
- Critical Family Concept: My kids need a strong sense of family and I’m gonna provide it.

Unit 12: Building Positive Self Concepts (WEEK 12)
- Active Listening
- Verbal Messages
- Critical Family Concept: My kids need positive strokes.

Unit 13: Growing Stronger Teens (WEEK 13)
- Part of the Problem (Sleep)
- You are What You Eat
- Critical Family Concept: My kids need my help to grow up strong.

Unit 14: Consistency (WEEK 14)
- Enforcing House Rules
- Critical Family Concept: My kids need me to be consistent!

Unit 15: Expectations, Standards, and Values (WEEK 15)
- Expectations
- Family Values and Standards
- Critical Family Concept: My kids need to hear my expectations!

Unit 16: Promoting Family Unity (WEEK 16)
- A Sense of Family
- Program Review
- Self-Help Support Groups
- Critical Family Concept: I’ll never give up; I’ll never give up; I’ll never give up!
FACE LIAISON RESPONSIBILITIES:

1. **What to do with New Parent Leaders**
   a. Interested Parents must fill out a Parents As Leaders (PALs) Interest Form.
   b. Then, have interested parent indicate whether he or she has graduated from Parent University or has completed all 5 Learning Modules. If parent has not done either, explain and provide a copy of the Parents As Leaders Training Worksheet.
   c. Virtually schedule a PALs 101 orientation with New Parent Leaders and go over the Parents As Leaders Agreement.
   d. Liaisons are encouraged to introduce and connect New Parent Leaders to strong/reliable Returning Parent Leaders to create a “Mentor-Mentee” relationship.

2. **What to do with Returning Parent Leaders**
   a. All returning Parent Leaders must tune in to a virtually hosted PAL 101 orientation for a refresher.
   b. If returning PALs have not read the PALs Agreement Form, please go over the agreement form with them.
   c. Encourage active and reliable parents to tune into the monthly Parents As Leaders Leadership Academies via Zoom (Dates in the following pages.)
   d. Have Returning Parent Leaders share updates and ideas presented during the Virtual PALs Academy during your monthly PALs School Site Zoom Meeting.

3. **What to do with ALL (both new & returning) Parent Leaders**
   a. Host a monthly PALs School Site Team Meeting via Zoom and invite all of your PALs to tune in. During this meeting, have your PALs Ambassadors share updates introduced during the Virtual PALs Leadership Academies. Utilize this time to brainstorm new ideas you may have and also ask for their feedback.

If you have a PALs group who would like to share a successful Distance Learning story/idea during the upcoming Virtual PALs Academy, please email Antonia Serrano (serranoan@bcsd.com) the following: 1. Name of those presenting 2. Brief PPT summarizing your PALs Distance Learning success story and/or idea. Submit this information a week prior to the next scheduled Virtual PALs Leadership Academy.
Description of Virtual PALs Leadership Academy

Because of the pandemic and social distancing guidelines, this year’s monthly Parents As Leaders (PALs) Leadership Academy meetings will be hosted via Zoom.

The monthly Virtual PALs Leadership Academies will consist of leadership workshops intended to help your PALs continue to grow and strengthen their leadership skills. With that said, we will no longer set monthly school site goals for PALs to complete as a group; instead we will set monthly leadership/self-growth goals for PALs to complete on an individual basis.

We ask that you please encourage your current PALs to tune in to our monthly Virtual PALs Leadership Academies using the login information listed within the flyer. PALs who tune in to 4 or more of the Virtual PALs Leadership Academies via Zoom will be invited to our Virtual PALs Celebration scheduled for April 20th, 2022.

PALs who are not able to tune in to the monthly Virtual PALs Leadership Academies via Zoom, will be able to access recordings of the sessions through our Parents As Leaders Google Site website. Although this will not grant them attendance credit, they will be able to benefit from the information/training provided.
Virtual PALs Leadership Academy

PARENTS AS LEADERS
Leadership Academy 2021-2022

SEPT 22
OCT 20
NOV 17
DEC 16
JAN 19
FEB 23
MAR 16
APR 20

Join us through Zoom every month from:
9:00–10:00 am
Meeting ID: 847 9387 8479
Passcode: PALS

For more information please contact Antonia Serrano, FACE Representative, at Ext. 14761 or serranoan@bcsd.com
The Purpose

The purpose of the Parent As Leaders Ambassador PD Trainings is to build parent leadership capacity and strengthen presentation skills and knowledge of best practices for positive parent engagement for the school and district.

1. Criteria
   a. Must be a returning PAL who has completed all 5 learning modules or has graduated from Parent University
   b. Must have attended the 2020-2021 PALs Leadership Academy
   c. Must have volunteered 3 to 5 hours per month at a parent/family school function such as helping with set up and/or breakdown of event, assisted with and/or implemented monthly PALs goals

2. Selection Process (only if your site does not have a PALs Ambassador)
   a. If your site does not have a PALs Ambassador, FACE Liaison must recruit one to two parent leaders who meets most, if not all, of the criteria mentioned above.
      i. List of current PALs Ambassadors: 2021-2022 PALs Ambassadors
   b. Have the recruited PAL complete a PALs Ambassador PD Training Application Spanish.
   c. Liaison must turn in a copy of their PALs application to Antonia Serrano, serranoan@bcsd.com, by October 8th, 2021.
   d. Invitation letters will be generated by FACE Department and will be emailed out to the recruited PALs Ambassadors
      i. Invitation letters will announce the PALs Ambassador Virtual Training dates and login information

3. FACE Liaisons Responsibilities:
   a. Help PALs Ambassador create a Gmail if they do not already have one
   b. Remind PAL Ambassadors about the Quarterly PALs Ambassadors Virtual Training dates which will take place via Zoom:
      i. October 28th, 2021, January 20th, 2022, March 24th, 2022, May 19th, 2022
   c. Schedule a virtual one-on-one with the sites PALs Ambassadors (preferably no later than a week after the attended training) to share an overview of what they learned and how they plan on implementing it.
   d. If possible, schedule a date for PALs Ambassadors to virtually share the training information with the rest of your PALs Team. This could be recorded on your Accountability worksheet as an education session.
Description of Virtual PALs Ambassador Trainings

Due to current circumstances, we will not be recruiting new PALs Ambassadors this school year, however, we will need to have at least one PALs Ambassador per school site. With that said, the sites who do not currently have at least one PALs Ambassador will need to recruit a parent leader on campus to serve as their site’s PALs Ambassador.

PALs Ambassadors will need to have a Gmail to participate in our quarterly PALs Ambassador Virtual Trainings which will be held through Zoom. Once G-mails are documented for each PALs Ambassador we will be sending them calendar invitations with the login information to the quarterly trainings.

Quarterly trainings will be facilitated in a virtual manner by Dee Dee, Kotanya and Antonia. There will be an array of topics discussed pertaining to virtual parent engagement.

Note that these trainings are only for the selected PALs Ambassadors and not for all PALs. With that said, find a list of current PALs Ambassadors and identify if your site is in need of recruiting at least one PALs Ambassador: [21-22 PALs Ambassadors](#)

Please find the meeting dates and times for our 2021-2022 PALs Ambassador Virtual Trainings in the following page.
PALs Ambassador Virtual Trainings

For more information please contact Antonia Serrano, FACE Representative, at Ext. 14761 or serranoan@bcisd.com.

For questions regarding the PALs Ambassadors Trainings, please contact Antonia Serrano, Family & Community Engagement representative, at 631-4761.

All meetings will be held from 9:00-10:00 am via Zoom.

Meeting information will be sent via email.

PALs Ambassadors

OCT 28th

JAN 20th

MAR 24th

MAY 19th
Parent Advisory Committees
**BAKERSFIELD CITY SCHOOL DISTRICT**

**PARENT ADVISORY**

**2021 - 2022 Committee Meetings**

<table>
<thead>
<tr>
<th>DAC (District Advisory Committee)</th>
<th>DELAC (English Learner Advisory Committee)</th>
<th>DAAPAC (English Learner Advisory Committee)</th>
<th>CAC (Citizen Advisory Committee)</th>
<th>DPAC (Parent Advisory Committee)</th>
<th>RAC (Multicultural Advisory Committee)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meetings will be held virtually via Zoom.</td>
<td>Meetings will be held virtually via Zoom.</td>
<td>Meetings will be held virtually via Zoom.</td>
<td>Meetings will be held virtually via Zoom.</td>
<td>Meetings will be held virtually via Zoom.</td>
<td>Meetings will be held virtually via Zoom.</td>
</tr>
<tr>
<td>11:30 - 1:00 pm</td>
<td>9:00 - 11:00 am</td>
<td>11:00 - 12:30 pm</td>
<td>3:00 - 4:00 pm</td>
<td>8:30 - 10:00 am</td>
<td></td>
</tr>
<tr>
<td>10/5/21</td>
<td>10/13/21</td>
<td>10/19/21</td>
<td>9/13/21</td>
<td>10/19/21</td>
<td></td>
</tr>
<tr>
<td>11/2/21</td>
<td>11/10/21</td>
<td>11/16/21</td>
<td>10/4/21</td>
<td>11/16/21</td>
<td></td>
</tr>
<tr>
<td>12/1/21</td>
<td>12/8/21</td>
<td>12/14/21</td>
<td>11/1/21</td>
<td>12/14/21</td>
<td></td>
</tr>
<tr>
<td>1/11/22</td>
<td>1/8/22</td>
<td>1/15/22</td>
<td>12/3/22</td>
<td>1/18/22</td>
<td></td>
</tr>
<tr>
<td>2/1/22</td>
<td>2/9/22</td>
<td>2/15/22</td>
<td>2/7/22</td>
<td>2/15/22</td>
<td></td>
</tr>
<tr>
<td>5/5/22</td>
<td>5/11/22</td>
<td>5/17/22</td>
<td>5/2/22</td>
<td>5/17/22</td>
<td></td>
</tr>
</tbody>
</table>

**Contact persons:**
- DAC: Courtney Barry (631-458) burrye@bcisd.com
- DELAC: Gaynell Turner (631-463) turner@bcisd.com
- DAAPAC: Germaine Barry (631-463) barryg@bcisd.com
- CAC: Stacey Quinlan (631-463) quinlan@bcisd.com
- DPAC: Lynnette Bedrom (631-463) bedrom@bcisd.com
- RAC: Norma Morales (631-463) morales@bcisd.com

*To access the PDF and the Spanish versions of the document above, please click on the picture of the document.*
Hybrid Parent Advisory Committees

**Liaison Responsibilities for DAC, DAAPAC, and SPAC Meetings:**

- Recruit reliable, dependable, and available parent representatives to attend monthly meetings in person or virtually via zoom.
  - DAC: 1 rep. and 1 alternate required
  - DAAPAC: 1 rep. and 1 alternate required
  - SPAC: Only 1 rep. required
- Submit parent representative’s information to Candice Barry in the FACE Department through designated Google Form.
- Info needed to complete the google form: Parent Name, Address, Phone #, Email and Student Name
- Ensure parent reps have transportation (bus pass or personally transport)
  - No transportation: encourage parents to attend meeting virtually
  - If parents do not have internet access or an electronic device, the parent may attend the meeting virtually at the school site. Liaison must be available to monitor and assist the parent.
- Ensure parent reps’ monthly attendance by **Calling** and reminding parents 72 hours before the meeting.
  - Encourage/help parents complete the RSVP form, if they will be attending virtually. RSVP link will be shared with liaison 72 hours before meeting.
  - If parents will be attending in person, liaisons will remind them of the date, time, and location (PDC at the district office).
  - Track the parents’ (both in person and virtual attendees) response through a Google form that will be shared each month via email.
- Invite DAC, DAAPAC, and SPAC Rep/Alt to the School Site Council Meetings to share information given at the district meetings.
- Shall inform Advisory Group Facilitator (Candice Barry) of parent representative withdrawal/resignation.
- Immediately replace the representative upon withdrawal/resignation of the previous rep.
  - Submit new rep’s full name, address, phone #, email, and student name to Candice Barry via email (*barryc@bcsd.com*).

**Liaison Responsibilities for DELAC Meetings:**

- Liaisons are required to remind the parent representatives and alternates of the DELAC meetings. Please keep in mind that DELAC is overseen by the staff in the ELL Department. For questions please contact Goretti Torres - *torresg@bcsd.com*
District Advisory Committee (DAC)

ABOUT:
The District Advisory Committee (DAC) is a volunteer committee. The committee is made up of one parent representative and one parent alternate from each school site. The school or principal elects a parent representative and alternate to attend the DAC meetings once a month. A parent may be appointed to represent their school site if they are a parent of a student participating in the Title I program.

The goals and objectives of the DAC are to review the Consolidated Programs, provide advice, assistance and advisory recommendations to the BCSD Board of Education on the Consolidated Funding Program including the new Local Control Accountability Plan. The DAC also provides input to educational projects funded under Title I that support parental educational programs as it pertains to the goals and objectives of this committee and provides input to make revisions and/or review the School Level Parent Involvement Policy and School Compact. The ultimate goal is to improve the education of students participating in the Title I Programs.

PARENT ELIGIBILITY
Eligibility to serve as a District Advisory Committee (DAC) representative requires that the District include representation of students in need (e.g., low income, and foster youth) and be a parent or guardian (1) of a student scoring at the basic level or below (i.e., basic, below basic, or far below basic) on the statewide assessments (Education Code Section 54425 (a)); or (2) is selected by the principal by meeting the criteria of being on free or reduced lunch; or (3) is the parent or guardian of a foster or disadvantaged youth student.

PARENT REPRESENTATIVE RESPONSIBILITIES

- Attend ALL DAC meetings the first Tuesday of each month from 11:30 a.m. - 1:00 p.m. in person in the Professional Development Center at 1300 Baker St., or virtually via Zoom.
- Responsible for reporting DAC summary and information to School Site Council and principal

For more information regarding DAC, please contact Candice Barry in the FACE Dept. at x14513 or barryc@bcasd.com.
District Advisory Committee (DAC)

For more information regarding DAC, please contact Candice Barry in the FACE Dept. at x14513 or barryc@bcsd.com.
District African American Parent Advisory Council (DAAPAC)

ABOUT:

The District African American Parent Advisory Council (DAAPAC) is a volunteer committee designed to close the achievement gap. The council is made up of one parent representative/alternate from each school site. The school or principal recruits a parent of an African American student to serve as a representative or alternate to attend the DAAPAC meetings once a month.

The goals and objectives of the DAAPAC are to engage, equip, and empower parents to advocate for the academic success of all African American children. This work will be driven by three core principles:

★ Presence
★ Purpose and
★ Progress

The ultimate goal of DAAPAC is to help close the achievement gap, and provide a voice for parents in ensuring academic success for students.

PARENT ELIGIBILITY

Eligibility to serve as a District African American Parent Advisory Council representative (DAAPAC), requires Members of the Council to be comprised of parents, guardians, and/or caregivers of students within the Bakersfield City School District that identify in whole, or part, as African-American. Each school is responsible for soliciting volunteers and selecting one (1) Representative and one (1) Alternate, that meet the above criteria, to serve on the Council. Members will be selected by majority vote by the site based AAPAC.

PARENT REPRESENTATIVE RESPONSIBILITIES

- Attend Monthly DAAPAC Meetings on the third Tuesday of each month, during the time of 11:00 a.m. – 12:30 p.m. in person in the Professional Development Center at 1300 Baker St. or virtually via Zoom.
- Serve on the AAPAC board as chair or vice chairperson.
- Report DAAPAC summary and information to the School Site Council, and principal.
District African American Parent Advisory Council (DAAPAC)

For more information regarding DAAPAC/AAPAC, please contact Candice Barry in the FACE Dept. at x14513 or barryc@bcisd.com.
African American Parent Advisory Council (AAPAC)

PARENT REPRESENTATIVE RESPONSIBILITIES:

- Attend and participate in AAPAC meetings, events, and project teams.
- Support the AAPAC’s efforts to reach out and hear from families across the district.
- Be thoughtful about representing the AAPAC and stating positions the AAPAC has agreed to.
- Outreach and communicate effectively to AAPAC members by following up and following through.
- Report back to DAAPAC and FACE liaison.

FACE LIAISON WILL:

- Aid in the recruitment and retention of reliable, dependable, and available parents to attend and represent African American students at AAPAC site based meetings.
- Aid in the implementation and development of AAPAC
- Support the AAPAC site based designee and school administration by providing snacks, refreshments and other materials needed for the success of the AAPAC (in person meetings).
- Responsible for ensuring parent reps have transportation.
- Call and remind parents before the meetings.
- Ensure parent representation and monthly attendance
- Invite members to the School Site Council to share information.

For more information regarding DAAPAC/AAPAC, please contact Candice Barry in the FACE Dept. at x14513 or barryc@bcsd.com.
Superintendent’s Parent Advisory Council (SPAC)

PURPOSE:
The Superintendent Parent Advisory Council (SPAC) meetings will enable the Superintendent and parents to discuss matters which affect the instruction of our students as well as the overall operations of our schools. The SPAC is comprised of one parent representative from each school who will serve a two year term, and selected by the site principal. Parents will meet with the Superintendent and other District staff during the school year, and will work to update other parents and staff, from Pre-K – 8th grade, on district initiatives and changes in policy and procedures. Parents will provide a valued viewpoint to current and upcoming district interests including district-related activities, initiatives, and programs.

PARENT REPRESENTATIVE RESPONSIBILITIES:
Members will work together to:

● Serve as an advisory, not a decision-making body, that makes recommendations.

● Provide the superintendent with feedback and insight from the parent’s perspective on school processes, policies and initiatives to ensure that the needs of parents and their families are included as decisions are made in the district.

● Identify common needs and goals among the parents of students, and help facilitate strategies to increase the efficiency and effectiveness of their school.

● Bring to the superintendent’s attention existing and emerging issues expressed by parents at the school they represent.

● Report back to the School Site Council to give an SPAC report.

MEETING GUIDELINES:
Monthly meetings are for selected members only. Selected parents must be able to attend the meetings during the hours of 11:00 a.m. and 12:30 p.m. Meetings will take place in the Professional Development Center (if attending in person) or virtually via Zoom.
Superintendent’s Parent Advisory Council (SPAC)

For more information regarding SPAC, please contact Candice Barry in the FACE Dept. at x14513 or barryc@bcsd.com.
Conference Attendance for Parents and Guardians

Any parent/guardian who attends a conference on behalf of a parent advisory group/council, the District, or school site shall:

1. Prepare a presentation summary regarding their learning at the conference.
2. Present the presentation summary to their respective parent group/council and school.
3. In addition to their school, present the presentation summary to at least two other schools within their junior high/middle feeder pattern.

** A parent/guardian may not attend more than one conference on behalf of a parent advisory group/council or school within a two year period. This is to encourage opportunities for different parents/guardians to attend and represent their respective parent group/council or school.

District and/or school staff shall complete a Conference Attendance Sheet for parents attending a conference on behalf of the school or district indicating the name, date, and purpose of the Conference. Parents shall be notified of the policy and expectations of acceptance at time the conference is scheduled and confirmed.

In the event more parents wish to attend a conference than there are available spots, the parent group/council shall determine attendance based on their bylaws.

*Click here to access BCSD’s Parent Conference Attendance Tracker*
Acknowledgement of Bakersfield City School District’s Parent Conference Attendance Policy

Congratulations, ___________.

