

School Parental Involvement Policy 2009-2010

All Schools

Part I: General Expectations

Barker agrees to implement the following statutory requirements:

- The school will jointly develop with parents, and distribute to parents, a School Parental Involvement Policy that the school and parents agree on.
- The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.
- The school will make the School Parental Involvement Policy available to the local community.
- The school will ensure accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students.
- The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school.
- The school will adopt the school's school-parent compact as a component of its School Parental Involvement Policy.
- The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities, including ensuring –

(A) that parents play an integral role in assisting in their child's learning;

(B) that parents are encouraged to be actively involved in their child's education at school;

(C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;

(D) the carrying out of other activities.

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Part II: Required School Parental Involvement Policy Components

Description:

Recruitment of Parents

Invite a **demographically diverse group of** parents from existing parent involvement committees (e.g., SSC, ELAC, 10 Education Commandments, parent-teacher organizations, etc.)

Invite actively involved parents to make personal phone calls to recruit other parents. Recruit parents from different cultural/language groups to share the message of involvement opportunities in a language in which the parents prefer to communicate. Use bilingual school staff to make phone calls to parents.

Promote opportunities for parent involvement and the development of the School Parental Involvement Policy and SPSA in a variety of ways (e.g., school newsletters, school website, flyers, etc.) Provide all information in the school's major home languages.

Joint Development and Joint Agreement

Ensure that School Parental Involvement Policy and SPSA documents are available in a format and language that parents can understand.

Schedule School Parental Involvement Policy and SPSA development meetings concurrently with other large school-wide events, providing opportunities for face-to-face meetings with teachers (e.g., Open House, Back-to-School Night, etc.).

Organized, Ongoing, and Timely Action

Distribute and review School Parental Involvement Policy and SPSA along with district goals at various parent meetings, as part of an ongoing effort to inform parents of school policy and practices.

2. Barker will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school.

Description:

Frequency

Periodic Updates of the School Parent Involvement Policy

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Involve parents in an organized, ongoing, and timely way, in the planning, review, and improvements of school programs and the Parental Involvement Policy. The review of school programs will be done in conjunction with the review and evaluation of the School Plan for Student Achievement (SPSA) during SSC meetings. Invite all parents to the Program Parent Meeting, using various forms of communication (e.g., letter, flyer, Teleparent, e-mail, website, marquee, school newsletter, etc.). Invite actively involved parents to make personal phone calls to recruit other parents. Recruit parents from different cultural/language groups to share the message of involvement opportunities in a language in which the parents prefer to communicate.

Distribute and review policy along with district goals at various parent meetings, as part of an ongoing effort to inform parents of school parental involvement policy and practices.

Maintain an updated School Parental Involvement Policy and additional resources for parents on the school website.

3. Barker will take the following actions to convene an annual meeting to inform and distribute to parents and the local community, the School Parental Involvement Policy and information about school programs, including: their child's and/or school's participation in school programs (e.g., Title I, SLI, EIA, EL, Special Education, GATE, etc.); the requirements of the school programs; and the parents' rights to be involved (list of rights could include Parent Notices, School-Parent Compact, District Parent Involvement Policy, School Parent Involvement Policy).

Description:

Distribution of Policy and Program Information to Parents

Provides parents with timely information about the school's participation and the requirements of programs such as, Title I, School Library Improvement (SLI), Economic Impact Aid (EIA), English Learners (EL), Special Education, Gifted and Talented Education, and the LEA plan. The school will organize an annual Program Parent Meeting at the beginning of the school year. Information regarding the school's programs and their rights to be involved will be distributed to parents at the beginning of the school year.

Distribute the School-Parent Compact. Consider optimal timing: attached to the school newsletters, in the student take-home folder, as part of the school registration packet, etc.

Distribution of School Parental Involvement Policy to Local Community

Post information and copies of the School Parental Involvement Policy in multiple languages on the district website.

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Have copies of the School Parental Involvement Policy and related parent involvement information available in the school office (e.g., display case, front desk, parent resource center, etc.).