Parent/Guardian Name

You have been selected and approved to serve as a parent representative for

_________________________ and attend ____________________________ on

School Site/Parent Advisory Group        Name of Conference

_________________________.

Date:

We hope you find the session(s) helpful and informative. All participants who attend District sponsored conferences and/or events are required to complete the following expectations upon their return from the event.

Any parent/guardian who attends a conference on behalf of a parent advisory group/council, the District, or school site shall:

1. Prepare a presentation summary regarding your learning at the conference

2. Present the presentation summary to your respective parent group/council and school.

3. In addition to their school, present the presentation summary to at least two other schools within your child’s junior high/middle feeder pattern.

Please note that a parent/guardian may not attend more than one conference on behalf of a parent advisory group/council or school within a two year period. This is to encourage opportunities for different parents/guardians to attend and represent their respective parent group/council or school.

In the event more parents wish to attend a conference than there are available spots, the parent group/council shall determine attendance based on their bylaws.

I acknowledge that I have reviewed and understand the policies and guidelines within this document provided by Bakersfield City School District.

_________________________________________    ________________________________

Parent/Guardian Signature                  School Site/District Designee

_________________________________________    ________________________________

Printed Name                               Date

*Click here to access the PDF version - Acknowledgment of Bakersfield City School District’s Parent Conference Attendance Policy
Parent Leadership and Advocacy
Parent Leaders = Strong Advocates

Parent leadership is a vital family strengthening agent strategy where...

1. All parents have the potential to become parent leaders.

2. Parent leadership strengthens families and promotes children to be successful on multiple levels and creates positive change in the systems that serve and support children and families.

3. The experience of having influence on issues of personal importance helps parents who take on leadership roles expand their strengths and their ability to develop and implement plans to reach specific goals.

4. Often, parents who take on leadership roles in their homes, communities, and other settings become more confident and assertive, transferring their leadership skills to other areas of their lives, such as advocating for their child’s education.

5. Parents who are parent leaders are modeling positive, productive behaviors for their families, and this can have a positive impact on all family members, as well as generate increased respect for the parent leader in his or her own family.

6. Often, children of parent leaders begin to take on leadership roles appropriate for their age group, based on their parent’s modeling and ability to provide increased guidance about these new behaviors.

7. Health, education, social service, and any other systems that affect children and families will achieve more positive results, utilize resources more effectively and expand their ability to create change when (FACE Liaisons, and/or FACE Representatives) partner with parent leaders to plan, implement, oversee, and evaluate their services.
Who are Parents As Leaders (PALs)?

A PAL...

- May be a parent, grandparent, relative, guardian, foster parent, or anyone else who may be in a parenting role
- Has experience or knowledge about using resources and/or services to strengthen his or her family:
  - Has been trained on all five Learning Modules: (1) Monitoring Student Academic Success; (2) Promoting Positive Behaviors; (3) Using Technology to Support Student Learning; (4) Becoming An Active Parent Leader/Volunteer; and (5) Navigating School, District and Community Resources) and/or has graduated from Parent University.
- Speaks and acts from his or her perspective as a parent
  - Advocates, recruits and promotes parent engagement through their roles as PALs
- Has an interest and passion for advocating for their school site and the BCSD
- Has an interest in connecting with their community through volunteer work
Recruiting and Empowering PALs

How to identify and train parent leaders?

*Below are some of the signs indicating that a parent may be ready for a leadership role in your school. Look for parents who:*

1. Participate in conferences, workshops, and meetings regularly
2. Participate in your school’s needs assessments
3. Acknowledge and respect your school’s policy and procedures
4. Advocate for and encourage other parents
5. Participate in focus groups
6. Are members of your School Site Council and/or ELAC
7. Recognize the need for growth and change
8. Are members of your PTA, PTO, Booster Club...
9. Have a sense of commitment
10. Are strong and confident
11. A role model for other parents
12. Participate in quality improvement and evaluation activities
13. Are spokespersons for your school and/or district

In addition, it is important to establish a process that includes all parents, especially those who may be apprehensive or shy. Leadership doesn’t come easily to all; therefore, some parents may need to be groomed or mentored to become PALs and/or parent leaders on your campus.

How to empower parents/guardians to become more actively engaged?

Develop and implement the role of PALs or parent leaders by empowering them with the skills and knowledge they need to become more actively engaged in the educational lives of their children. In turn, they can also become role models and mentors for other parents. This can be accomplished through:

1. Providing access to leadership training offered at all Parent Resource Centers
2. Creating opportunities to contribute to academic program development, implementation, oversight and evaluation as well as policymaking, training and technical assistance, public awareness, and outreach
3. Providing support such as assistance with childcare and transportation
4. Promoting leadership opportunities to work with staff and professionals in organizations that address key issues related to the parent leader’s area of interest and commitment.
5. Providing concrete leadership roles (start small) e.g. DAC, DELAC, DAAPAC and RAC Representatives to share their District reports to SSC
Description of PALs Related Documents:

- **Parents As Leaders (PALs) Interest Form (SPANISH VERSION)**
  - If parents ask about the PALs program, you can utilize this form for recruitment of new Parent Leaders. Explain that although the PALs Concentrations will not be in effect this year, they can still indicate what they’d like their role to be for future school years.

- **Training Worksheet for New Parent Leaders (SPANISH VERSION)**
  - Utilize this form to help guide parents who have filled out a PALs Interest Form but have not met the initial criteria of either being a Parent University graduate or completed all 5 Learning Modules

- **PALs 101 Orientation**
  - Utilize this presentation to help New PALs understand their roles and responsibilities as upcoming Parent Leaders. This presentation can also be re-visited when problems arise amongst PALs groups to remind them of their responsibilities as PALs.

- **Parents As Leaders Agreement**
  - Utilize this document during the PALs 101 Orientation to reiterate the expectations and responsibilities of all PALs. This document will also list consequences for PALs who do not comply with the PALs role expectations. PALs will be asked to sign agreement to indicate that they understand and are committed to the responsibilities that come with the role of a Parent Leader. This document is to be revisited with PALs who are failing to comply with the role of a Parent Leader.

- **Parents As Leaders Action Plan**
  - Although monthly school site goals will not be presented to your PALs, you can utilize this document during your Virtual School Site PALs Meetings to discuss, propose, and plan virtual ideas/events. Remind PALs that the Action Plan must be approved by the school sites principal prior to organizing the proposed virtual idea/event.

- **PALs Ambassador Application (SPANISH VERSION)**
  - Will not be relevant for the 21-22 school year but can be utilized by Liaisons who do not have at least one PALs Ambassador. This document was utilized to recruit one to two PALs Ambassadors per school site. PALs Ambassadors were recruited to commit to quarterly Ambassador trainings.

- **19-20 PALs Concentrations Model (SPANISH VERSION)**
  - Will not be relevant for the 21-22 school year. In previous years, this document was utilized to help parents understand and remember their roles and responsibilities as either a PAL Volunteer, Parent As Teacher, or PALs Ambassador.

- **PALs Volunteer Time Log**
  - Will not be relevant for the 21-22 school year. The PALs Volunteer Time Log was put together as an optional tool to help FACE Liaisons track their PALs volunteer hours.
FACE LIAISON RESPONSIBILITIES:

1. **What to do with New Parent Leaders**
   a. Interested Parents must fill out a [Parents As Leaders (PALs) Interest Form](#) (Spanish).
   b. Then, have interested parent indicate whether he or she has graduated from Parent University or has completed all 5 Learning Modules. If parent has not done either, explain and provide a copy of the [Parents As Leaders Training Worksheet](#) (Spanish).
   c. Virtually schedule a [PALs 101 orientation](#) with New Parent Leaders and go over the [Parents As Leaders Agreement](#).
   d. Liaisons are encouraged to introduce and connect New Parent Leaders to strong/reliable Returning Parent Leaders to create a “Mentor-Mentee” relationship.

2. **What to do with Returning Parent Leaders**
   a. All returning Parent Leaders must tune in to a virtually hosted PAL 101 orientation for a refresher.
   b. If returning PALs have not read the PALs Agreement Form, please go over the agreement form with them.
   c. Encourage active and reliable parents to tune into the monthly Parents As Leaders Leadership Academies via Zoom (Dates in the following pages.)
   d. Have Returning Parent Leaders share updates and ideas presented during the Virtual PALs Academy during your monthly PALs School Site Zoom Meeting.

3. **What to do with ALL (both new & returning) Parent Leaders**
   a. Host a monthly PALs School Site Team Meeting via Zoom and invite all of your PALs to tune in. During this meeting, have your PALs Ambassadors share updates introduced during the Virtual PALs Leadership Academies. Utilize this time to brainstorm new ideas you may have and also ask for their feedback.

If you have a PALs group who would like to share a successful Distance Learning story/idea during the upcoming Virtual PALs Academy, please email Antonia Serrano (serranoan@bcsd.com) the following: 1. Name of those presenting 2. Brief PPT summarizing your PALs Distance Learning success story and/or idea. Submit this information a week prior to the next scheduled Virtual PALs Leadership Academy.
Culture, CLimate and Safety Walks
Aka - FACE Team Walks

Purpose of FACE Team Walks:

The FACE Team Walks serve as a self-assessment for staff and parents to examine the current status of culture, climate and safety on their campus. The team is comprised of the principal, FACE Liaison, District FACE Representative, and 3-5 school site parent leaders.

Roles and Expectations FACE Liaison will:

The FACE Liaison and the Principal will set a date to include a 3-4 hour window to complete the process. The process includes a brief presentation from the principal to the parents on schoolwide data, a campus tour, and debriefing session for parents to review and score their school using the rubric. The FACE Team generally should complete a FACE Team Walk twice a school year to discuss barriers to progress, and how changes can be implemented.

Areas to be examined during the FACE Team Walk:

- School and District Signage
- Main Office
- Safe, Healthy and Inviting Campus
- Scholarly Attitude and Attire for Students
- Positive Attitude and Professional Relationships
- College/Career Going Culture
- Measuring Student Progress
- Parent Center
- Professional Attire for Staff
- School Safety
FACE Team Walks, Cont.

The District FACE Representative will facilitate the discussion and help the school site FACE Team to conduct the campus tour and assign scores based on a consensus among the parents. These discussions will include the principal, FACE Liaison, FACE Representative and parent representatives assigned as the FACE Team.

The current status of each item on the FACE Team Walk is assessed on a 1-4 scale.

1. Ineffective - Our school does not have everything in place to meet the stated criteria.
2. Developing - Our school began implementation and is now improving.
3. Effective - Our school has features described in the item in place.
4. Highly Effective - Our school has all features described in the item, and all components to make the implementation a success are fully integrated and functioning.

The results can be used for:

❖ Identifying and prioritizing practices that parents see as important to school climate, culture and safety
❖ Internal decision making about actions to instill and implement those practices
❖ Follow up on effects of input on practices
❖ Nurturing positive relationships between school staff and parents where authentic dialogue is encouraged.

FACE Team Walk Through Presentation links:

- FACE Liaison - FACE Team Walk Through Training
- Ramon Garza’s - FACE Team Walk Through Presentation
- McKinley’s - FACE Team Walk Through Presentation
School and District Engagement
To access the PDF and the Spanish versions of the document above, please click on the picture of the document.
Now We're Cooking

Now We're Cooking (NWC) 2021-2022 will be filmed live this year via social media and Zoom. NWC will be an interactive, educational monthly program that families will be able to participate via Facebook and Zoom. One lucky parent and one student will be preparing the recipe in a chosen school's kitchen. Families will learn how to make culturally healthy recipes, use kitchen utensils, prep foods and read instructions, and most importantly - spend time together and reconnect with each other.

We have chosen recipes that will expose our families to unique ingredients. Families will be exposed to growing some ingredients, how to purchase and choose healthy food options while establishing a knowledge of a lifetime of healthy eating. Families will be able to follow along through Facebook or Zoom live.

Roles and Expectations of FACE Liaisons:

- Advertise the NWC dates, and location of school;
- Provide links from FACEbook and Zoom code, on your flyer, Newsletter, Facebook, Marquee, Remind, ParentSquare, Google Site or any other social media that is used;
- Invite PALs and Ambassadors to help recruit parents to view and to assist logging on.

Studies show that when families are eating together our families are much healthier. When families prepare their own meals they have more control over the ingredients, portions and are able to ensure their children eat healthier fresh meals. Parents can also pass on the secret ingredients to their families special dishes.

6 Benefits of families cooking together:

- Saves money. Eating homemade foods is usually much cheaper than eating at a restaurant or buying processed foods from the market;
- Students can read and do math while helping with the recipe;
- Healthier ingredients and you can avoid food allergies and sensitivities;
- Portion control;
- Brings families together with parents passing on their family recipes!

“A recipe has no soul. You, as the cook, must bring soul to the recipe.”
- Thomas Keller

For any questions please contact:
Patty Silva at the FACE Department at 1-4763 or e-mail silvap@bcasd.com.
Now We’re Cooking
2021 –2022

We will start cooking at 5–6:30 pm.

September 22, 2021
College Heights

October 27, 2021
Chipman

November 17, 2021
Stiern

December 15, 2021
Horace Mann

January 26, 2022
Compton

February 23, 2022
Emerson

March 23, 2022
Williams

April 27, 2022
Evergreen

May 18, 2022
Longfellow

For more information please call
The FACE Department at
661-631-4763 or email silvap@bcsd.com

You can join us on Zoom or you can follow us live via Facebook ecparents.
NOW WE'RE COOKING

MENU 2021 - 2022

September 22, 2021
College Heights Elementary
Taco So. Cal. Pie
Black-Eyed Salsa

October 27, 2021
Chipman Jr. High
Toad in the Hole
Corn & Green Bean Salad

November 17, 2021
Stiern Middle School
Empanadas
Ultimate Guacamole

December 15, 2021
Horace Mann Elementary
Mini Sausage Pies
Zucchini & Cheese Roulades

January 26, 2022
Compton Jr. High
Italian Cloud Eggs
Hashbrown Breakfast Cupcakes

February 23, 2022
Emerson Middle School
Bobotie

March 23, 2022
Williams Elementary
Bibimbap
Quinoa Stuffed Zucchini Bites

April 27, 2022
Evergreen Elementary
Easy Drop Biscuits
Cowboy Beef Dip

May 18, 2022
School Contest TBA
FACE Reps. w/Ambassadors

For any questions please contact the FACE Department 661-631-4763 or email @ silvap@bcsd.com
We will be hosting our shows on Zoom and Facebook live starting at 5pm!
Family Education Nights

Purpose of Quarterly Family Education Nights

The more parents and families understand and take part in their child’s school work and activities, the more likely that children will succeed academically. And the more deeply teachers get to know their students and their’ families, the better they can teach to their students’ individual needs. Working in partnership with families is a critical component of that effort, and the Family Nights described in this manual offer a good place to start. However, developing partnerships means paying attention to what we know about how to build relationships.

Joyce Epstein, one of the leading voices on family involvement, offers six different ways family involvement occurs: (1) parenting education; (2) communicating better between home and school; (3) volunteering in schools; (4) learning at home; (5) decision making; and 6) collaborating with the community.

The Family Education Nights encompass some aspects of three of these ways of involving families: communicating, volunteering, and learning at home. They can also extend to collaboration with the community.

The Family Education Events (Evenings or Saturday Events) offer a way to both convey and nurture trust with families and to build respectful and effective relationships. This is done in several ways across all events:

- Opportunities for families to share from their own experiences and knowledge
- A focus on learning from, as well as with, families
- Activities that engage participants, not merely talk to them
- A range of topics to capture families’ diverse interests
- Food provided to accommodate families’ busy schedules
- Attention paid to the needs of those who struggle with reading and writing
- Attention paid to the needs of those who are learning English
- Attention paid to the needs of those with physical disabilities
- Adaptations for children with special gifts and talents
- Follow-up for those unable to attend
- Products that can be used at home and/or be displayed in the school
- Scheduling flexibility to maximize involvement of all families
Roles and Expectations: FACE Liaisons will

❖ Coordinate, plan and schedule quarterly Family Education Events to enhance ELA, Math and Science curriculum among staff, students and parents

➢ **Presenters:** Principal, Teachers, School Support Staff, District staff, community partners, etc.

❖ Coordinate with principal and support staff on planned topics, and gather materials and resources for distribution during event

❖ Assist with drafting, reviewing, and providing input for presenters in the development of Family Education Nights/Events

❖ Recruit and promote family participation through multiple means to advertise the event

❖ Enlist PALs to help with planning, set up, and implementation of activities

❖ Assume responsibility for setting up cafeteria/multipurpose room for quarterly Family Education Nights/Events

➢ Provide sign-in sheets and evaluation forms for each event
➢ Evening sessions will require coordination with a custodian
➢ Record attendance on Accountability Worksheet

Promoting Family Education Events Virtual or In-Person

Participate in outreach to families within the school through multiple means of communication (email, fliers, phone calls, Parent Square, newsletters, school website, social media etc.) Teachers can highly promote Family Education Nights to their students with in class incentives; i.e. earning extra credit, class points, etc.

Sample Topics for Family Education Events:

★ Reading, writing, and poetry and pajama party Family Nights for a focus on literacy
★ Or, you could select just one of those and then one on math, science, and social studies for a focus across the curriculum.
★ Kahoot Literacy Night
★ Bingo for books
★ Battle of the books
★ Family Paint Night
★ Math Bingo Night
★ Family Talent Show Night
★ Science Experiment Night
Family Quarterly Night - Flier Ideas
Parent Café

Purpose of Monthly Parent Café/Forum Opportunities

Parent, family, and community engagement means different things to different people. A research-based framework developed by Joyce Epstein of Johns Hopkins University, describes six types of involvement—parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community—that offer a broad range of school, family, and community activities that can engage all parties and help meet student needs.

Successful school-parent community partnerships are not standalone projects or add-on programs but are well integrated with the school’s overall mission and goals.

Research and fieldwork show that parent-school partnerships improve schools, strengthen families, build community support, and increase student achievement and success.

Parent Cafés are designed to:

- Engage parents in meaningful dialogues about what matters most - their families. Parents are encouraged to attend monthly Parent Café sessions to share ideas and learn about resources within the school, district and community.

- Topics for Parent Cafés shall be coordinated with the principal and allow for authentic engagement among the staff and parents.

- Establish friendships and relationships of mutual support in the process of having conversations with other parents and caregivers.

- Add to parenting knowledge by listening to other parents and sharing ideas and approaches to common issues.

- Build appreciation for the essential role they play with each of their children in helping them reach their potential.
The following is designed to assist you with promoting family engagement in your school and community through the lens of Parent Café’s e.g. Chat & Chew, Parent Forums etc. These Parent Café’s will be facilitated by the FACE Liaison and offered once a month.

**Tips for a collaborative Parent Café:**

- ★ If parents are to feel welcomed, engaged, valued and respected, the atmosphere of the event must allow their ideas to be seriously considered.
- ★ Everyone’s careful consideration of new and fresh ideas create a positive flow of energy and may lead to changes in an original idea that satisfies everyone.
- ★ The atmosphere of the conversation must be supportive for all members of the partnership.

**Roles and Expectations: FACE Liaison will**

- ❖ Take responsibility for setting up a conference room, meeting place, or Parent Resource Center for monthly Parent Café events.
- ❖ Participate in outreach to families within the school through multiple means of communication (Parent Square, email, fliers, phone calls, Robo Call, newsletters, and social media etc.)
- ❖ Assist with drafting, reviewing, and providing input for presenters in the development of Parent Café topics and materials.
- ❖ Encourage parents to talk to and recruit other parents to attend Parent Café and other family and community engagement events.
- ❖ Publicize Parent Café and other school sponsored events and activities on/in your Parent Square, school’s website, newsletters, and other publications.
Promoting Monthly Parent Cafés

Building lasting and successful partnerships takes time and is based on effective communication and trust. The following strategies will help principals and all FACE Liaisons keep parents involved and committed to sharing.

- Hold meetings at a convenient time for parents. Example, 8:00 - 9:30 a.m.
- Facilitate location, communications, and session topics; coordinate presenters as needed (principal, coaches, APLs, EL, SP. Ed, Health, PBIS, PALs...)
- Provide childcare or have activities available for young children to participate in during session
- Provide translated materials and interpreters
- Include notifications of Parent Cafés in Parent Cafe, newsletters, reminder notices, face-to-face contacts
- Provide light refreshments

Sample Topics:

- Title I Requirements
- Parent- Teacher Conferences
- Importance of Attendance
- SBAC and Benchmark Test Score Interpretation
- Reclassification Process
- Math and ELA Support
- Importance of student attendance
- Wrap around services available from the District and/or community
- Attendance and value of participating in Parent University and Parent Resource Center sessions
- Positive behavior strategies for home and school
- Relationship building among staff, parents and the community
- Introduce key staff members that provide direct support/interventions to students.
- Understanding the performance tasks on benchmarks to prepare students for the SBAC
- Promote opportunities where parent leaders can participate and/or serve in meaningful parent leadership activities at the school site such as School Site Council (SSC), Parents As Leaders (PALS), English Learner Advisory Council (ELAC), African American Advisory Committee (AAPAC) and PTA, PTO or Booster Clubs.
- Highlight special programs, activities, opportunities for students.
  - Jr. High & Middle school: Highlight Clubs, Electives, sports & extra curricular parents might not be aware of.
Parent Cafe Flyer Ideas
WHO WE ARE...
We are the Bakersfield City School District’s Parent Resource Centers. The Parent Resource Centers are located on 34 of our school campuses, and are each staffed by a Family and Community Engagement (FACE) Liaison.

WHAT WE DO...
The Parent Resource Centers are designed to provide parents with the skills and knowledge to:

★ Support and monitor your child’s academic success
★ Use technology to support student learning
★ Teach how to promote positive behaviors in the home and school
★ Become an active volunteer/Parent As Leaders (PALs)
★ Confidently navigate school, district, and community services and resources

Our partnership with BCSD families will serve to empower parents with the knowledge, passion and belief that together we can achieve academic success for all students.

WHAT WE OFFER...
Bakersfield City School District families have many opportunities to be involved in creating an academic partnership between home and school. Our Parent Resource Centers offer:

★ Parent education and leadership training opportunities
★ Computer and technology support
★ School, district and community resources
★ Make-it-and-take-it workshops
★ Zumbal and fitness classes
★ Money management courses
★ Nutrition and family health presentations
★ Positive parenting skills and strategies
★ Community building with other parents

Parent Resource Centers located on these school campuses

<table>
<thead>
<tr>
<th>School</th>
<th>FACE Liaison</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Casa Loma</td>
<td>VACANT</td>
<td>525 E. Casa Loma Dr.</td>
</tr>
<tr>
<td>Cato</td>
<td>Amparo Alvarado</td>
<td>4115 Vineyard Dr.</td>
</tr>
<tr>
<td>Chavez</td>
<td>Jonda Fryling</td>
<td>4201 Mesa Marin Dr.</td>
</tr>
<tr>
<td>Chipman</td>
<td>Victoria Polanco</td>
<td>2905 Eissler St.</td>
</tr>
<tr>
<td>C. Heights</td>
<td>Minerva Meyer</td>
<td>2551 Sunny Ln.</td>
</tr>
<tr>
<td>Compton</td>
<td>Carolina Lopez</td>
<td>3211 Pico Ave.</td>
</tr>
<tr>
<td>Emerson</td>
<td>Angela Magnon</td>
<td>801 Fourth St.</td>
</tr>
<tr>
<td>Evergreen</td>
<td>Emily Jimenez</td>
<td>2600 Rose Marie Dr.</td>
</tr>
<tr>
<td>Franklin</td>
<td>Lena Guerra</td>
<td>2400 Truxtun Ave.</td>
</tr>
<tr>
<td>Fremont</td>
<td>VACANT</td>
<td>607 Texas St.</td>
</tr>
<tr>
<td>Garza</td>
<td>Ana De La Paz</td>
<td>2901 Center St.</td>
</tr>
<tr>
<td>Harding</td>
<td>Melissa Ramos</td>
<td>3201 Pico Ave.</td>
</tr>
<tr>
<td>Harris</td>
<td>Laura Prado</td>
<td>4110 Garney Ln.</td>
</tr>
<tr>
<td>Hills</td>
<td>Ana Morales</td>
<td>3800 Jewett Ave.</td>
</tr>
<tr>
<td>Hort</td>
<td>Cynthia Garcia</td>
<td>2301 Park Dr.</td>
</tr>
<tr>
<td>Horace Mann</td>
<td>Ana Cuestas</td>
<td>2710 Niles St.</td>
</tr>
<tr>
<td>Jefferson</td>
<td>Christine Cuestas</td>
<td>816 Lincoln St.</td>
</tr>
<tr>
<td>Longellow</td>
<td>Bernice Medrano</td>
<td>1900 Stockton St.</td>
</tr>
<tr>
<td>McKinley</td>
<td>Neida Valencia</td>
<td>601 Fourth St.</td>
</tr>
<tr>
<td>MLK</td>
<td>April Arias</td>
<td>1100 Citadel St.</td>
</tr>
<tr>
<td>Mt. Vernon</td>
<td>Cecilia Trujillo</td>
<td>2161 Potomac Ave.</td>
</tr>
<tr>
<td>Munsey</td>
<td>Susie Gallardo</td>
<td>3801 Brave Ave.</td>
</tr>
<tr>
<td>Nichols</td>
<td>VACANT</td>
<td>3401 Renegade Ave.</td>
</tr>
<tr>
<td>Noble</td>
<td>VACANT</td>
<td>1015 Noble Ave.</td>
</tr>
<tr>
<td>Owens Int</td>
<td>Sharon Aguilar</td>
<td>815 Eureka St.</td>
</tr>
<tr>
<td>Owens Pri.</td>
<td>VACANT</td>
<td>815 Potomac Ave.</td>
</tr>
<tr>
<td>Pauly</td>
<td>Ruth Lancaster</td>
<td>313 Plant Rd.</td>
</tr>
<tr>
<td>Pioneer</td>
<td>Cruz Flores</td>
<td>4404 Pioneer Dr.</td>
</tr>
<tr>
<td>Roosevelt</td>
<td>Patty Day</td>
<td>2324 Verde St.</td>
</tr>
<tr>
<td>Sierra</td>
<td>Erica Perales</td>
<td>3017 Center St.</td>
</tr>
<tr>
<td>Sten</td>
<td>Natalia Coronado</td>
<td>2551 Morning Dr.</td>
</tr>
<tr>
<td>Thorne</td>
<td>Maria Marroquin</td>
<td>5501 Thorne St.</td>
</tr>
<tr>
<td>Voorhies</td>
<td>Isabel Verdejo</td>
<td>6001 Pioneer Dr.</td>
</tr>
<tr>
<td>Wayside</td>
<td>Enia Benitez</td>
<td>1000 Ming Ave.</td>
</tr>
<tr>
<td>Frank West</td>
<td>Patty Rojas</td>
<td>2400 Benton St.</td>
</tr>
<tr>
<td>Williams</td>
<td>Mayra Rodriguez</td>
<td>1201 Williams St.</td>
</tr>
</tbody>
</table>
Father Engagement at BCSD

It is our effort to create opportunities for all parents to become more involved. We have identified the need to increase our efforts in engaging fathers and father figures for the purposes of building healthy families, building healthy school communities, and increasing learning outcomes.

It is our collective effort to host and engage fathers and father figures through concentrated programs and engagement opportunities. Using intentional practices and targeted outreach efforts, we can build a model of engaging fathers and father figures that increases academic success for our students.

Here are some of the ways to provide opportunities for father figures to be engaged:

**Doughnuts w/ Dad**
1. Identify purpose of engagement as it pertains to your site & demographics
2. Serve Doughnuts; Additional serving options...
   - fruit, yogurt, milk, juice, coffee
   **If catered...**
   - Eggs, sausage, bacon, quiche,
3. Thank you to fathers participating... What’s the message?
4. What outcome do you want to see from Doughnuts w/ Dad?
5. What are the upcoming engagement opportunities for parents & fathers?

Important info: We have been approved for Req’s to go through for Donuts with Dads, you must also offer healthy alternative options and your Z-comments must state; “pastries and healthy snack options for fathers and father figures during engagement session.”

**Pizza w/ Pops**
1. Identify a day at the beginning of the year, set your site based father engagement day preferably before November.
2. Do you want to serve pizza, send your families home w/ pizza making kits, or make pizza’s on site for them to take home and bake?
3. What message do you want to convey?
4. What outcome do you want to see from your engagement event?
5. Does your school offer volunteer opportunities for fathers?
   - Reading partner or listener
   - Game play at recess
   - Crossing guards/welcome
   - Bus monitor
   - Cafeteria aide
   - Event set-up/ break down
6. How can/will you engage fathers & father figures consistently?
Why father engagement?

Simply put, “The father factor.” Fathers, father figures, male role models, and positive adult male interaction can play a defining role in the development and experience in a child’s life. With that said, we want to increase opportunities for our men to become more engaged!

All Pro Dads

*ALL PRO DADS was piloted at three schools during the 18/19 school year. Fremont, Fletcher, and McKinley facilitated monthly sessions engaging fathers and father figures. Now each school has the opportunity to facilitate the program as well.

The All Pro Dads program mission is to help fathers and father figures love and lead their families well. “The All Pro Dad curriculum will lead men to be the father & hero their kids need.” - Joe Smith

Simply Put...

1 minute a day reading an email.
1 hour a month attending breakfast w/ Dad.

Cost

$50 (Curriculum kit)
Parenting Program Opportunities
Parent University

Parent University is a collaboration of resources and course offerings to help parents become full partners in their children’s education. It is an initiative designed to inform, involve and empower families of students in the Bakersfield City School District.

Parent University offers parents and other family members a variety of meaningful classes and workshops that will add to their existing skills and give them opportunities for continued growth and development.

**Purpose of Monthly Parent University Opportunities**

Parent, family, and community engagement in education correlates with higher academic performance and school improvement. When schools, parents, families, and communities work together to support learning, students tend to earn higher grades, attend school more regularly, stay in school longer, and enroll in higher level programs.

Researchers cite parent-family and community involvement as a key to addressing the school dropout crisis and note that strong school-family-community partnerships foster higher educational aspirations and more motivated students.

In the spirit of collaboration between the principals, Parent Centers, FACE Liaisons, and District staff, all will work together to share the importance of encouraging parents and families to enroll in and complete the Bakersfield City School District’s Parent University.

- Provide parents and families with the necessary resources to support their children’s educational growth and development.
- Provide Learning Modules to increase parent knowledge and empower and develop a cadre of parent leaders.
- Provide opportunities and support for families to achieve their own personal academic and non-academic goals.
- Increase access to, and understanding of, Bakersfield City School District’s values, vision and mission.
- Increase the number of parents who feel positively connected to their child’s school.
- Support and strengthen families by engaging and empowering them through education.
- Foster networking and improve collaboration among families, schools, district and community organizations.
 Roles and Expectations: FACE Liaisons will

- Include notifications of Parent University in Parent Square, newsletters, reminder notices, face-to-face contacts, and post on your school’s website page, and social media accounts
- All FACE Liaisons will recruit at least 10-20 parents to attend Parent University
- Responsible for tracking parent’s attendance and supporting parent/family success through the program
- Collaborate with District FACE Representative to notify of parent registration and track attendance #s

 Parent University Information...Pass it on!

- Parent University Sessions will be held once a month (Saturdays from 9:00 – 1:00). Locations: Sierra Middle School; Child care at Garza Elementary
- Free Childcare will be provided and bus passes are available from the Family And Community Engagement Department upon request
- Childcare will be available for students with special needs
- All materials will be translated and interpreters will be available (indicate if there are parents needing a sign language interpreter)
- Parents who complete 70% of the once-a-month sessions will receive a Certificate of Participation.
- Parents must attend All Parent University sessions to be eligible for graduation
- Parents with Perfect Attendance will earn a Gold Star on their Parent University Certificate
- Parents who participate in Parent University sessions will be informed of ways to help support learning at home for their children as well as achieve non-academic and personal growth goals for themselves as parents
Program Overview

Also known as Parent Project ®, Junior, Loving Solutions is a parent-training program designed specifically for parents raising difficult younger children, ages 5 to 10 years. This program utilizes the same principles found successful in Parent Project ®, Sr., adapted to the needs and developmental level of younger children.

Using a behavioral model, Loving Solutions is also a structured based cooperative learning norms with group learning activities in a workbook format to maximize both learning and interest. The “Steps of Success” (S.O.S) home practice assignments create a solid foundation for change in the home.

Loving Solutions was designed, in part, to help combat the growing Elementary Truancy Crisis, while improving both school behavior and grades. To that end, a strong emphasis is placed on the parental control issues of sleep, diet, structure, supervision, positive home/school, communication, home learning activities, and developing homework behavior. The problem of Elementary Truancy lies squarely on the shoulders of parents. While it is true that some cases may require legal interventions, many more parents lack the understanding skill necessary, to help their children succeed in school. the 2014 edition of Loving Solutions promises to help reduce the stress on parents, educators, and school staff.

The Loving Solutions Teacher’s Guide is the most comprehensive in the industry. Icon driven, the guide walks facilitators through lectures, Powerpoint visuals and the group learning activities that provide parents with a clear understanding of the subject matter and a smooth process for change.

Loving Solutions also addresses the needs of children with Attention Deficit Disorder. The workbook provides a brief, but informative introduction and overview of the field, to guide parents through this immense subject. Parents who suspect that their child displays these symptoms, as well as parents who have a child already diagnosed with ADD/ADHD, will find this information more than helpful.
LOVING SOLUTIONS
A Parent’s Guide to Raising Tough Kids, ages 5-10 years

In a Nutshell...

Loving Solutions Philosophy
✓ Activity-Based Instruction
✓ Cooperative Learning Norms
✓ Parent Support
✓ Behavioral Interventions

Addresses Top 10 parent mistakes that frequently lead to more serious adolescent behaviors
✓ Lack of Love and Affection ✓ Not Enough Sleep
✓ Insufficient structure/supervision ✓ Poor diet
✓ Too much talk, too little action ✓ Arguing with children
✓ Inconsistent/wrong use of Time-Outs ✓ Modeling: Kids are sponges
✓ Too much Media, too little family time ✓ Lack of focus on Education

Program includes
✓ 10, two-hour units of Instruction
✓ 240 Power Point Slides
✓ 94 Learning Activities
✓ 19 Learning Illustrations
✓ 209 pages of concrete answers for parents
Facilitator Trainings

In order to teach Loving Solutions, you must complete a Loving Solutions Facilitator Training. Training are provided for free to BCSD FACE Liaisons, Behavior Intervention Specialists and other staff. To get a list of other available Facilitator Trainings at a cost, visit the Parent Project website at: http://parentproject.com/index.php/teach-the-parent-project/facilitator-training.

Teaching Loving Solutions

It is strongly recommended and encouraged that a FACE Liaison and a Behavioral Intervention Specialist co-facilitate Loving Solutions or Parent Project® Program Sessions. The FACE Liaison will tie the family aspect to the sessions while the Behavior Intervention Specialist will address the behavior problems. The program is most effective when both facilitators abide by the Loving Solutions Training.

Facilitators should maintain the integrity of the program by following the curriculum's training foundations and they are:

1. Follow the Teacher's Guide/10 two-hour sessions for a total of 20 hours
2. Create an atmosphere that is welcoming and supportive of the curriculum
3. Let the instructional process teach not only the curriculum but additional life skills as well
LOVING SOLUTIONS
A Parent’s Guide to Raising Tough Kids, ages 5-10 years

Planning for Loving Solutions

Before you begin

✓ Discuss with trained Behavior Intervention Specialist about teaching class together
✓ Set aside 10 consecutive weeks to teach program (preferably no break week in between)
  ○ Things to keep in mind when choosing a date and time:
    ■ Late Start dates (often don’t work due to child care of students during the morning)
    ■ Sessions don’t conflict with Professional Development or other scheduled meetings and school events
    ■ Sessions don’t land on a Holiday
✓ Ensure you have a location where classes will be taking place
✓ Plan for child care (preferably 2 CPALs/PALs)
✓ Recruit parents (a class size of a minimum of 15 parents is recommended)
✓ Spread the Word! Use every communication platform possible. Ways to promote:
  ○ Parent Square, Flyers, school website, Google Site, social media, Remind.com, posters, monthly calendar, monthly newsletter, personal invitations, announce at parent meetings/cafes/events, LS parent testimonies, PALs can help spread the word
  ○ BIS can call and invite parents of Tier II students
✓ Meet with Jocelyn Scruggs in FACE Department to review process and attend refresher course

Things to keep in mind if teaching evening sessions:

✓ Discuss it with your principal
✓ Check Title I budget to ensure there is enough money to cover staff (Liaison, BIS, CPALs, Custodian)
✓ Make sure all working staff can commit to the 10 weeks
✓ If BIS, CPALs, custodian cannot show up, have back-up coverage
✓ Try to schedule the classes on nights when the custodian night crew is on duty (Tuesdays/Thursdays) so you can save on the cost of custodial Extra Time
✓ Wednesdays may not work (Church night depending on community)
✓ Who will be coding out the school?
✓ *Make arrangements with school secretary to ensure any working staff and possible coverage subs are “pinked” for extra time before hand
✓ During the FALL, it gets darker sooner. Classes ending by 6:30 or 7:00 p.m. at the latest, will work best.
✓ Providing dinners for parents and children is recommended
✓ Budget dinners for both students and parents according to the attendance
LOVING SOLUTIONS
A Parent’s Guide to Raising Tough Kids, ages 5-10 years

Materials needed for class
✓ Loving Solutions Parent Guides ✓ Pencil boxes (post-its), index cards, pens, markers
✓ Loving Solutions Facilitator Guides ✓ Chart paper
✓ Loving Solutions Presentations ✓ Drawing tickets
✓ Job Role Tents ✓ Prizes
✓ Sign-In sheets ✓ Contact information cards
✓ Name Badges ✓ Coffee/snacks/food