4. Barker will provide parents, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.

Description:

Opportunities for Regular Meetings and Responding to Suggestions

Inform parents of opportunities to offer suggestions, protecting their anonymity if desired (e.g., through communication with a teacher, principal, school community liaison, or other school personnel or through use of a comment box or suggestion box in the office, etc.).

Provide parents with an expected timeline for resolution of a problem or complaint.

Present suggestions from parents at SSC meetings as an item of public input and discuss actions that need to be taken.

Respond to parent suggestions (e.g., via phone call, letter, invitation to SSC, etc.).

Assessing Parent Needs

Based on a parent needs assessment, and with the assistance of the district, the principal will plan the schedule and topics for meetings. The school will offer a flexible number of meetings, as practicable. Offer multiple options for scheduling parent meetings. Use a parent needs assessment or parent survey to determine the optimal scheduling of meetings

Provide parents with meeting reminders that give a brief summary regarding the purpose and what parents can expect to learn from the meeting.

Administer the annual district School Parent Survey. Determine the need for regular meetings to evaluate school practices based on the results.

Develop and administer a site-specific Parent Survey or Parent Needs Assessment. Provide various ways for parents to complete the survey.

Send an invitation to parents, in multiple languages as needed, with details regarding the content and usefulness of the scheduled parent involvement meetings.

Funding of Parental Involvement Expenses

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Use SLI funding to support the costs related to parent involvement. These funds may be used to pay for transportation, translation/interpretation personnel, child care personnel, other personnel (presenters, facilitators, etc.), and materials.

5. Barker will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language that parents can understand. Barker will ensure the accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students.

Description:

Providing Information to the Parents

Ensure that all communication to parents is available in a language and format that parents can understand. The school will provide all correspondence in the major languages of the school community.

Plan meetings that will cater to specific community groups (based on language/culture) in an effort to build community cohesiveness and support.

Providing Accessibility and Opportunities

Offer referrals to community-based support services. Accommodate special needs of parents with disabilities at school events and meetings, as feasible.

Plan meetings that will support parents in efforts to build community cohesiveness and support. Administer needs assessment to determine needs of parents and students.

6. Barker will provide to parents a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. Barker will, with the assistance of the district, provide assistance to parents of children served by the school in understanding topics such as the following: a) the State's academic content standards; b) the State's student academic achievement standards, c) the State and local academic assessments including alternate assessments; d) the requirements of Title I (if applicable); e) how to monitor their child's progress; and f) how to work with educators.

Description:

Scheduling

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Schedule parent meetings or school events to review topics, including school curriculum, assessment data (e.g., attendance, truancy, suspension, etc.), proficiency levels, and standards. The topics and the schedule of meetings will be determined using results from a parent needs assessment or parent survey.

Activities/ Information Provided to Parents

Involve parents in an organized, ongoing, and timely way, in the planning, review, and improvements of school programs and the Parental Involvement Policy. The review of school programs will be done in conjunction with the review and evaluation of the School Plan for Student Achievement (SPSA) during SSC meetings. Invite all parents to the parent meeting, using various forms of communication (e.g., letter, flyer, Teleparent, e-mail, website, marquee, school newsletter, etc.). Invite actively involved parents to make personal phone calls to recruit other parents. Recruit parents from different cultural/language groups to share the message of involvement opportunities in a language in which the parents prefer to communicate.

Provide descriptions of curriculum and information regarding student coursework. These may include topics such as Parent Handbook (K-6), Course of Study (7-12), A-G requirements, program information (e.g., AVID, special education), school or teacher website, topic specific trainings, 10 Education Commandments, Family Nights, etc.

Explain and review curriculum, assessments, and proficiency levels during conferences and/or meetings with school personnel (e.g., fall and spring parent-teacher conferences, conferences as requested by teacher or parent, other school organized events, etc.). Conferences by request will occur in a timely manner.

Inform parents about school curriculum, assessments, and proficiency levels at formal parent meetings and/or trainings (e.g., 10 Educational Commandments, Family Literacy, SSC, ELAC, etc.). Provide parents with classroom strategies that can be used at home to support student learning (e.g., behavioral goals, Individualized Education Plan (IEP) goals).