Graduation
➢ Before or after Unit 10 on week 10
➢ Recommended but not necessary
  o recruit at least two parents to speak on their experience with Loving Solutions and share testimony
  o order cake
  o have take away gifts for parents
  o create invitations for graduating parents
  o have program agenda for small ceremony
  o graduation decorations
  o make special video for parents
➢ Certificates
  o Completion Certificates- 18 - 20 hours
  o Participation Certificates- 16 hours or less
  o Perfect Attendance- 20 hours
  o Honorable Mentions
    ▪ (i.e. Most On-time parent, couples, class clown, early bird)
➢ Court Mandated Memo (If applicable)
  o Attach letter to certificate with corresponding hours of completion
➢ Establish Parent Support Group (Unit 10)
Loving Solutions is recommended for Elementary Schools

A Parent’s Guide to Raising Tough Kids, ages 5-10 years

Ordering Parent and Teacher Guides

- Create a req. using Title I or LCFF
- Order a month in advance before your first session and follow up to ensure you receive material before starting date
- Use the form at the end of your Facilitator Training Binder
- Order under “Packages” → Value Package: Loving Solutions (Trained Facilitators) → English or Spanish
  - Value Package includes 10 parent guides, 1 Teacher Guide, & Powerpoint CD
    (Recommended to order at least 2 package sets)

Mail or Fax to: Parent Project®, Inc.
PO Box 60990
Boulder City, NV 89006-0990
FAX: (702) 293-6276
Email:
cyndigreen@parentproject.com

For help with ordering or shipping:
(800) 372-8886 Extension 2
EIN: 33-0738796

If you are planning to teach Loving Solutions or need to attend a Facilitator Training, please contact Loving Solutions Trainer of Trainer, Jocelyn Scruggs in the FACE Dept. at x4803 or scruggsj@bosd.com to review Facilitator Training, Materials, recruitment of parents, and more!
About Program

Addresses the Most Difficult Adolescent Problems

- Alcohol and Other Drug Use
- Poor School Attendance and Performance
- Family Conflict, Arguing, and Violence
- Sexual Acting Out, “sexting”
- Gangs and Other Criminal Behavior
- Video Game/Social Media Addiction
- Sexual Acting Out, “sexting”
- Suicide Threats and Attempts, Running Away
- Out-of-Control Behaviors

Specifically Designed for Parents of Difficult, Out of Control Teens

- Ten to Sixteen Week Programs
- Specific Plans for Behavioral Issues
- Activity-Based Multimedia Instruction
- Affordable and Effective
- Taught by Trained Personnel

Enables Parents to Apply New Principles at Home

- Straightforward, Practical Behavioral Interventions
- Step-by-Step Actions PLans for Parents
- Ongoing Support Groups

Curriculum

Now in its 15th edition, Changing Destructive Adolescent Behavior (CDAB) remains the only curriculum in the country that addresses the most destructive of adolescent behaviors. Based on input from over 7,000 Parent Project Facilitators nationwide, the program is constantly updated. Current trends regarding drugs, gangs, media, and new issues are addressed to keep parents up to date on their child’s activities. CDAB offers parents concrete, no-nonsense solutions to even the most difficult situations.
Curriculum Contents

Part One:
- Understanding Our Children
- Addressing Problematic Behavior
- Active Supervision & Structure
- Improving School Attendance & Performance
- Identification, Prevention, & Intervention
- Addressing Out-of-Control Behaviors
- Developing Personal Action Plans

Part Two:
- Finding Help and Support
- Developing Healthy Relationships
- The Dynamics of Change
- Managing Conflict in the Home
- Building Positive Self Concepts
- Growing Stronger Teens
- Consistency
- Expectations, Standards, and Values
- Promoting Family Unity

When planning for this class, you shall schedule for 10 two-hour consecutive sessions

Overview

Goals of Parent Project Training & Program
- Strengthen the Family Unit
- Significantly Increase Parent Involvement
- Improve School Attendance
- Improve Grades
- Prevent Teen Pregnancy
- Reduce School, Community, & Family Violence
- Prevent and Reduce Teen Alcohol & Drug use
- Reduce Youth Gang Involvement
- Reduce Teen Death Rate
- Repair Shattered Dreams

Outcome Research on The Parent Project®
- Increase in Youth Social Initiative
- Decrease Youth Antisocial Behavior
- Increase Youth Academic Achievement
- Reduction in Family Conflict
- Increase in Family Time Use
- Increase Parental Knowledge (of child activities)
- Increase Parental Connection
- Increase in Parental Warmth and Affection
- Increase Hopefulness
**Successful Class Procedures**

**Kick-Off**
These are the things to do immediately to get your dates locked and build the foundation for success as taken directly from the Parent Project Training.

- Write/review your "elevator pitch": 75 words or less about what is Parent Project and why it's important for your school/community.
- Create a list of local referrers--people who are motivated to send parents to your program (i.e. other liaisons, teachers, office staff, Principal, coaches, CPALs, YSSs, ASWs)
- Create a "supporters" list: People who will agree to support you as you initiate your project. (Principal, Vice Principal, FACE Rep., Behavior Intervention Specialist, CPALs)
- Pick a day/time for the course. Call your top 3 referrer partners to include them in the date/time selection can increase success. Generally Tuesday-Thursday evenings.
- If you are in a Spanish-speaking neighborhood, consider offering an English and Spanish course
- Pick a start-date for the course. Allow 4-6 weeks of preparation.
- Find a location with comfortable tables/chairs with easy access to your target parents: a parent resource center, library, or allowable classroom.
- Create a simple class flier. Contact Jocelyn Scruggs for available templates.

**Post Kick-Off**
One week after kick-off, you should start your rolling announcement to organizations ensuring you have support and enrollment from organizations.

- Create a "Need Statement" for your community--why is Parent Project relevant to your parent community right now? (Find sample templates in Parent Project Google Folder.)
- Determine any equipment you might need to buy: Smart Board, Computer, Bluetooth speaker (for playing videos, etc.), Elmo projector, Flip Chart, Parenting books, name badges, pens, post-its, etc.
- Get budget and order any of this equipment
- Write an announcement of your class starting with the need statement, add the dates/times of the class
- Review your announcement letter with someone on your "supporters" list.
- Distribute the announcement of the class via email/mail to all the constituents on your constituent list
- [Optional] Order parenting books to get ahead of the curve
Successful Class Procedures Continued...

Post announcement and follow-up:
After distributing your announcement, it is time to begin following up. Certain referrers (such as Juvenile Justice) are so important that they for sure need to be face-to-face meetings.

- Ask people on your "supporter" list if they have time to make personal calls to the referring agencies
- Put in a personal call/visit to each of the referring agencies/NGO's.
- Key face-to-face: Visit the Juvenile Justice division. Share the success of Minidoka in referring families to Parent Project. (See the research page for a refresher)
- Order parent workbooks

Week before class
One week before class, it is time to ensure we have full enrollment and double-check we're all ready to get started.

- Check class enrollment. Remember you'll only have 60-70% of signed up parents show up.
- [Optional] Hold an "information session" at existing parent meetings- Parent Cafes, Family Education Nights, School Site Council, Booster Club, PTA and other parent meetings.
- Send a "reminder" email, phone call, text to parents who are already signed up.
- Send a "reminder" email to get referrals to each of your referrers.
- Call the referrers who have sent you referrals to say thank you, and remind them as a follow-up.
- Call referrers who have not sent you referrals and remind them to please personally invite people. Ask them if they need help. Remind them of the need statement.
- Check your equipment list: Don't be stuck in an emergency.
- Re-confirm your location will be available for the dates you need.
- Print out the placards, collect your 3x5 cards, collect pencils and markers/overhead pens
- Put all of your supplies in a designated corner for Parent Project materials for easy access
- Download the necessary powerpoints for the first week and review the content on the powerpoint and in the teaching manual.
- [Optional] Find a greeter to welcome parents as they are walking in. It can be your co-facilitator or parent.
Successful Class Checklist Continued...

Day before and day-of:
It’s go-time! Here are the last second things to ensure you don’t miss anything.

☐ Review the Unit 1 materials
☐ Call each and every parent to ensure their attendance.
☐ Email and thank each of your referrers—remind them they can send last-minute referrals.
☐ Double-check equipment: Smart Board, computer, internet connectivity in your room, projection screen/flip boards, speakers, lights, etc.
☐ Make a sign announcing the specific room where the class is.
☐ Buy snacks/coffee/tea/water/dinners if applicable
☐ Reconfirm your “meet and greet” volunteer will be there.
☐ If you have a co-facilitator, review roles between the two of you.
☐ Ensure you've downloaded the class powerpoint
☐ Send an email, text message or phone call with a welcome message and directions to the facility and specific room. Sample email will be found in Parent Project Google Folder
☐ If you don't have role placards yet, print them out
☐ Print activity sheets for Unit 1 for use on the Elmo or Overhead Projector if using one
☐ Ensure you have sharpies/medium-sized felt tip pens or overhead pens for recording answers
☐ Provide name tags -- inexpensive address labels and a felt tip pen should be good
☐ Print out the "stuff to bring with you" checklist either on this page or as a pdf (Found in Parent Project Google Folder)

Weekly Reminders:
☐ Don't forget to collect PP Unit Evaluations
☐ Ensure parents are signing in
☐ Update weekly attendance accountability sheet found in the Parent Project Google Folder

Post Parent Project Session
☐ Turn in all Research and Evaluation Participant Feedback evaluation collected from class
☐ Turn in copies of all 10 weekly class session sign in sheets and child care sign in sheets
Facilitator Training

*You must be a trained facilitator in order to teach Parent Project

The 40-hour Parent Project® Facilitator Training course provides the most comprehensive and effective instruction on high risk youth available today. Participants learn proven strategies that change lives and discover how to develop a collaborative implementation plan designed to meet the specific needs of high risk families in their community.

Because our curriculum addresses the most destructive of behaviors, facilitators of those programs must be trained and certified by Parent Project, Inc. Parent Project® Certification is obtained by attending the 5 day, 40 hour Parent Project® Facilitator Training. Due to the serious nature of many children’s high risk behavior choices, satisfactory completion of the training is required to teach Parent Project® Senior programs. Each trained Parent Project® Facilitator is issued a Certification Number which is necessary to order all Parent Project® Senior materials. This policy is dictated by their insurance underwriters.

Parent Project® Training Participants Will:

- Recognize the Developmental Needs of Teens
- Discuss and Practice Behavioral Intervention
- Develop Group Facilitation Skills
- Identify Effective Strategies to Engage Parents
- Develop Implementation Plans for their Communities
Facilitator Training Opportunities

The Parent Project® Facilitator Training is offered several times through the year in Southern California at a cost of $895.00. Space is limited to a maximum of 60 participants, and includes;

- Tuition for 40 hour instruction
- Facilitator Guide including program CD and PowerPoint visuals
- Curriculum Guide (lesson plans)
- Sample Parent workbook, CDAB
- Continental breakfast each morning
- Full lunch each day
- Parent Project Facilitator’s Forum and ongoing communication with Facilitators, nationwide
- Ongoing Telephone Consultation support with Parent Project® authors
- Opportunity to list your classes on Parent Project® Web Page for referrals from Parent Project Inc., other facilitators, and interested parents

California Training Location & Accommodations

The Ayres Hotel & Spa is located at the 241 and Los Alisos Blvd., in Mission Viejo. The special room rate for this training is at the state rate of $124.00. YOU MUST INDICATE you are with the Parent Project training to obtain this room rate.

*Reservations MUST be made 30 days prior to training date.*

Upcoming Mission Viejo, CA Training Dates:
CANCELLED until further notice due to COVID

Parent Project is currently offering ONLINE Training
No current dates available

Register online for the Parent Project® Facilitator Training
parentproject.com

Southern California training site in Mission Viejo:
Ayres Hotel and Spa
28951 Los Alisos Blvd.
Mission Viejo, ca 92692
(949) 305-7200

If interested in Parent Project Facilitator Training, please discuss it with your principal

If you are planning to teach Parent Project®, please contact Jocelyn Scruggs in the FACE Dept. at x14803 or scruggsj@bcsd.com to review Facilitator Training, Materials, recruitment of parents, and more!
Parents on a Mission – POM

Parents on a Mission is a parent leadership movement that aims to equip parents and parent mentors to win the heart, mind, and loyalty of their children. Parents on a Mission teaches 6 basic principles that will transform parent–child relationships and win the battle for loyalty.

One of the biggest myths that prevents parents from playing a key role in the life of their child is that “it takes a village to raise a child.” But while community programs and interventions can certainly play a positive role in the life of a child, research shows that the role and value of an engaged parent is irreplaceable.

When parents become stronger and more emotionally mature as individuals, they’re more likely to nurture strong, healthy relationships with their children. In this parenting class the curriculum will get to the root of issues that equip and empower parents to become strong leaders in their own households.

The POM Experience:

- Parents positive influence will grow in their child’s life
  More emotionally mature parents — not more community programs or interventions — are the key to building strong kids, loving families, and safe communities
- The door will open for both parents/children to heal from bruised hearts and broken relationships. All families encounter problems and tough situations from time to time. Families will learn the skill of reconciliation that brings the healing needed to restore the joy of a united family.
- You will experience living in your Peak Parent Potential – Emotional maturity is one of the most important aspects of parenting. The POM curriculum teaches how to find internal peace and forgiveness through dealing with our own past, and to become stronger individuals and live in their potential.
- You will escape the victim mentality – No matter of the past or present circumstances, it’s never too late to let go of the past and to create a better future for our families.

POM’s Mission

Turning the hearts of parents to their children and the hearts of children to their parents as the best practice for preventing children from joining negative lifestyles.

For more information contact Patty Silva @ 631-4763 or email: silvap@bcasd.com
Parents on a Mission

Parents on a Mission is a parent leadership movement that aims to equip parents/guardians to win the heart, mind, and most importantly, loyalty of your children. This program teaches 6 basic principles that will transform parent-child relationships. Join us for the FACE Department’s newest parenting class!

Session 1 - Orientation
Session 2 - Authoritative Personal Growth
Session 3 - Authoritative Parenting
Session 4 - Authoritative Parenting & The Proper Use of Discipline
Session 5 - Building Safe Communities
Session 6 - Loyalty - The Golden Key to Prevention

**English Classes:**
Start date: 10/05/21 - 11/09/21 Tuesdays 9-11 a.m.
10/07/21 - *11/18/21 Thursdays 5-7 p.m.

**Spanish Classes:**
Start date: 10/13/21 - 11/17/21 Wednesdays 1-3 p.m.
10/09/21 - 11/13/21 Saturdays 9-11 a.m.

Zoom Link to register for Parents on a Mission, seats are limited. so please register early! : [https://go.bcisd.com/iby](https://go.bcisd.com/iby)

For more information please contact the Face Department
@ 661-631-4763 or email: silvap@bcisd.com

*Extended a week to accommodate Holiday*
Los Niños Bien Educados

Los Niños Bien Educados is a 10-session program, offered in Spanish, that helps parents teach their children to be respectful of others and believe in themselves. Parents learn these basic techniques: effective praise, mild social disapproval, ignoring, time out, the point system, first/then, and family chat. Los Niños Bien Educados can help any Spanish-family raising children the program focuses on parent-child relations from both traditional Latino and U.S. perspectives.

The Goals for LNBE are as follows:

1. Promote pride in cultural heritage regarding child rearing
2. Recognize and better manage cultural and generational contributors to parent-child conflicts
3. Reduce parental stress
4. Improve child school performance
5. Cope better with the effects of racism and prejudice
6. Strengthen family cohesion

LNBE focuses on respecting traditions and customs of Latino families. We will be teaching basic parenting skills in a Culturally Sensitive Manner with the following:

- Effective Praise
- Mild Social Disapproval
- Time Out
- The Point System
- First/Then
- Show and Tell
- Family Chat or Platica

LNBE is based on the traditional Latino values of raising children to be bien educados. From this cultural framework, parents are taught methods for reinforcing positive behaviors. LNBE utilizes dichos (Latino proverbs) to tailor parents to the skills being taught.

LNBE parenting class can help parents to become the most effective father or mother they can be and having effective parenting skills is the greatest gift parents can give to their children!

LNBE teaches very specific parenting skills to help parents to productively deal with a wide range of challenging child behaviors. It teaches parenting strategies and skills about how, when and when not to respond. It also teaches specific skills to build a more enriched relationship their children. This class serves to strengthen the entire Latino family.

For more information contact Patty Silva @ 631-4763 or email: silvap@bcbsd.com
Participación de la Familia y la Comunidad

Los Niños Bien Educados

Únase a nosotros en esta nueva clase diseñada para ayudar a los padres a aprender nuevas habilidades para construir relaciones positivas con sus hijos. Esta serie de clases abordará costumbres, hábitos, valores, comportamientos, afecto, comprensión, aceptación y respeto, entre otras cosas. Esta clase ofrecerá ideas sobre cómo comunicarse mejor con nuestros niños de ascendencia latina. Únase a nosotros en un curso de diez semanas para ayudarlo y apoyarlo en el trabajo más importante que jamás tendrá.

Fechas y Registración

Hora: 5 - 7 p.m.

| Sept. 28, 2021 | Nov. 02, 2021 |
| Oct. 05, 2021 | Nov. 09, 2021 |
| Oct. 12, 2021 | Nov. 16, 2021 |
| Oct. 17, 2021 | Nov. 23, 2021 |
| Oct. 26, 2021 | Nov. 30, 2021 |

Para registrarse en esta clase para padres, siga este enlace y complete el formulario:

https://go.bcsd.com/id4

Se le dará el ID de Zoom una vez que esté registrado para la clase. Gracias!

Para obtener más información, pongase en contacto con Patty Silva @ 661-631-4763 or email: silvap@besd.com
The Soulful Parent
“Parenting from the soul nourishes both parent and child”

A dynamic and culturally relevant skill-building program for raising proud and confident African-American children.

PROGRAM DETAILS:
- Lead and taught by the District FACE Team
- FACE District team will recruit parents to participate
- Classes will be held once a week over a 10 week period
- Classes will be offered in the evening from 4–6 PM
- There will be two sessions
  - Fall Session begins in October
  - Spring Session begins in January

TOPICS COVERED:
- Pyramid of Success
- Social Learning Theory
- Disciplining
  - Effects of Corporal Punishment
  - The Ignoring Method
  - Time Out Method
  - The point System
  - Family Rules and dynamics
- The Extended Black Family
- Pride in Blackness

For more information contact
Candice Barry (631-04513) or Kotanya Kimbrough (631-4510)
EFFECTIVE
Black Parenting for the Soulful Parent

YOU'RE INVITED!!
Join Us Once a Week for 10 Weeks
Beginning on January 13, 2022
through March 17, 2022
From 4:00 p.m. - 6:00 p.m.
Location: TBA

Opportunity Drawing for PRIZES each week!!!

Classes Are:
Dynamic and Culturally Relevant
Designed to build on Existing parenting skills
Designed to build PROUD & Confident Black Children

If you have any questions or would like additional information, please contact Candice Barry at (661) 631-4513 or Kotanya Kimbrough at (661) 631-4510
FACE Liaison Professional Development
FAMILY AND COMMUNITY ENGAGEMENT

PROFESSIONAL DEVELOPMENT

MEETINGS WILL BE HELD ONCE A MONTH 8:00 - 11:00 AM

*Meetings are mandatory for all FACE Liaisons and for anyone stepping in to take the place of a FACE Liaison during a long term leave of absence.

2021 - 2022 School Year

- SEPTEMBER 2, 2021
- NOVEMBER 4, 2021
- JANUARY 13, 2022
- MARCH 3, 2022
- MAY 5, 2022
- OCTOBER 7, 2021
- DECEMBER 9, 2021
- FEBRUARY 10, 2022
- APRIL 7, 2022

For more information, please contact: Paulina Mora-Fernandez at (661) 631-4638

Bakersfield City School District
Professional Development -

The Family and Community Engagement Department – FACE is collaborating with other District Programs and Community Agencies to continue learning and developing meaningful ways to reach out and engage the Bakersfield City School District families. Our main goal is to provide new and updated information as well as resources that are available for the BCSD families. Here is what you can expect from the FACE Professional Development:

- Develop and build learning capacity of staff through research based training
- Presentations from other District Programs
- Presentations/descriptions of Community Agencies’ programs and resources
- Presentations from the FACE District Staff on new and updated information
- FACE to FACE time – Collaborating, sharing best practices and building relationships

Our Professional Development will be held once a month from 8:00 a.m. to 11:00 a.m. in the Professional Development Center – (PDC/second floor) at 1300 Baker St.

Who should attend?

- The FACE Professional Development is mandatory for all FACE Liaisons, therefore their attendance is of utmost importance
- Anyone stepping in to take the place of a FACE Liaison during a long term leave of absence
- Anyone interested in collaborating and learning ways to positively engage families in the learning process of students

For any questions, please contact:
Paulina Mora-Fernandez at x14638 or email at morafernadezp@bcsd.com
As the Family and Community Engagement Liaison you want to make sure that everyone knows who you are and what you have to offer. Therefore establishing, maintaining and restoring positive relationships is important. Here are some suggestions to help you get started:

### With School Site Staff
- Prepare a slide, letter, postcard, flier – include who you are, your purpose/role, what you want to achieve, how you can collaborate and any resources available. Sharing it:
  - Staff meeting – ask your principal for a few minutes of an upcoming staff meeting
  - Letter/Postcard – place them in the staff inboxes
  - Email – all staff members have a BCSD email address
  - Grade level meetings, MTSS, Team Leadership Meetings and any other school site meetings
- Establish and practice open communication – by always keeping everyone aware of participation opportunities for staff, families and students
- Be present – attend meetings, stop by the office, classrooms, IMC and engage during their lunch time

### With the families
- Prepare a slide, letter, postcard, flier – include who you are, your purpose/role, what you want to achieve, how you can collaborate and any resources available, sharing it:
  - Mail, send home with each student, or pass them out during morning drop off or dismissal
  - Post on ParentSquare, social media or whatever digital format school site uses
  - Post it on the school website
  - Post it on your google site
  - School site meetings, Booster club meetings, PTA/PTO meetings and other parent participating meetings
  - Host a Meet and Greet/open house inviting parents/families to come meet you and check out the parent center
- Be present – to help parents connect with you and see you as a resource and as part of the school. Meet them and greet them during morning drop off and dismissal. This is one of the best ways to engage with them, ask about their day, get to know them, get to know who their children are. This also provides you the opportunity to invite them to participate in upcoming events, meetings, sessions, etc.
- Personally reach out to and establish relationship with Parent Representatives of school site committees like SSC, ELAC, AAPAC, PALs, PAL ambassadors

### With students
- Engage with them – greet them during passing
- At recess/lunch time – talk to them to get to know them
- Establishing a relationship – this will provide you the opportunity to invite them to attend upcoming family events and share information for their parents
Professional Development -

FACE Liaison Resources Links

- FACE Current list of approved guest presenters
- FACE to FACE Presentations
- Icebreakers & Activities Ideas
- Home Visits 101 Presentation
- Family Educational Night Ideas
- Back to School Night Ideas
- Flier ideas and templates
- Translation Resource
- Relationship Building, Make and Takes and DIY ideas
- Monthly Celebration ideas
- FACE Team Walk Through Presentations
- FACE Calendar
- Building a Culture of Literacy ideas
- LGBTQ resources
Monthly Calendar

Purpose
Calendars can help bridge the communication gaps for many parents that are unaware of the engagement/involvement/participation opportunities offered at their child’s school sites.

Important things to keep in mind
- **Plan** – When planning your calendar, work collaboratively with principal and school leadership team on creating parent education opportunities and activities relevant to your school’s community. Plan with your principal, site leadership, and teachers how to best approach ways to intentionally interact with all parents/families on your campus in order to cultivate a strong sense of belonging and connection
  - When planning an event/meeting please be considerate to not schedule any events during a BCSD, School or FACE event/meeting.
- **Schedule** – Provide families multiple opportunities to engage and learn ways to support their student’s academic success
- **Prepare** – Always confirm and re-confirm with Community Guest presenters, collaborating staff and anyone else attending or presenting at any of your sessions. Ensure you have materials needed for Make-It Take/activities before scheduling sessions on your calendar. Have books ordered before scheduling Loving Solutions/Parent Project, Parents on a Missions and so on. Ensure materials and other items needed for Family Education Nights are available.

Where to create your calendar
- **Google drive** – Two options available, Google Drawings and Google Slides. Both can have transparent backgrounds, hyperlinks, comments, text arrangement, drawings and image tools. They can be downloaded as images and as PDF files for easy sharing and uploading to school websites, ParentSquare, Google Sites, and Social Media.
  1. **Google Drawings** – You can create your calendar by adding tables, images, shapes, text, textboxes, Word Art, add background color, borders and more. But it’s only one page at a time.
  2. **Google Slides** – This allows you to work on multiple pages. You can add tables, images, text boxes, Word Art, animations, background color/image, borders and more.
- **Getting Started** – Now that you have selected what Google drive app you will be utilizing to create your calendar
  a. **Create a template** – horizontal or vertical but we recommend that the same template is used all year to keep consistency and prevent confusion and loss of time creating a new one every month
  b. **The calendar must include** – School logo, Parent Center logo or FACE logo, Liaison’s name, contact info, hours of operation, Parent Advisory Meeting (school and district), Zoom links, Zoom codes and passwords, BCSD Nondiscrimination statement and the Expected sessions following the FACE Liaison Responsibilities and Guidelines.
  c. **Making it appealing** – add seasonal clipart, Bitmojis, Parent Pictures, school colors, and more
Monthly Calendar

Calendar resource links:

- [Monthly Calendar Checklist](#) / also found on the next page
- FACE calendar template
- Jocelyn Scruggs - FACE Calendar Presentation
- To access the visual below just click on the image
- Review the calendar images below for ideas

![Monthly Calendar Image]

[JEFFERSON SCHOOL VIRTUAL CALENDAR - MAY, 2021]

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>PARENT CENTER OPEN FOR SUPPORT</td>
<td>1st Grade Parent Teacher Conference</td>
<td>Parent Teacher Conference</td>
<td>Sanity Tips Part 2</td>
<td>Parent Teacher Conference</td>
</tr>
<tr>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>SMARTY ARTS REGISTRATION 12:30-3:30</td>
<td>1st Grade Parent Teacher Conference</td>
<td>Parent Teacher Conference</td>
<td>FACE FF</td>
<td>Parent Teacher Conference</td>
</tr>
<tr>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>PARENT NIGHT SUPPORT</td>
<td>SMARTY ARTS REGISTRATION 12:30-3:30</td>
<td>Parent Teacher Conference</td>
<td>Last Day of School</td>
<td>Class recess May 27-29</td>
</tr>
<tr>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td>PARENT NIGHT SUPPORT 4-6 PM</td>
<td>SMARTY ARTS REGISTRATION 12:30-3:30</td>
<td>Parent Teacher Conference</td>
<td>Parent Teacher Conference</td>
<td>1st Grade Parent Teacher Conference</td>
</tr>
</tbody>
</table>

[January 2021 Calendar Image]

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Parent Teacher Conference</td>
<td>Parent Teacher Conference</td>
<td>Parent Teacher Conference</td>
<td>Parent Teacher Conference</td>
<td>Parent Teacher Conference</td>
</tr>
<tr>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>Parent Teacher Conference</td>
<td>Parent Teacher Conference</td>
<td>Parent Teacher Conference</td>
<td>Parent Teacher Conference</td>
<td>Parent Teacher Conference</td>
</tr>
<tr>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td>Parent Teacher Conference</td>
<td>Parent Teacher Conference</td>
<td>Parent Teacher Conference</td>
<td>Parent Teacher Conference</td>
<td>Parent Teacher Conference</td>
</tr>
<tr>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
</tr>
<tr>
<td>Parent Teacher Conference</td>
<td>Parent Teacher Conference</td>
<td>Parent Teacher Conference</td>
<td>Parent Teacher Conference</td>
<td>Parent Teacher Conference</td>
</tr>
</tbody>
</table>

[SCSD Non-discrimination Statement]
Calendar Checklist

This checklist has been prepared to assist you in completing your FACE Monthly Calendar. Please use the following list to check that you have completed all the requirements before sending out the calendar to duplicating or distributing.

Calendars may include:

- Calendars can be themed by days, weeks or months
- 2 Parent Education Sessions in English per week
- 2 Parent Education Sessions in Spanish per week
- Relationship Building/Make It-Take-It twice a month
- At least 1 Community Resource Guest Presenter
- Monthly Parent Cafe
- Quarterly Family Night
- PALS Collaboration Meetings

Before Distributing

- Draft shall be reviewed by FACE Rep. a month before. Final draft due 3 weeks before new month
- Must be approved by Principal before duplicating and sharing
- Must have two versions: English and Spanish

*Has to be reviewed, revised and approved 2 weeks before new month for duplicating purposes*

Ways to Promote

- Calendar can be duplicated and distributed school-wide
- Distributed during breakfast and lunch times
- Calendar can be made into posters and hung up in
  - Office
  - Front of the school
  - Cafeteria
  - Parking lot
  - Fence around school

- Calendar link can be shared on:
  - Parent Square
  - Remind
  - Class Dojo
  - BCSD School Website
  - School and FACE Social Media accounts
    - Facebook, Instagram, Twitter
  - Parent Center Google Site
  - Posted on Virtual Parent Center
  - Email to teachers and staff so they can help share
Promoting/Sharing Information

Promoting is one of the absolute most important work functions Liaisons MUST do. Otherwise how are parents, families, students, staff and the community supposed to find out about all that FACE Liaisons have to offer? There are many ways to promote and share information such as, the monthly calendars, event fliers, letters, posters, banners, marquee, posts on ParentSquare and social media, emails or digital platforms, robocalls, word of mouth and more…

Event fliers - help raise awareness about the School, Parent Center, FACE, Parent Cafe, Family Nights, Parent Sessions, Advisory Meetings, and more… This is true for New Liaisons or Established Liaisons. Fliers are something tangible which can be a great benefit due to the fact that your target audience will physically hold the flier, which means you are halfway to getting your message across. Fliers also help to reference at a later time.

Creating a flier - Choose from using your Google Drive and Windows system, both are free and accessible options. Other suggestions would be to use an internet program like Canva or Postermywall, options might be limited due to cost, but some free options are available. You can also browse their pages for ideas and then create your own on Google design.

- On Google drive - two options are available, Google Drawings and Google Slides. Both can have transparent backgrounds, hyperlinks, comments, text arrangement, drawings and image tools. They can be downloaded as images and as PDF files for easy sharing and uploading to school websites, ParentSquare, Google Sites, and Social Media.
  1. **Google Drawings** - Here you can create your calendar by adding tables, images, shapes, text, textboxes, Word Art, add background color, borders and more. But its only one page at a time.
  2. **Google Slides** - Here you have the availability to work on multiple pages, this primarily is helpful to create a spanish translated version. You can add tables, images, text boxes, Word Art, animations, background color/image, borders and much more.

- Guidelines - Get creative, make your flier eye catching but also highlight the main message, be sure that its clear and easy to read
  ○ Remember to add a -
    ■ Headline - What do you most want your audience to discover from your flier? If they don’t get to read it all, what do you want them to remember?
    ■ Selling Point - Reduce concepts and ideas down to short basic sentences. Think AIDA: Attention - Interest - Desire - Action
    ■ Design - The design and print can impact whether or not your target audience will read it to find out more. Think about the kinds of photos, graphics, icons, logos, and colors you want to use.
    ■ Must include - School logo, Parent Center logo or FACE logo, Liaison’s name, contact info, Event information, date, time frame, Zoom links, Zoom codes and passwords.
Promoting/Sharing Information (cont.)

- Incentives - use your flier to include an incentive like a code, prize ticket, refreshments, etc
- Adding URL’s and QR codes can allow your parents to link up quick and easy and gain ways to access zoom, additional information, school website, google sites, etc...

- Once completed -
  - Print it, copy it, or send it to duplicating (follow the duplicating guidelines).
  - Then download it as a JPEG, which will allow you to post it on the digital platforms as a picture

- To download as an picture:
  - Select FILE
    - Download
  - JPEG
    - Save it to your pictures on your computer

- To download as a PDF file:
  - Select FILE
    - Download
  - PDF
    - Save it your documents on your computer

Elements to include on fliers or parent notice:
- Event title
- Date
- Time frame
- Location
- School name & logo
- Contact person
- *If hosting it virtually via zoom:
  - Zoom ID
  - Zoom Password
Duplicating Services

Duplicating services are available to all FACE Liaisons. This is one of the services within the district that will help you print, copy, including various types of binding and finishing, bulk mail and wide format items to aid you in promoting all things FACE.

Here are some examples:

- Printing/ copying large quantities of:
  - Monthly calendars
  - Flyers - i.e. family nights, guest presenters and special events
  - Postcards
  - Business cards
  - Bookmarks
  - Door hangers

- Printing and Production of
  - Banners - indicate Roll-up Banner if you plan to roll it up and save it
  - Posters - indicate Stand-up Poster if you want it to lay flat
  - Yard signs
  - Stickers
  - Magnets

- Printing/copying and various types of binding and finishings
  - Notebooks
  - Notepads
  - Calendars
  - Manuals/handbooks
  - Journals

Please keep in mind that it’s a duplicating/copying services and they do not design the items for you. Liaisons must create and design the requested item/document to be duplicated. Duplicating Services will not print copyrighted items please ensure that the design is your own. You may use Canva, Postermywall and google images for ideas and recreate the image on google drive, slides or windows with a resolution 900 x 900 or above on imported images.

Here are some suggestions:

- Create and design your item on Google Drive (Google Drawings/Google Slides)
- Save it as a PDF
- Print it to provide a sample of how you want your final product to look
- Fill out a Duplicating Requisition #30-0-53 (you might have to ask your office staff for the form) Must include budget number and principal or designee signature, name of the file, quantity, completed date.
- Send in or drop off the Duplicating Requisition with the Sample of your item attached. Liaisons must keep in mind the two-week turnaround time
  - Share the PDF version with Duplicating Services on Google drive or follow the instructions on the next page.
Duplicating Services

Recommendations from Duplicating Services
1. Follow Proper procedures for submitting Duplicating Requisitions
2. BEFORE you send your artwork, Duplicating Dep. MUST have the req first - not on its way but in the Duplicating office
3. Must send the original and PDF versions of the item/work requested. Resolution of art work must be 900 x 900 or above.
4. When submitting artwork please make sure your page SIZE is 8.5x11, standard paper size, which duplicating can resize. If you have any problems or questions BEFORE you submit your artwork CALL Duplicating first.
5. On the NOTES section of the Duplicating Requisition, write in size requested and any other special requests, it must all be written in this section.
6. Again, for any questions or concerns on procedures, please call Duplicating Services first, here are their extensions: 14730, 78218, 78630, 78219, 78631, 78694,
7. Or contact the Duplicating Supervisor, Michael Frazier – Mike at extension 14330 or email at Frazierm@bcisd.com

Product Pricing
Standard Printing Charges
- Pricing is per sheet/page as follows:
  - Color -
    - One Sided .11 cents
    - Two Sided .16 cents
  - Black & White -
    - One Sided .025 cents
    - Two Sided .035 cents
- Binding can be coiled or wrap around
  - Includes Calendars and Yearbooks
District Business Cards – $13.00 per box of 500 cards

Banners

<table>
<thead>
<tr>
<th>Banner Size</th>
<th>Color</th>
<th>Black &amp; White</th>
</tr>
</thead>
<tbody>
<tr>
<td>42” x 70”</td>
<td>$89.15</td>
<td>$18.13</td>
</tr>
<tr>
<td>42” x 54”</td>
<td>$68.77</td>
<td>$13.99</td>
</tr>
<tr>
<td>42” x 32”</td>
<td>$40.75</td>
<td>$8.29</td>
</tr>
</tbody>
</table>

Posters (printed on gloss photo paper)

<table>
<thead>
<tr>
<th>Poster Size</th>
<th>Color</th>
<th>Black &amp; White</th>
</tr>
</thead>
<tbody>
<tr>
<td>42” x 70”</td>
<td>$60.92</td>
<td>$12.97</td>
</tr>
<tr>
<td>42” x 54”</td>
<td>$46.99</td>
<td>$9.76</td>
</tr>
<tr>
<td>42” x 32”</td>
<td>$27.85</td>
<td>$5.78</td>
</tr>
<tr>
<td>36” x 60”</td>
<td>$44.80</td>
<td>$9.32</td>
</tr>
<tr>
<td>36” x 47”</td>
<td>$35.09</td>
<td>$7.31</td>
</tr>
<tr>
<td>36” x 27.5”</td>
<td>$20.53</td>
<td>$4.28</td>
</tr>
<tr>
<td>24” x 40”</td>
<td>$20.02</td>
<td>$4.26</td>
</tr>
<tr>
<td>24” x 31”</td>
<td>$15.52</td>
<td>$3.30</td>
</tr>
<tr>
<td>24” x 18.5”</td>
<td>$9.26</td>
<td>$1.97</td>
</tr>
</tbody>
</table>

For custom sizes, contact Duplicating Services via email or call.
Google site

The purpose
To further communicate and connect with families by sharing your virtual learning opportunities and showcase your successes. It can also serve as a place to motivate families to stay engaged with their student’s education.

The benefits
It can be made private to limit who views it, i.e: only accessible by the parents from your school site. It can be a permanent place for parents to access the most up to date information, updates, monthly calendars, links and zoom codes for upcoming sessions, recording of past presented sessions, fliers to upcoming sessions, parent cafe and family night, registration google forms, surveys and much more!

Before you begin, think of the following to help you structure your site.
● Decided what the main goal/purpose of your site.
● Audience you will be targeting
● The needs and wants of your audience

Getting started
1. On your computer select the “Chrome” web browser
   a. In the browser go to “sites.google.com”
   b. Sign in using your BCSD email account
   c. You have the option to select “new-blank” or select from the templates in the gallery
      i. If you selected “new-blank” Name your site, it will identify its purpose
      ii. Using the column menu on the right hand side of your page, you can find themes, layouts, the insert buttons to add images, text boxes, to embed links, pages, themes and many more options
   d. Creating your google site is similar to creating a website, write, embed, and arrange content to your liking. Standard formatting available like Bold, Underline, Font, Size and more. Attache documents from drive, slides, sheets, forms and it automatically saves progress
      i. Additional/sub pages can be created under each web page, ie: pages for parent groups
   e. Display information and post in chronological order,
   f. ie: most recent post appear first, which provides a great way to highlight important information, and upcoming events
   g. Using a template: choose one of your liking
      i. Hover over with mouse cursor over the template areas to edit and make changes to fit the information you want displayed
2. To collaborate with other people, select the this icon and add the person you want to share it with.
Google site

3. You can preview your google site before publishing it. This will help you ensure that it looks how you intended it and give you the ability to go back and edit it prior to publishing it for everyone to see, to preview select this mobile phone, tablet and computer screen.
   a. You’ll be able to preview in the following options: mobile phone, tablet and computer screen.