Develop opportunities for parents to learn about the curriculum presented at each grade level. Offer trainings that will assist parents in supporting their child(ren)'s learning. Offer trainings at the end of the school year to provide parents with information on practicing skills over the summer.

Provide parents with information and recommendations about how they can support their child(ren)'s learning at home (e.g., appropriate reading books, practice books for math skills, etc.).

Discuss and share school-wide achievement data and provide parents information regarding state and district level assessments. Discuss and share specific child achievement data with parents.

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Utilize the technology of online progress monitoring and communication regarding student achievement, assessment results, etc. (e.g., District website, Teleparent, etc.).

Familiarize all parents with District Goals #1 and #2. Review the District Goals, when appropriate, at school-wide meetings and events.

Part III: Shared Responsibilities for High Student Academic Achievement

7. Barker will build the school’s and parent’s capacity for strong parental involvement, in order to ensure effective involvement of parents, and to support a partnership among the school involved, parents and the community to improve student academic achievement, through the following activities specifically described below:

Description	Outcomes
<p>One event for each reading, writing, math, and science. Events will work to strengthen partnerships between families and school. Event will focus on developing skills that parents can use at home to support student learning. Information regarding standards, curriculum, and assessments for each of the content areas will be shared. Interpreters available.</p>	<p>Parents attend evening events and learn skills to support their children at home.</p>
<p>Parents are presented with information organized into 10 modules intended to assist parents in supporting their children’s education. Parents are encouraged to become actively involved in the education of their children. Childcare provided.</p>	<p>Parents attend classes and become actively involved in school.</p>
<p>Presented by the principal and guest speakers. Topics focus on student achievement, working with children at home, and other various based on parent input and needs assessment. Questions and answer session with the principal. Interpreters available.</p>	<p>Parents attend meetings to learn about ways they can support their children’s learning.</p>
<p>Funds raised by these events will help to support the costs of enriching students’ educational experience (e.g., standard-based field trips and assemblies).</p>	<p>Organized by Parent-teacher organization. Attended by families and community.</p>
<p>Students will guide parents through a series of predetermined stations to demonstrate what they have learned in school. The conference will end with a conversation with the teacher regarding student progress. Interpreters available.</p>	<p>Parents attend conferences to communicate with teachers regarding their children’s progress reports/grades</p>

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Parents and students will attend meetings to learn about the transition between grade levels and/or from one grade span to the next (e.g., elementary to intermediate to high school).	Parents and students attend to gather information that will help them prepare for the next grade level and understand transitions.
The process for the formation of the SSC and its responsibilities are described in the SSC Handbook and is part of the SPSA. Public is invited to provide input.	Committee members by the parents and staff. The parents on the committee fulfill the duties of the SSC.
The process for the formation of the ELAC and its responsibilities are described in the ELAC Handbook and is part of the SPSA. Information is provided in multiple languages. Public is invited to provide input.	Committee members by the parents of English learners. The parents on the committee fulfill the duties of the ELAC.

8. Barker will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:

Description	Outcomes
Parents will hear district counselors present information that will help families prepare their children for a future in college, such as: application process, A-G requirements, other admission requirements, costs, financial aid, programs, and student activities. Interpreters available. Childcare available.	Parents attend to gather information that will help prepare their children for college.
College Fair: Parents and students can meet with college representatives and gather information.	Parents attend to support their children in looking at the various options available at the postsecondary level of schooling.
Parents will be encouraged to attend these meetings to gather information related to supporting student success. These meetings will be offered throughout the year in various languages. Various representatives from the district and community organizations will present information. Topics vary based on parent input and needs assessment.	Parents gain information to assist and share with others. Parents will be able to bring information learned back to parent groups such as ELAC and SSC.
Local community resources and organizations will be available to answer questions and distribute information for families.	Parents attending the event will gather resources.

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Parents from school site ELAC committees will receive information that will then be reported to the members of the school site ELAC. Interpretation equipment will be in use.	The school's ELAC will elect a parent DELAC representative who will attend all district meetings. This parent will present information at each ELAC meeting
Los representantes de cada escuela discutirán las políticas de participación de los padres, los programas, servicios, metas y financiación del distrito.	Los padres proporcionan sugerencias en varios programas de distrito.