4. Last thing to do is hit that Publish button and make live for everyone to see!!
   a. To can always go back and edit or add to your google site, once your edits are done select the drop down arrow next to the Publish button and select review and publish. This will allow you to see the edits you made vs. the page without the edits.
   b. Please be sure to view your published site to ensure that your changes are visible and that its always up to date

Google site resources:
- Take a tour of google site by selecting the 3 dot menu next to the publish button and selecting “Take a tour”
- Review Candice Barry’s Presentation, linked here: Google Sites Presentation
- Review examples below, just select the image of each google site to view.
Family Support Services
Golden Empire Gleaners Referral Procedure

The following is the 21/22 referral procedure:

1. The designated staff at each school will complete a Referral and Family Intake assessment form on each family requesting a food referral to the Golden Empire Gleaners.

2. After the Family Intake Assessment Form and referral are completed, the designated staff will FAX or EMAIL Nichole Evans in the FACE Department. (Follow-up with a personal phone call if necessary or if you have special instructions)
   - Fax #: 861-0458
   - evansn@bcasd.com

   (It is very important you send a copy of the Family Intake Assessment Form with each referral.)

3. The FACE Team will review the referral and assessment form to determine eligibility. If it is proven there is a true need, a representative will make the referral to the Golden Empire Gleaners, and advise the school contact about the date and time of the appointment.

   The school contact will either arrange pick-up or notify the parent of their appointment date and time.

4. If you have any questions, please call: Nichole Evans of the Family and Community Engagement Department, at X14927 or 631-4927

FORM LINKS

21/22 Gleaners Referral Cover Sheet
21/22 Family Intake Form

Golden Empire Gleaners
1326 30th St.
Bakersfield, CA 93301
Operation School Bell

**Purpose:** Operation School Bell (OSB) provides clothing for students who are unable to afford clothing, or the family has been impacted economically. OSB provides hundreds of Bakersfield City School District (BCSD) school age children kinder – 8th grade with appropriate attire for school.

**Goal:** To provide BCSD students with clothing such as: pants, shirts, underwear, socks and shoes. OSB also provides a hygiene packet for each student.

**Guidelines:** Please note: students Kindergarten thru 8th grade may be referred. If a student is in the program for Foster Care please DO NOT make a referral for OSB, as they receive assistance for clothing.

**New Requirements:** all participants MUST (including parents) wear a mask, and sanitize their hands. Only 1 adult can enter the store with their student/s and they will be allowed 1 hour to shop for clothing. (see next page)

For any questions please contact: Patty Silva at the FACE Department at 1-4763 or e-mail silvap@bcsd.com.
Liaison Responsibilities/Expectations for 2021 - 2022

Liaison Responsibilities:
Please fill out the Family Assessment form for the students selected. The FACE Department will send you, the FACE Liaison, an email, letting you know the date, time and location of their appointment. Each Rep. has their own cluster excel sheet for students needing appointments. Please make sure ALL the information is filled out.

Operation School Bell Expectations:
- Students will be given the opportunity to purchase school-appropriate clothing, as per the list, up to $90.00 for Burlington, Old Navy and Target;
- If the student does not arrive on their scheduled date, they will not be rescheduled;
- Families should be encouraged to arrive 15 minutes early for their appointment time, but no earlier;
- Check-in time for all Saturday visits will be at 7:00 or 7:30 a.m. Any families arriving late (15 minutes after arrival time) will not be allowed to shop, and will not be rescheduled;
- Due to social distancing, families will have 1 hour to shop and will be asked to check out with whatever items they have if time has elapsed;
- All adults, including students, will be required to wear a mask. If the adult or student refuses they will forfeit their appointment and will not be rescheduled. If the adult or student does not bring a mask, FACE will have them available;
- All participants will use hand sanitizer before entering the store;
- Only one adult can enter with student/s receiving the service;
- Parents need to leave other children with a babysitter or older sibling at home. We cannot knowingly have a minor taking care of other siblings in a vehicle waiting for the family. If they family does not have an adult to watch other siblings the student’s appointment will be canceled. Staff will not take care of any children outside of the store. Arrangements must be made prior to the families appointment;
- Parents will check in with FACE Rep. Patty Silva outside of the store. Parent and student/s will line up outside the store and adhere to the 6 ft apart with social distancing;
- Once checked in, the FACE Reps will place a bracelet on student/’s wrist;
- Students will enter the store by staggered times in accordance to the limits set by the store’s guidelines which adhere to the CDC regulations;
- As families are ready to check out, a FACE Rep will be by the register to collect the referral form and receipt to hand over to the Assistance League volunteer.

For any questions please contact:
Patty Silva at the FACE Department at 1-4763 or e-mail silvap@bcasd.com.
Operation School Bell
Shopping Etiquette

Please discuss the following with the one adult that will be attending the Burlington/Target or Old Navy locations:

- Encourage parents to arrive 15 minutes early, NO earlier!
- Please be a courteous shopper. We are invited guests!
- Students must stay with their one adult at all times. No other siblings or adults can attend the appointment (including small infants)
- Packages (underwear, socks, candy, etc.) should not be opened. We are guests; if items are knocked off racks please pick them up, make sure children are not opening packages.
- The following items are not allowed for purchase: NO rain boots, pajamas, hair clips, nylons, costumes, flip flops, or lunch pails, and NO TOYS!
- Items should be replaced where they belong.
- Profanity will not be tolerated.
- All activities are monitored by video camera. Shoplifting is a crime, all shoplifters will be prosecuted!
- Failure to comply with these expectations will result in losing the appointment for the entire family.

Tips for a pleasant shopping experience:

- Do not use store merchandise to sit on while shopping;
- Use the calculator on the families cell phone to total items before going to register;
- Have a list for students participating with sizes for each item, i.e. pants, jacket, shoe size, etc. for a quicker shopping experience;
- List of items needed for season, i.e. sweatpants, leggings, jacket, etc.;
- If shopping at the Target/Old Navy locations, encourage families to download the Target/Old Navy app for sales and specials on clothing items.

For any questions please contact:
Patty Silva at the FACE Department at 1-4763 or e-mail silvap@bcsd.com.
Scheduled Operation School Bell dates for 2021/2022 School Year

The following are dates, times, and locations for OSB appointments. This year we have added Old Navy as our third alternative, these will be Saturday appointments only. Make sure you have thoroughly vetted your families. All families need to arrive on time, families have 1 hour for shopping and must wear a mask and submit to temperature checks.

<table>
<thead>
<tr>
<th>Date</th>
<th>Location</th>
<th>School</th>
<th>Time</th>
<th>School</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 28, 2021</td>
<td>Burlington</td>
<td>Voorhies (12) Chavez (8) Fletcher (8) Emerson (10) Longfellow (10)</td>
<td>7 a.m.</td>
<td>H. Mann (10) W. Penn (8) Roosevelt (8) Mt. Vernon (8) Sequoia (10)</td>
<td>7:30 a.m.</td>
</tr>
<tr>
<td>September 11, 2021</td>
<td>Burlington</td>
<td>Evergreen (10) King (9) Compton (8) McKinley (10) Thorner (8)</td>
<td>7 a.m.</td>
<td>Pauly (10) Chipman (8) Curran (10) Noble (8) Nichols (10)</td>
<td>7:30 a.m.</td>
</tr>
<tr>
<td>September 16, 2021</td>
<td>Old Navy</td>
<td>Garza (10) Pioneer (10) Harris (8) Harding (7) Sierra (8)</td>
<td>4 p.m.</td>
<td>Jefferson (10) C. Heights (10) Williams (10) Cato (8) S. Hills (8)</td>
<td>5 p.m.</td>
</tr>
</tbody>
</table>

For any questions please contact: Patty Silva at the FACE Department at 1-4763 or e-mail silvap@bcsd.com.
Bakersfield City School District

Operation School Bell

New OSB Procedures for 2021

- Liaisons must fill out OSB form correctly;
- Must have all information filled out;
- Amount awarded each child is $90.00
- Only 1 parent is allowed to shop with child/ren
- Masks must be worn while shopping, adults & children (no exceptions);
- Only 1 hour for families to shop;
- Families who need financial help and who have not had an appointment from OSB should be given first priority;

Assistance League is a non-profit organization that provides school clothes for students.

For any questions please call the FACE Department at 661-631-4763 or email: silvap@bcsd.com
Bakersfield City School District/Assistance League of Bakersfield
Operation School Bell

School:______________________________

Parent/Guardian:______________________________ Date Submitted:______________________________

Telephone #:______________________________ Place of Employment:______________________________ Monthly income $:______________________________

Do you have students who attend another school: Y/N # of students:______ School:______________________________

Language Spoken in the Home:______________________________ # of students needing an OSB appt.______________________________

List the students who you would like to recommend and the sizes of each student (check all items they would like to receive):

<table>
<thead>
<tr>
<th>#</th>
<th>Student Name</th>
<th>F/M</th>
<th>Age</th>
<th>Grade</th>
<th>Pant</th>
<th>Skirt</th>
<th>Shirt</th>
<th>Blouse</th>
<th>Dress</th>
<th>Jacket</th>
<th>Socks</th>
<th>Underwear</th>
<th>Shoes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Describe the family situation, be descriptive:__________________________________________________________

_____________________________________________________________________________________________

Operation School Bell Shopping Guidelines:
Only one parent/guardian will be allowed to attend the appointment. No Exceptions. All other adults will be asked to wait in their vehicles. Students who have an appointment will be the only ones allowed to enter the store and with only one adult. If the family brings other siblings who do not have an appointment, and cannot safely wait in the vehicle with an adult, they will not be allowed to enter the store, and the student/s will lose their appointment. Please initial below stating you have been made aware of the new guidelines: Parent Initial:_______ Liaison Initial:___________

Signature of Parent:_________________________________________ Date of Signature:______________________________

Signature of Liaison:_________________________________________ Date verified information:______________________________

Date faxed to FACE Office 661-861-0458:________________________ or Date emailed to Patty Silva silvap@bcsd.com ___________________

Office use only - Date Received:____________________ Accepted:_______ Appointment Date:____________________
FACE Liaisons can find a list of Community Resources in our “FACE Community Resources” Google Sheet under the “referrals” tab. To obtain access to this Google Sheet, email Antonia Serrano at serranoan@bcsd.com or click here to access.

“Help the life of one person and you can help their community.”
- Steven Sawalich

Below is a list of our currently utilized Community Resources:

- Assistance League
- Bakersfield Homeless Center
- Black Infant Health
- Bethany Services
- Calvary Bible Church
- Catholic Charities
- City Serve
- First Congregational Church
- Foster Youth Behavioral Health Services
- Golden Empire Gleaners
- Hope Center
- Love in the Name of Christ
- Love Incorporated
- Mercy Memorial Learning Center
- Nuevo Amanecer
- St. Joseph's Church
- St. Vincent de Paul
- The Blessing Corner
- The Mission at Kern County

Many more to come!

For questions, please contact: Antonia Serrano at x14761 email at serranoan@bcsd.com
CHiPs for KiDS

CHiPs for KiDS is a non-profit organization that makes the holidays brighter for disadvantaged and hospitalized children in Kern County. The CHiPs for Kids toy drive has been helping families throughout California for more than 25 years. The California Highway Patrol Bakersfield Area office has joined forces with other local organizations and businesses, to give to the less fortunate kids of Kern County, including Bakersfield City School District, something to smile about.

In collaboration with the Kern County Network for Children, the Bakersfield City School District will identify and select students in need of Christmas gifts this season to receive CHiPs and select a gift of their choice at the CHiPs for KiDS distribution site.

CHiPS for KiDS referral process for Liaison:

🎁 Once you have been advised of the number of students you can refer, you will need to send the CHiPs for Kids Assessment Form and one referral per family.
🎁 You will be notified of the date, time and location of the event as well as when to pick up the chips and information letter for the parent/guardian. Please note: each child participating will need to be accompanied by a parent or guardian and have a chip to be allowed in and receive a gift.
🎁 You will need to remind parent/guardian of the rules for participation.

The Day of:

🎁 Each child must have a token (CHIP) provided by KCNC to enter the building and select a gift. If children do not have a chip, they will not be allowed inside.
🎁 Children ages- infant to 16 years
🎁 Children must be transported to event and supervised by an adult. Children will be escorted through the building by CHP volunteers as they select a gift while adults wait outside.
🎁 PLEASE NOTE: 1) NO overnight camping, 2) Arrive NO earlier than 1pm, 3) Children MUST BE present and have chip in order to receive gift, 4) Unruly behavior will NOT be tolerated and will be told to leave and 5) NO pets

For questions or information on CHiPS for KiDS, please contact Antonia Serrano in the FACE Dept. at ext. 14761 or email: serranoan@bcsd.com
The U.S. Marine Corps Reserve founded Toys for Tots, a program whose mission is to collect new, unwrapped toys during October, November and December each year and distribute those toys as Christmas gifts to less fortunate children in the community in which Bakersfield City School District is a part of. Toys for Tots helps children throughout the United States experience the joy of Christmas; to play an active role in the development of one of our nation’s most valuable resources – our children; to unite all members of local communities in a common cause for three months each year during the annual toy collection and distribution campaign; and to contribute to better communities in the future.

Toys for Tots referral process for Liaisons:

🎁 Please complete a Family Intake Assessment Form along with the Toys for Tots Application.

🎁 Families must have at least one child in the Bakersfield City School District. If the child has siblings at another school, please check with that school to see if they are referring the child/children. Children from the same family need to be included on one application.

🎁 If a family is doubled up, please put every child on the same application. This will help to save time and help to prevent duplication of services. Toys are given to children 0–15 years of age.

🎁 The completed white original is to be given to the parent/guardian. It must be presented on the designated pick-up date. The parent/guardian must have valid picture identification on the distribution day. Please print or write legibly. If Toys for Tots cannot read the application the family may not be served.

🎁 Make a copy for your records, and return the yellow and pink copy with the intake to Jocelyn Sillas in the FACE Dept.

🎁 The school staff listed on the BCSD Contact List, is the only person who can sign the application.

🎁 If you return the applications in the district mail, please allow delivery time or hand deliver them to FACE Dept.

🎁 All other information will be on the application.

For questions or information on CHiPS for KiDS, please contact Antonia Serrano in the FACE Dept. at ext. 14761 or email: serranoan@bcisd.com
Elk’s Christmas Luncheon

This event is for underprivileged children in Kindergarten through third grade. In past years the child/children have received lunch, a gift and a gift bag filled with holiday goodies. The determination of how many students each school is allowed to select for the event will depend on the allocated children and chaperone spots BCSD is given. Also since this is an event for children K-3rd grade, only elementary schools will be invited to participate. Once we receive the information and allocated spots, an email will be sent out inviting the school to participate and process will begin from that point on.

Here are some things to keep in mind:

● The school/school site rep. is responsible for providing transportation to and from this event.
  Your school site may reserve a school bus with at least three (3) weeks in advance. If they chose to reserve a school bus, they can share with other schools, but each school is required to reserve the bus and state who they are sharing it with.
  ● The school rep is required to complete a Field Trip Permission slip (Spanish) for each child participating.
  ● Students must be accompanied by a chaperon(s) who must sit with the students at lunch and actively encourage them to participate during the event.
  ● Chaperon(s) are responsible for accompanying students to the restroom.
  ● Recommendations for chaperon and students for easy identification, you may choose any of the following:
    ○ Wear school spirit shirt or any school logo shirt or
    ○ Wear school lanyard or
    ○ Name tag with school name and logo

Holiday Baskets

The Salvation Army provides help to low income families, by providing Thanksgiving baskets and Christmas baskets/toys around the holiday session. However, families will need to apply to receive the services. Due to limited resources, families are asked to choose between receiving either of the baskets. Once we receive the application processing date, we will send out an email to all schools site sharing the information.

Here are the documents that the family will need to bring to begin the application process:
  ● Proof of Address (i.e. utility bill, rental agreement)
  ● Proof of ALL income (i.e. check stub, passport to services)
  ● All adults: valid Picture I.D. (Any Government issued)
  ● Kids: Birth Certificate (passport to services)

Per their regulations & guidelines - Children must be supervised during the application process or the family will be asked to leave and return without the children.

For questions, please contact: Antonia Serrano at x14761 or email at: serranoan@bcbsd.com
Shopping Procedures and Guidelines
SHOPPING
FORMS & PROCEDURES

❖ Online Ordering
❖ Email Template
❖ Store Stock
❖ Approved Store Stock Product List
❖ Credit Card Shopping
  ➢ FACE - Shopping Schedule & Procedures
  ➢ Credit Card Shopping Guidelines
❖ Shopping Schedule
❖ Store Shopping
  ➢ Smart & Final
  ➢ Albertson’s / Vons
❖ Helpful Hints
❖ Purchasing Reminders

For more information visit:
http://bcsd.com/purchasing/purchasingprocedures/
SHOPPING
ONLINE ORDERING

- Stinson's
- Southwest School Supply
- Amazon.com
- Office Depot
- School Specialty

1. Submit an email request to the Secretary or Clerk at your site who is responsible for creating the req.'s for your FACE budget (see email template)

   **Req.'s for online ordering are not to exceed $500.00**
   (*only exception is Academic Supplier for printer ink cartridges - which needs to be itemized with pricing*)

2. Retrieve the original req., with principal's (or designee) signature

3. Make a copy for your records

4. **Send the signed original to the FACE Dept., Attn.: Nichole Evans, FACE DEPT. for approval.**

5. On your copy, note the date that the req. was sent to the FACE Dept. for approval.

6. Once approved by the FACE Dept., you will receive an email stating the status of your req. (approved or not approved).

7. If req. is approved, Nichole Evans will forward the original req. to Purchasing.
   Once processed by Purchasing, you or the originator of the req. at your school site will be able to place the order online

8. When the order is received, sign the goldenrod or vendor packing list to verify receipt of the items. If something is not received, note the item on the packing slip and follow the purchasing procedures for discrepancies. [Purchasing Discrepancies]

9. Make 3 copies of the packing list and route as follows:
   1. Originator
   2. Your records - Attach to your copy of REQ.
   3. FACE Department - Attach to copy of the REQ and send to FACE Dept., Attn: Nichole Evans, FACE Clerk

RECEIPTS ARE DUE UPON RECEIPT OF MERCHANDISE
Email template for requesting a req.

Please consider using the following as a standard template when requesting a requisition from your site secretary or clerk.

**SAMPLE**

Good morning/afternoon _____________________,

I have an event coming up and I would like to request a req. to purchase the following:

Vendor: Smart & Final (Golden State)
Amount: $250.00
Budget: 01-0044-0-8100-5000-4300-(site #) – 00
Name of Event: Parent Café
Date of Event October 16\textsuperscript{th}, 2019

Please include the following information for the Z comments:

Parent Café on October 16\textsuperscript{th}, 2019 will be attended by approx. 25 parents. This event will be an opportunity for the Principal to meet and discuss with parents about upcoming parent events, and touch base with families, etc. Items to be purchased are coffee, creamer, iced tea, sugar packets, bottled water, fruit, misc. pastries. Approximate cost per person is $6.25 per person.

Because multiple steps are needed for processing the req., I would like to have the req. (with Principal’s signature by Wednesday, October 9th, 2019. I will forward the req. to “my FACE Rep”, FACE Dept., for processing and obtaining approval by Dee Dee Harrison, in order to have a shopping date of Tuesday, October 15th, 2019.

Please let me know when this req. is ready for pick up so I may forward it on for further processing.

Thank you in advance,

“Sign your name”
FACE Liaison
PURCHASE REQ. EVENT CHECKLIST
Please use this form to plan your event.

LIAISON NAME: ____________________________________________
SCHOOL SITE: ____________________________________________

NAME OF FUNCTION: ______________________________________
DATE OF FUNCTION: _______ TIME: _______

WHO WILL BE ATTENDING (Parents/Principal/Staff/VIP, etc.):
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

NUMBER OF ATTENDEES: ____________
WHAT WILL BE PURCHASED (Please be specific):
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

COST PER PERSON: $________

Please use this information to complete the purchase req.
SHOPPING
STORE STOCK ORDERING

Instructions for Store Stock Ordering

1. Submit an e-mail request to the Secretary or Clerk at your site who is responsible for creating the req.'s for your FACE budget.
   
   **Req.'s for on-line ordering are not to exceed $500.00**

2. Retrieve the original req., with principal's (or designee's) signature

3. Make a copy for your records

4. Send the signed original to the FACE Dept., Attn.: Nichole Evans, FACE Dept.

5. On your copy, note the date that the req. was sent to the FACE Dept. for approval.

6. Once approved by the FACE Dept., you will receive an email stating the status of your req. (approval or not approved).

7. If req. is approved, Nichole Evans will forward the original req. to the District Warehouse. Orders are processed first come-first served. All warehouse bin deliveries are made on Wednesdays only.

8. When the order is received, sign the warehouse delivery receipt list to verify receipt of the items, note if something is not received email blackw@bcsd.com

9. Make 3 copies of the packing list and route as follows:
   
   1. Originator
   2. Your records - Attach to your copy of REQ.
   3. Face Department - Attach to copy of the REQ and send to FACE Dept., Attn: Nichole Evans.

 PACKING SLIPS ARE DUE UPON RECEIPT OF MERCHANDISE

Please keep in mind that ordering from Store Stock first is preferable as these items are usually priced more cost effectively than other vendors who sell the same or “like” items.

*The approved Store Stock items for use with FACE budget can be found on the Resources for FACE Liaison’s link on the BCSD Website*

Link to the BCSD Store Stock Catalog: [Warehouse Stock Catalog](#)
SHOPPING

CREDIT CARD SHOPPING

- Walmart
- Target
- Dollar Tree
- 99¢ Store

FACE - Shopping Schedule and Procedure 2020 - 2021

1. Submit an email request to the Secretary or Clerk at your site who is responsible for creating the req.’s for your FACE budget. Please review the guidelines on the next page.
   **Reqs for credit card shopping are not to exceed $500.00**

2. Retrieve the original req., with principal’s (or designee) signature

3. Make a copy for your records

4. Send the original to the FACE Dept., **Attn.: Nichole Evans, FACE Dept.**

5. On your copy, note the date that the req. was sent to the FACE Dept. for approval.

6. Once approved by the FACE Dept., you will receive an email stating the status of your req. (approved or not approved). Nichole Evans, FACE Clerk will PERSONALLY walk ALL approved req.’s to the Warehouse.

7. If approved: You will need to send an Outlook calendar invite to **Bertha Acosta** at acostab@bcasd.com AND Ernest Garcia Diaz at garciaer@bcasd.com at least 5 days in advance of when you intend to shop. The Outlook calendar invitation **must** state Site Name, Budget Name, Requisition #, location will include the store Information.

8. Please review the restricted items and guidelines before shopping.

9. Once shopping is complete, the warehouse will provide the FACE Dept. with the copy of the receipt for the FACE Dept. records.

   **Returning items to the store without approval is NOT allowed and reason to suspend your shopping privilege.**
Please plan ahead! Shop at least (3) three weeks prior to your event. Purchasing will have a limit of allowed shoppers per day, per store. Don’t let your request for shopping get denied!

Procedures:

- Please click on the link for the complete guidelines document [Click here to access the Credit Card Shopping Guidelines].

- Requisitions MUST specify the vendor name (Suggest Vendor will allow you to type in the vendor name in Smarte), have an itemized list of what is being purchased. “Misc event supplies” will NOT be accepted. Unrelated items not listed on the Requisitions will not be allowed to be purchased at the register. Please review the list of items not allowed. Do NOT copy and paste Requisitions-duplicate identical Requisitions will be returned.

- The comments section must include the details of the event/dates and the number of attendees, such as parents, students, teachers, and the school site action plan number if applicable. Requisitions that read “Misc event supplies” will NOT be accepted and returned as incomplete. FACE Reqs for credit card shopping are not to exceed $500.00*

- Check the [Warehouse Store Stock Catalog] for items that have been competitively priced such as paper, pencils, break room utensils, sports supplies, and emergency kit supplies. Office/desk supplies must be ordered from our online vendors and will not be allowed to be purchased at the register. [Link: to Suggested Vendors] Other vendors such as Lakeshore, S&S Worldwide, Really Good Stuff, Oriental Trading and others can provide for alternative activities and items.

- Requisitions must be sent electronically in Smarte Finance. It’s your responsibility to obtain all the required signatures on the hard copy requisition prior to sending it to the warehouse purchasing office. Hand deliver or inner-district mail the hard copy ORIGINAL requisition two (2) weeks PRIOR to the shopping appointment.
  - Original requisitions taken to the shopping location and without an appointment will not be accepted.

- Everyone must have prior approval to shop. It is your responsibility to obtain all required signatures on the hard copy requisition prior to sending it to the warehouse purchasing office.

- Requisitions with missing information will be cancelled and returned to the site

Please review the previous page for instructions and the approval process for the FACE department.
Please plan ahead! Shop at least 3 weeks prior to your event. We will have a limit of allowed shoppers per day, per store.

To reserve a shopping trip send an Outlook Calendar Invite to Bertha Acosta at acostab@bcsd.com at least 5 days in advance. Calendar invites received prior to us receiving the hard copy will be declined. Please use the following calendar invite setup:

- Site name - Budget Resource Code - Requisition #
- Location: Store information
- If the checkout time is at 11:00 a.m. Calendar Invitation should read from 11:00 to 11:00 a.m.
- Include the name of the person shopping

On shopping day:

- Be ready to check out at the scheduled time. If you are not at the register at the checkout time and we leave, you will need to reschedule the shopping trip. Be mindful of the Requisition amount and your cart - please keep to a minimum the amount of “go-backs”. Returns or exchanges are not allowed without prior authorization.

- Please email, or call to cancel a scheduled shopping trip by at least 8:30 a.m. the day of the scheduled shopping or before. This will allow us to contact other shoppers who might be interested in taking that shopping spot.

- Do not try to purchase items that have not been pre-approved. For auditing purposes, items purchased using Federal funds must be justified and accounted for.

ITEMS NOT ALLOWED TO BE PURCHASED

- Gift cards (no exceptions!)
- Food items - including food items being used for science or art projects such as pasta, candy. (Please use a food vendor)
- Furniture - (cloth material bean bags, rugs, tables, stools, chairs)
- Medication or medicated products (eye solution, pain relievers, antacids)
- Alcohol products (deodorants, toothpaste)
- Laser pointers
- Sharp scissors for students
- Bubbles
- Water balloons (ASP)
- Candles - only allowed for parent incentives, and must be removed from the school site the same day. The use of candles in a school site is a violation of California Building Code (Title 24)
- Aerosols: Air fresheners, spray paint
- Fragranced products including lotions, perfumes
Instructions for Smart & Final Shopping

1. Submit an email request to the Secretary or Clerk at your site who is responsible for creating the reqs for your FACE budget (see email template). **Reqs for SMART & FINAL shopping are not to exceed $500.00**

2. Retrieve the original req., with principal's (or designee) signature

3. Make a copy for your records

4. Send the signed original to the FACE Dept., Attn.: Nichole Evans, FACE Dept.

5. On your copy, note the date that the req. was sent to the FACE Dept. for approval.

6. Once approved by the FACE Dept., you will receive an email stating the status of your req. (approved or not approved).

7. If req. is approved, Nichole Evans will email you and your FACE Rep stating that the req. has been approved. You will then pick up the req. (file folder box at Nichole’s desk, in the folder with your site name).

8. Walk approved req. down to Purchasing, and they will stamp the req. with their approval stamp which is authorizing you to shop.

9. You can then go and shop at Smart & Final, and select the items listed on your req.

Continued on next page
Continued from previous page

**SHOPPING**

SMART & FINAL SHOPPING

---

**Instructions for Smart & Final Shopping Cont.**

10. Once shopping has been completed, at the check-out stand, you will provide the clerk the requisition.

11. After the sale is complete the clerk will give you the *requisition back and two receipts (one original and one copy)*.

12. Take the merchandise back to your site.

13. Make **TWO** copies of the receipt.
   1. The **original** receipt must be stapled to the original req. and returned to Purchasing
   2. The **duplicate** receipt will be given to the secretary or clerk who created the req.
   3. The **two** copies of the receipts will be disbursed as follows: **one** copy of the receipt will be stapled to the back of a **copy** of the req. and sent to the FACE Dept., Attn: Nichole Evans, and the **second** receipt copy is yours to keep along with **your copy** of the req.

14. Hand deliver or send via District mail, the *REQUISITION* with receipts the same day or next day!
Purchasing Department Links

- Purchasing Department
- Purchasing Services and who to contact
- Purchasing Department Procedures
  - Procedures for Walk-Throughs
  - Purchasing Restrictions
  - Commonly Used Vendors
    - You may search and find additional vendors through Smartetools.
  - 2021-22 Credit Card Shopping Schedule and Procedures
- Online Ordering Purchasing Department Webpage
  - Online Ordering Procedures
- Warehouse Webpage
  - 2021-2022 Store Stock Catalog
- Purchasing Department - Standardized Equipment Webpage
  - Look under the item you're looking to order
    - Then select one of the options listed
    - Per the purchasing department – use that information to create a req and order the item/s
# SHOPPING

Commonly Used Vendors

Reminder: All Requisitions must have backup/quotes attached to the hard copy and uploaded onto Smart,
- After the purchase order has been sent to the vendor, please allow a turn-around of 30-days to receive the products.

<table>
<thead>
<tr>
<th>Vendor Name</th>
<th>Website</th>
<th>Vendor #</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART/ CLASSROOM SUPPLIES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carrot Top Industries</td>
<td><a href="http://www.carrot-top.com">www.carrot-top.com</a></td>
<td>291880</td>
<td>Classroom Flags</td>
</tr>
<tr>
<td>SPORT SUPPLIES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nasco Modesto</td>
<td><a href="http://www.enasco.com/">https://www.enasco.com/</a></td>
<td>629</td>
<td></td>
</tr>
<tr>
<td>BSN Sports</td>
<td><a href="http://www.bsnsports.com/">https://www.bsnsports.com/</a></td>
<td>3704</td>
<td></td>
</tr>
<tr>
<td>SEASONAL ITEMS/ BULK/ UNDER S3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Really Good Stuff</td>
<td><a href="http://www.reallygoodstuff.com/">https://www.reallygoodstuff.com/</a></td>
<td>256330</td>
<td></td>
</tr>
<tr>
<td>Rhode Island Novelty</td>
<td><a href="http://www.rinovelty.com/">https://www.rinovelty.com/</a></td>
<td>25320</td>
<td></td>
</tr>
<tr>
<td>FABRIC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F &amp; M Fabrics</td>
<td>2954 Niles Street</td>
<td>255560</td>
<td>Walk-Through Stamp</td>
</tr>
<tr>
<td>Joann</td>
<td>3010 Ming Ave</td>
<td></td>
<td>Credit Card Vendor</td>
</tr>
<tr>
<td>Andersons</td>
<td><a href="http://www.andersons.com/">https://www.andersons.com/</a></td>
<td>262180</td>
<td></td>
</tr>
<tr>
<td>EDUCATIONAL- MATH/READING/SCIENCE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Barnes &amp; Noble</td>
<td><a href="http://www.barnesandnoble.com/">https://www.barnesandnoble.com/</a></td>
<td>2994</td>
<td></td>
</tr>
<tr>
<td>Scholastics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lakeshore Learning</td>
<td><a href="http://www.lakeshorelearning.com/">https://www.lakeshorelearning.com/</a></td>
<td>534</td>
<td></td>
</tr>
<tr>
<td>PRINTED ITEMS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4Imprint, Inc.</td>
<td><a href="http://www.4imprint.com/">https://www.4imprint.com/</a></td>
<td>275700</td>
<td></td>
</tr>
<tr>
<td>Wall Street Imprintables</td>
<td><a href="http://www.wsimp.com/">https://www.wsimp.com/</a></td>
<td>4116</td>
<td></td>
</tr>
<tr>
<td>OFFICE SUPPLIES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quill Supplies</td>
<td><a href="http://www.quill.com/">https://www.quill.com/</a></td>
<td>245470</td>
<td></td>
</tr>
<tr>
<td>INK/TONER</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Supplier</td>
<td><a href="http://https://academicsupplier.net/ControlPages/H">https://academicsupplier.net/ControlPages/H</a></td>
<td>317589</td>
<td>On-Line Orders</td>
</tr>
</tbody>
</table>

1. Purchasing Walk-Through - Must have Requisition approved and stamped by the purchasing department prior to
2. Please contact Cara Rodriguez at rodriguezca@bcsd.com for on-line order login procedures
HELPFUL HINTS

Helpful Hints

PLAN AHEAD!! Plan your events in advance and submit your reqs with at least two weeks ahead of time to allow for multiple approval stops!

All reqs are sent to FACE Dept. - Attn: Nichole Evans, FACE DEPT.

When contacting Nichole for status on the approval of a req., please make sure you reference the req. # that you are inquiring about

Send the original req. for approval

Walking through the req. is not advised; staff involved with the approval process may not be in the office to facilitate a walk-through.

FACE approval is only for budget # 01-0044-08100-5000-4300-XXX-00

Reqs for shopping (Smart & Final, Albertsons, Vons, Credit Card Shopping) are not to exceed $500.00.

If req. is not approved, you will be notified by email, and the original req. will be filed in the FACE Department.

When receiving an email pertaining to the status of a req., please READ through the email for ALL information within

Remember to give a receipt (copy or duplicate) to the req. originator at your site

When sending in copies of receipts...one receipt per page...Please DO NOT copy multiple receipts on one page

Please process receipts on the day of shopping, or, within 24 hours of shopping

When copying receipts, please make sure that the copy of the receipt shows the TOTAL of the expense (no cut off receipts will be accepted!)

Remember !!! Include req. # and site name on receipts

*** RECEIPTS ARE DUE UPON RECEIPT OF MERCHANDISE ***
CAUTIONARY POINTS TO BE AWARE OF

If changes become necessary to already FACE approved req.’s (i.e. event date changed, amount changed, etc.) the req. must be revised and re-submitted through Smarte by the FACE Department

● Please contact Tracey or Nichole to process any revised req.’s through Smarte as they will need to reprint, obtain signature approval and re-submit through Smarte.

Please note, that you may only purchase items as stated on the req. within the comments, **AND it must** remain at the amount that has been approved.

● Req.’s can only be processed based on what they were originally approved for. *For example:* If a req. was formerly approved for a light dinner, and then rescheduled to a different day with a light breakfast, only items that were on the original/approved req. can be purchased. Otherwise, a **new req. with “breakfast” items’ such as yogurt, cereal, milk, etc...must be created so the req. and receipt match. **Modifications can be made in FACE Department.**

● When shopping, if items in your basket total over the approved amount on the req., you will need to remove items from your purchase to keep it within the price for which the req. has been approved. Otherwise, a **new req. will need to be created to purchase the additional items, and will have to go through the approval process.**

**Shopping cards - Albertsons and Vons**

● The vendor shopping cards can be in your possession for **NO MORE THAN 48 HOURS** upon check-out.

● If the card is checked out on a Friday, then the card **MUST** be returned by 4:00 p.m. **on the SAME day.**

● The card is **NEVER** to be kept in your possession over the weekend.

● Subs are not allowed to be in possession of the card.

● The card **must** be returned by the person who signed it out with the receipt and original req. (please make sure you make the necessary copies for yourself, or the req. originator and the FACE Dept.

**Purchasing office closes at 4:30 p.m.** - Please plan accordingly when coming down to walk through a req. The purchasing technicians may be busy helping other staff members with their req.’s and purchasing procedures, so keep in mind the best practices would be to be there by 4:00 p.m. to conduct your business.
**Parent Center Purchase Req. Event Checklist** - for each event/req. that is needed, we have provided this form for you to use. This form will help in the planning of your purchases for events and help to make sure the requirements are met for Purchasing reqs to go through the approval process smoothly. Please use this form with **ALL** reqs. If you are a liaison who has a clerk or secretary that creates reqs, please use this form for their information for completing the req. Here is a link to this form [Liaison Event Requisition Checklist](#) and it can also be accessed on our FACE website. Please use this to make copies to have on hand to use. Once completed, please attach this form as part of the back up for your req.

**Cancelling a Req.** - If a req. has already been sent electronically from your site for approval, and it needs to be cancelled, due to changes, or the event being cancelled, etc., please inquire on where the req. is in the approval process. If the req. is still in the FACE Dept., e-mail Tracey and Nichole. They will respond and return the req. electronically. If the req. has already made it through the process to Purchasing, please contact one of the employees in Purchasing, and cc: Tracey and Nichole, and request the req. to be returned. Please include the req. #, the reason why the req. is to be cancelled, etc. and state whether this req. will be revised or sent to the Wastebasket. If being sent to the Wastebasket this req. will never be able to be used again. The req. will then be electronically returned to the requestor or originator.
Mileage
Claims
Information
Instructions for Filing Mileage Claims

The FACE budget allows for all FACE Liaisons to get compensated for mileage as it pertains to home visits, or other related travel in relation to their position.

Please click on this link below for the form that is needed to claim your mileage:

**Mileage Claim Form**

https://1.cdn.edl.io/Nn2yau4Lr0AzzlwvV0q5HQi6mCoOlx1ytCS7DFI274pt8oLo.pdf

The following is the process on how to obtain reimbursement for mileage that is incurred as part of your FACE Liaison position:

Complete the above form, including the budget information (see budget # below) and submit to your site principal for signature. Once signed, please make two copies, one for yourself and one for your site secretary. Then submit the original signed form to Fiscal Services for processing.

Your secretary will need to make sure that the budget is current and create the budget account (see budget below) and transfer funds into the mileage account from the site’s Parent FACE Supply account. By giving them a copy of your mileage claim they can make sure there is enough funds in the account to cover the claim amount.