9. Barker will, with the assistance of the district and parents, educate its teachers, administration, and other personnel, in how to reach out to, communicate with, and work with parents as equal partners, concerning the value of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools. Barker will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with other programs, including preschool, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

Description:

Educating School Personnel in How to Work with Parents as Partners

Educate teachers, administration, and other personnel regarding best practices for working with parents as equal partners. Topics for training may include: a) Reaching out to parents and addressing barriers to parent involvement (such as the need for childcare during meetings); b) Supporting students through ongoing, meaningful two-way communication with parents; c) Utilizing parents effectively in the school and classroom; d) Valuing the contribution of parents in the classroom; e) Understanding the importance of parent programs; and f) Understanding implications of working with families from specific cultures represented in the school's community.

Capacitar a colaboradores para la educación de los padres

Train select school personnel to become facilitators of parent training programs and/or parent education classes. The purpose of the parent training programs and/or parent education classes is to provide parents with information to support their child(ren)'s education (e.g., navigating school system supporting their child(ren) in their education, and developing literacy, etc.).

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Supporting Student Achievement through Coordination of District Programs

Inform parents of school and districtwide programs, trainings, and events that support student achievement. These may include:

- Grade level specific meetings
- Student Designation meetings (based on proficiency levels)
- Retention Meetings 3rd / 6th grade
- Open House and Back to School Night / **Fundraising Dinner**
- Parent-teacher conferences
- Pre-School – “Backpack” Meeting; **Kindergarten Round-Up**
- Orientation meetings and Transition meetings
- Community Outreach Meetings
- College Information Nights and College Fair
- Boys and Girls Clubs of Garden Grove programs; **Family Literacy/ REACH for Success**
- **Parent internet resources**
- Parent resource centers
- Formal parent committees (e.g., ELAC, SSC, DELAC)
- 10 Education Commandments; **Project Inspire**
- **Referrals to community agencies and services**

Parent Resources

Invite parents to utilize the resources provided by the school site parent resource center or within the school office.

Invite parents to learn about resources offered through referrals by school personnel.

Inform parents of the availability of resources on the GGUSD District Website (www.ggusd.us).

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10. Barker will incorporate the school-parent compact as a component of its School Parent Involvement Policy.

Description:

Jointly Developing the School-Parent Compact

Develop a parent committee that will work collaboratively with school personnel to create/review the School-Parent Compact.

Informing Parents about the School-Parent Compact

Inform parents, students, and teachers of the purpose of the School-Parent Compact. Signatures of the parent, student, and teacher are optional {or are required, based on school-site decision} on the School-Parent Compact.

Distributing the School-Parent Compact

Provide a copy of the signed School-Parent Compact to every family.

Distribute the School-Parent Compact. Consider optimal timing: along with the school newsletters, in the student take-home folder, as part of the school registration packet, etc.

Distribute the School-Parent Compact at a major school-wide event (e.g., Back-to-School Night, seventh grade orientation, high school freshman orientation, etc.).

Schedule a separate meeting with the specific purpose of distributing and explaining the major components of the School-Parent Compact.

Offer incentives for students who return documents in a timely manner.

NOTE: The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school to support their children's academic achievement, such as the following discretionary activities:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;

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- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities;
- providing other reasonable support for parental involvement activities as parents may request.

Part V: Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents as evidenced by:
[State in detail how the policy was developed or reviewed.]

This policy was adopted by Barker on December 3, 2009 and will be in effect for the period of 2009/10. The school will distribute this policy to all parents on or before December 3, 2009. It will be made available to the local community on or before December 3, 2009. Barker's notification to parents of this policy will be in an understandable and uniform format, and, to the extent practicable, provide a copy of this policy to parents in a language that parents can understand.

Signature of Administrator _____

Date _____

Signature of ELAC
Chairperson _____

Date _____

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Signature of SSC Chairperson _____

Date _____

SSC Approval Date 3-Dec-09

ELAC Approval Date 3-Dec-09

Board Approval Date _____