Please note:

- Each month of mileage must be submitted on its own form. It is recommended that you turn in **no more than two months of mileage claim forms** at one time
- **Per Fiscal Services**—Do not wait more than two months to submit your mileage claim form. You might want to set a date on your calendar to remind yourself to submit your mileage claims on a monthly basis.
- The budget # for mileage is: 01-0044-0-8100-5000-5200-0XX-04

Per the FACE Dept.:

Deadline dates for submission of mileage claim form is the **10th of each month**

**Last day to turn in mileage claims for the previous school year is the last contracted duty day.**
Please use the table below to follow as protocol for submitting your mileage claim form. Each month of mileage will need to be submitted on its own individual claim form.

<table>
<thead>
<tr>
<th>MONTH’S OF MILEAGE</th>
<th>CLAIM SUBMISSION DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>August/September</td>
<td>October 1, 2021</td>
</tr>
<tr>
<td>October/November</td>
<td>December 1, 2021</td>
</tr>
<tr>
<td>December/January</td>
<td>February 1, 2022</td>
</tr>
<tr>
<td>February/March</td>
<td>April 1, 2022</td>
</tr>
<tr>
<td>April/May</td>
<td>May 27, 2022</td>
</tr>
</tbody>
</table>

**Claim form submission is as follows:**

- Complete Mileage Claim Form
- Make a copy for your records
- Turn in form to Principal for signature
- Form is then sent to Fiscal Services for processing
MILEAGE CLAIMS

Bakersfield City School District
Education Center - 1300 Baker Street
Bakersfield, California 93305
Fiscal Services

MILEAGE CLAIM FOR USE OF PRIVATE CAR

<table>
<thead>
<tr>
<th>Date</th>
<th>Where Traveled</th>
<th>Odometer Reading</th>
<th>Total Miles</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SAMPLE</td>
<td>Start Of Trip</td>
<td>End Of Trip</td>
</tr>
<tr>
<td></td>
<td></td>
<td>100</td>
<td>110</td>
</tr>
</tbody>
</table>

An odometer start and end of trip reading is required for reimbursement.

\[
\text{Miles} \times \text{Rate} = \text{Total}
\]

\[
10 \times 0.545 = 5.45
\]

Note: Mileage allowance shall be governed by the maximum as set by Board Policy.

Budget Number

Program Title

I hereby certify that the above is a true record of actual and necessary mileage by an automobile covered by me in the performance of duties as directed by the Board of Education, Bakersfield City School District

Date

Signature

Approved

(Department Head / Principal)
# MILEAGE CLAIMS

**Bakersfield City School District**

**MILEAGE CLAIM FOR USE OF PRIVATE CAR**

<table>
<thead>
<tr>
<th>Date</th>
<th>Where Traveled</th>
<th>Odometer Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Date of mileage</td>
<td>Start Of Trip</td>
</tr>
<tr>
<td></td>
<td>Example: School site to district office with return to school site...</td>
<td>Miles on vehicle before you leave school site...</td>
</tr>
</tbody>
</table>

An odometer start and end of trip reading is required for reimbursement.

\[
\text{Miles} \times \text{Rate} = \text{Total}\]

Information transfers automatically

| School site # with a 0 in front of it. For example: Casa Loma - site 22 would be entered 022 |

Note: Mileage allowance shall be governed by the maximum as set by Board Policy.

**Budget Number**

01-0044-0-8100-5000-5200-XXX-04

**Program Title**

<table>
<thead>
<tr>
<th>Date</th>
<th>Signature</th>
</tr>
</thead>
</table>

I hereby certify that the above is a true record of actual and necessary mileage by an automobile covered by me in the performance of duties as directed by the Board of Education, Bakersfield City School District.

Don't forget to sign!

Approved (Department Head / Principal)
Principal and Teacher Tools for FACE
Roles, Responsibilities and Expectations: Principals

Family engagement is a shared responsibility. In order to reach the goal of increasing parent and family engagement at each school site, principals must set the tone by establishing clear expectations, policies, accountability standards, and processes for all staff.

*Principals shall:*

- Express to teachers the value of early, positive parent interaction
- Create a warm and inviting campus where families feel welcome and respected.
- Uphold that the office staff will demonstrate a professional rapport with all who enter their campus
- Share with staff how the FACE lever is key to academic success and promote and encourage collaboration among staff, teachers and the Liaison
- Support the efforts made by Liaison to recruit and connect families through ongoing parenting classes, community presentations, and district meetings by including information on school website, marquees, bulletin boards, and other media outlets.
- Provide presence and participation at all Parent Cafes, Family Education Nights, FACE Team Walks, and all site based parent advisory committees (SSC, ELAC, and AAPAC).
# Family Engagement Goal Sheet

**Accessible**

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>We have frequent two-way communication with families that is focused on student learning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>We hold events that offer two-way communication with families that is focused on student learning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>We educate families on the academic systems, tools, and opportunities that their child has.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Our families ask questions around student learning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Our families ask questions around standards, concepts, topics, and resources that we educators teach and use.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Our families know about all of the resources that are available around their child’s learning (ie: tutoring, after school learning programs, etc)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Our families understand how their child learns best (ie: in small groups, with manipulatives, visual, etc)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Our families understand all of the ways that how their child learns throughout the day (ie: small groups, STEM, use of technology, etc)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Average:**

**Valued**

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Our families actively motivate their child to reach their goals, engage with learning, and/or focus on student growth.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Our families ask questions around how to engage their child more in their learning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Our families ask questions about upcoming learning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>We educate families about the next steps in their child’s learning (future units, upcoming learning, etc).</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>We educate families about how the impact of what their child is learning now impacts future learning or future life skills.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>We hold family events that focus on our student’s future (ie: career day, college day, etc)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Average:**

**Stimulating**

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All of our families have the opportunity to attend every family event.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>All of our families attend most of (meaning: more than half of the events.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Our families seek opportunities to get involved in their child’s learning (ie: volunteering, attending field trips, read-a-louds, coordinating student events, etc).</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Our family events are well attended (with around 80-100%) of families showing up to every event.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Our family events are directly focused on student learning.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Average:**

[www.teachhealth.com](http://www.teachhealth.com)

*click on the image to access the PDF version of the Family*
Roles, Responsibilities and Expectations: Principals

Family engagement is a shared responsibility. In order to reach the goal of increasing parent and family engagement at each school site, principals must set the tone by establishing clear expectations, policies, accountability standards, and processes for all staff.

**Principals shall:**

- Express to teachers the value of early, positive parent interaction
- Create a warm and inviting campus where families feel welcome and respected.
- Uphold that the office staff will demonstrate a professional rapport with all who enter their campus
- Share with staff how the FACE lever is key to academic success and promote and encourage collaboration among staff, teachers and the Liaison
- Support the efforts made by Liaison to recruit and connect families through ongoing parenting classes, community presentations, and district meetings by including information on school website, marquee's, bulletin boards, and other media outlets.
- Provide presence and participation at all Parent Cafes, Family Education Nights, FACE Team Walks, and all site based parent advisory committees (SSC, ELAC, and AAPAC).

**Resource Links to enhance Family Engagement practices on your campus:**

- [A Family Engagement Framework For All](#)
- [Parent Engagement and Support During Remote Instruction](#)
- [Welcoming Families From Day One](#)
- [Putting Family at the Center](#)
Staff and Family Partnership Outcomes

Once staff and families have built the requisite capabilities, connections, confidence, and cognition, they will be able to engage in partnerships that will support student achievement and student learning.

Staff who are prepared to engage in partnerships with families can:

- Honor and recognize families’ existing knowledge, skill, and forms of engagement;
- Create and sustain school and district cultures that welcome, invite, and promote family engagement; and
- Develop family engagement initiatives and connect them to student learning and development.

Click link on online version of FACE Manual: located at BCSD/FACE to unlock the resources and research around building strong Family-School Partnerships

Watch a video about the new Dual-Capacity Framework for Family Engagement.
Based on existing research and best practices, the Dual Capacity-Building Framework for Family-School Partnerships (Version 2) is designed to support the development of family engagement strategies, policies, and programs. It is not a blueprint for engagement initiatives, which must be designed to fit the particular contexts in which they are carried out. Instead, the Framework should be seen as a compass, laying out the goals and conditions necessary to chart a path toward effective family engagement efforts that are linked to student achievement and school improvement.
The Dual Capacity-Building Framework for Family-School Partnerships (Version 2)

RATIONALE FOR THE REVISIONS
The original Dual Capacity-Building Framework (DCBF) for Family-School Partnerships received its official launch in April 2014 at the first annual IEL Family and Community Engagement Conference in Cincinnati, Ohio. The DCBF was authored by Karen L. Mapp with the help and support of the US Department of Education (USDOE) during her consultancy with the department. The publication, Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships, authored by Karen L. Mapp and Paul Kuttner, was published in 2013 by the Southwest Educational Development Lab in collaboration with the USDOE.[1]

Over the past six years, numerous federal, state, and local policy, research and practice organizations have used the framework to guide their work on family-school partnerships. To learn about the usefulness of the framework, Dr. Mapp began collecting feedback from users, including a survey given to over 1000 participants at the June 2017 IEL Family and Community Engagement Conference in San Francisco. Version 2 of the DCBF incorporates themes that emerged about needed changes to the framework from the data collected and from advances in research. Dr. Mapp asked Eyal Bergman, doctoral candidate in Harvard’s Educational Leadership Program, to work with her on the revision and to co-author a forthcoming report, which will be published by IEL. We are grateful to the team at Scholastic (Wook Jin Jung, VP of Design and Karen Baicker, Publisher/Family & Community Engagement) for their pro bono work on the new design.

SUBSTANTIVE CHANGES
The most fundamental change in Version 2 is reflected in the flow and direction of the graphic. The movement indicates a shift from ineffective to effective partnerships, and a coming together of families and educators for the benefit of students and schools. Additional changes to the sections are outlined below.

1. **The Challenge**
   - Helps us understand the reasons why educators and families have struggled to build trusting and effective partnerships.
   - Version 2 now identifies the most prominent barriers to effective partnerships.
   - It acknowledges that educators and families start in distant positions, and that there are historical explanations for this.
   - The educator and family logos are also new. They are meant to underscore the flow toward effective partnerships at the end of the graphic.

2. **Essential Conditions**
   - Offers research-based guidance for best practice to cultivate and sustain partnerships.
   - This section has been renamed from “Opportunity Conditions” to “Essential Conditions.”
   - Relational trust has moved to the top to highlight its indispensability.
   - Asset-based and Culturally Responsive & Respectful have been added.
   - Organizational Conditions now acknowledge the significance of leadership across the system.

3. **Policy and Program Goals**
   - Highlights the goals and outcomes that should emerge for educators and families when the Essential Conditions are met.
   - This section remains largely unchanged. Practitioners from across the educational landscape have indicated that the 4 C’s are helpful for conceptualizing and evaluating effective practice.

4. **Capacity Outcomes**
   - Improvements in capacity lead to educators and families working in mutually supportive ways, leading to student and school improvements.
   - This section is now split into two:
     - First, a newly illustrated reciprocal exchange speaks to the power of educators and families to support one another’s continued growth.
     - Second, the last part of the graphic underscores the ultimate goal of improved educator-family partnerships – improvements for students and schools.

Ways a Parent Can Help with READING

1. Let your child see you reading!
   Have magazines and books in your home.

2. Help your child find appropriate word & reading games on the computer.
   Keep a dictionary on hand. Help your child look up new words they read or hear.

3. Read mysteries with your child and try to figure out the clues together.

4. Movie version coming out?
   Read the book together first, then talk about which you each liked better.

5. Set aside a time and place for your child to read -
   like a comfy chair and a reading light in a quiet place

   Look for and read together the books that were your favorites when you were a kid.

7. Encourage your child to write -
   letters, thank you notes, emails, journals, lists, stories about their own trips, events, and daily life

8. Ask your child questions about what he or she is reading, such as:
   - What is the story about?
   - Who are the important characters in the story?
   - Where does the story take place?
   - Why do you think the character made that choice?
   - Why did that happen?
   - How did you know about...?
   - Would you recommend this book to your friends?

9. Ask your child to draw a comic strip about what happens in the story.
   Provide word searches, crossword and other word games and puzzles, or help your child make his/her own

Share with your child about what you’re reading... and encourage your child to do the same

http://www.fortheteachers.org/parent_involvement/
## Ways a Parent Can Help with MATH

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Look for shapes and patterns in real life</td>
</tr>
<tr>
<td>2</td>
<td>Have your child measure ingredients for a recipe you are making</td>
</tr>
<tr>
<td>3</td>
<td>Ask your child to explain the math skills he or she is working on in school</td>
</tr>
<tr>
<td>4</td>
<td>When helping your child with homework or school assignments, ask him or her to explain how he or she got an answer</td>
</tr>
<tr>
<td>5</td>
<td>Help your child find some appropriate number and problem-solving games to play online</td>
</tr>
<tr>
<td>6</td>
<td>Play card or board games that involve counting or patterns</td>
</tr>
<tr>
<td>7</td>
<td>Ask your child to count change at the grocery store, or to estimate the total cost while you are shopping</td>
</tr>
<tr>
<td>8</td>
<td>Compare: Which is the tallest? ...the heaviest? ...the longest? ...the smallest? ...the fastest? ...the hottest? ...the most expensive?</td>
</tr>
<tr>
<td>9</td>
<td>Have tools such as a ruler, a scale, a calculator, and a measuring tape available to use in your house</td>
</tr>
<tr>
<td>10</td>
<td>Encourage your child to track or graph scores or stats for a favorite sports team</td>
</tr>
<tr>
<td>11</td>
<td>Use dice or playing cards to make a game out of practicing math facts</td>
</tr>
</tbody>
</table>

---

### Teacher Take-Aways

Point out ways math is part of “real” life: money, computers, music, art, construction, cooking... All around us, every day.

http://www.fortheteachers.org/parent_involvement/
Ways a Parent Can Help with SPELLING

1. Have your child write spelling words:
   - On paper with pencils, pens, markers or paint
   - With chalk on a sidewalk or patio
   - With dry erase markers on a mirror
   - Type on the computer
   - With his/her fingers in a plate of pudding
   - With fingers in shaving cream on a counter

2. Have your child spell the words out loud while you are in the car or in line at a store

3. Spell words using blocks, Scrabble tiles, or flash cards
   (Make your own with index cards - one card for each letter. Consider using different colored cards for vowels)

4. If the list of words to learn is long, have your child choose 4-5 to focus on at a time

5. Have your child write the words in alphabetical order or in order from shortest to longest

6. Play “Hangman” with your child using the spelling words
   Make crossword puzzles and word searches with the spelling words for your child to solve

7. Combine spelling with physical activity
   Have your child do jumping jacks, saying one letter per jump, or while walking up and down stairs, saying one letter per step

8. Keep a dictionary in your home and help your child look up unfamiliar words

Encourage your child to read!
Good readers are often good spellers.
Teacher Tips

Ideas to promote caring to families

1. There is nothing more precious to us than someone using our name, correctly. Understand the names of your students and their families, especially if they are different because of blended families. Make every contact a personal contact by using someone’s name.

2. When families visit the school, give them two name tags. Allow them to put their name on one and their child’s name on the other. You will never have to ask a parent who their child is again. Allowing people to make their own name tags will help you understand how to address them in the future. It also makes life easier for teachers and staff members trying to remember names in blended families.

3. Make your first interaction with a family about them, not about you, your classroom, or the course you teach. Demonstrate your desire to learn about them, their family, customs, rituals, challenges, and so forth.

4. Whenever possible, have face-to-face conversations or at least telephone conversations. In this world of mass communication, much is lost in texts, e-mails, and 140-character messages.

5. Consider home visits (breathe . . . we’ll discuss this in more detail later) to those families who are reluctant to participate.

6. When families are invited to an event, take attendance and pay close attention to those who are not there. Call them and tell them you missed them. Offer to share the information with them in another setting. Do not judge their absence or ask them why they were absent, simply reinforce that the information is important and you want to share it with them.

7. Smile. Don’t allow the few negative experiences you may have had with some families to color your attitude toward others.
Teacher Reflection
What will I do to Improve my Communication Skills?

Reflect on your current practices in each of the elements highlighted in the left column. Develop a plan for improvement which includes support needed, how strategies will be implemented, and how you will know if each element has been accomplished (Evidence of Mastery). Use the resources provided in this manual to support your efforts.

<table>
<thead>
<tr>
<th>Communication Strategies</th>
<th>What I’ve Done</th>
<th>What I Will Do From Now On</th>
</tr>
</thead>
<tbody>
<tr>
<td>I communicate with families in a meaningful way, using one-way and two-way methods.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I communicate with families in ways that honor family differences, individual needs and cultural preferences.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I communicate with families of students who are ELLs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I communicate with other staff to best meet the needs of families.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I communicate with families to obtain feedback regularly from students and families in a way that enhances students learning and understanding.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I inform families of student expectations, including Common Core State Standards and Benchmarks.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I encourage parents to ask questions and take the time to answer them.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I carefully plan parent-teacher conferences.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Share reflection between teacher/staff and FACE Liaison. Take an intake and/or assessment of how the FACE liaison could support you in these efforts.*
Reaching Out to ELLs and Families That Are Hard to Reach

The following can help teachers find ways to reach out to parents of English Language Learners. Information is provided to help develop relationships with families and build a community of learners. This information describes how to communicate with parents as well as provides classroom activities for children and staff to get to know the backgrounds of students in the class.

Respect and Celebrate the Diversity that Students and Families Bring to School

- Make every effort to utilize locally relevant curriculum materials with which students can identify.

- Provide enough flexibility in scheduling family participation so everyone is able to fully share, such as offering parent meetings more than once. Provide enough advance notice for family members to make the necessary preparations to attend.

- Be patient when students make mistakes speaking English and encourage their efforts.

- Recognize that trust is the best way to get parents in the school. Develop trusting relationships where parents feel comfortable and invited.

Barriers to Parent and Community Engagement among ELL Populations

- **Language skills.** Inability to understand the language of the school is a major deterrent to the parents who have not achieved full English proficiency. In these cases, interactions with the schools are difficult, and therefore, practically nonexistent.

- **Home/school partnerships.** In some cultures, teaming with the school is not a tradition. Education has been historically perceived as the responsibility of the schools, and parent intervention is viewed as interferences with what trained professionals are supposed to do.
Reaching Out to ELLs and Families That Are Hard to Reach

- **Work interference.** Work is a major reason stated by many parents for noninvolvement in school activities. Conflicts between parent and school schedules may mean parents cannot attend school events. Help their children with homework, or in other ways become active participants in their children’s education.

- **Knowledge of the school system.** A great number of low-income parents view schools as an incomprehensible and purposefully exclusionary system. Lack of trust is often the result of misunderstanding the perceived intentions of each party. Sending home communications in English only and scheduling meetings at times when parents cannot attend serve to reinforce parent apprehension. The lack of involvement that results from mistrust and apprehension is often misperceived by schools as a lack of concern for the children’s education.

- **Self-confidence.** Many parents of ELL students believe that their participation does not help schools perform their jobs as educational institutions; as a result, they separate themselves from the process. Parents who feel uncomfortable in the school setting are less likely to be involved than those who have developed a sense of equal partnership.

- **Past experiences.** Many non-English speaking parents have had negative education experiences of their own, and these memories linger through adulthood. In some cases, these parents have fallen victim to racial and linguistic discrimination by the schools. Negative feelings toward home-school interaction are often reinforced when schools communicate with parents only to share bad news about their children.