

SCHOOL PARENTAL INVOLVEMENT POLICY

2008-2009

ALL SCHOOLS

Part I General Expectations

(Enders) 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 Description of How the School Will Implement Required School Parental Involvement Policy Components

1. (Enders) will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its School Plan for Student Achievement (SPSA) in an organized, ongoing, and timely way. [I-CE 2]		
<i>[State actions the school will take to involve parents in the joint development and agreement of the documents mentioned above. Select actions that <u>are appropriate for your site</u>. The actions listed below are examples and may be revised to reflect your site specific practices.]</i>		
Action:	Description:	Mark an X
Recruitment of Parents		
Teacher/staff recommendations:	<i>In the Fall, collect recommendations for 2-3 parents from teachers that will be personally invited to participate in the joint development of the school policy. Phone calls will be made by the principal and teachers.</i>	X
Invite actively involved parents:	<i>Invite parents from existing parent involvement committees (e.g., SSC, ELAC, 10 Education Commandments, parent-teacher organizations, etc.)</i>	
Personal phone calls:	<i>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.</i>	
Promotion:	<i>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.) We will provide all information in the school's major home languages.</i>	
{Other}		
Joint Development and Joint Agreement		
During schoolwide events:	<i>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.).</i>	X
Language:	<i>Ensure that School Parental Involvement Policy and SPSA documents are available in a format and language that parents can understand.</i>	X
{Other}		
Organized, Ongoing, and Timely Action		
Parent committee:	<i>Establish a parent committee (or create a subcommittee within an existing committee) with the duty to review the current School Parental Involvement Policy and SPSA. Any interested parents are invited to participate on this committee.</i>	X
{Other}		

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2. (Enders) 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). [I-CE 2.1(a)]		
<i>[State actions. Select actions that are appropriate for your site. The actions listed below are examples and may be revised to reflect your site specific practices.]</i>		
Action:	Description:	Mark an X
Distribution of Policy and Program Information to Parents		
Annual meeting and Timely information: [I-CE 2.1(d)]	<i>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 at Back to School Night. Information regarding the school's programs and their rights to be involved will be distributed to parents at the beginning of the school year. {Insert how the school will disseminate the information- e.g., newsletter, separate document mailing, etc.}</i>	X
Teleparent:	<i>Use Teleparent to inform parents of: 1) the availability of parent involvement opportunities, and 2) distribution of the School Parental Involvement Policy and School- Parent Compact</i>	X
Sending home documents:	<i>The Policy and Parent Compact will be distributed in our Opening Packet that goes out to the parents at the beginning of the school year.</i>	X
Requiring a parent signature:	<i>Ensure that School Parental Involvement Policy information is received by parents by requiring parent signature and return of documents, including the School-Parent Compact. Offer incentives for students who return documents in a timely manner.</i>	X
{Other}		
Distribution of School Parental Involvement Policy to Local Community		
District website:	<i>Post information and copies of the School Parental Involvement Policy in multiple languages on the district website.</i>	X
School office:	<i>Copies will be displayed in the office on the office Bulletin Board.</i>	X
{Other}		

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3. (Enders) will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school. [I-CE 2.1(c)]		
<i>[List frequency and precipitating activities prompting periodic reviews, e.g., school improvement status activities (public school choice, supplemental educational services, parent involvement in stages of improvement, safety issues, etc. Select actions that <u>are appropriate for your site</u>. The actions listed below are examples and may be revised to reflect your site specific practices.]</i>		
Action:	Description:	Mark an X
Frequency		
Schedule meetings:	<i>There will be biannual meetings that will go over the policies for the coming year and the next school year.</i>	X
{Other}		
Periodic Updates of the School Parent Involvement Policy		
Ongoing planning, review, and improvement: [I-CE 2.1(c)]	<i>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.</i>	X
Special committee:	<i>Establish a parent committee (or create a subcommittee within an existing committee) with the duty to review the current School Involvement Policy and SPSA. With the assistance of school personnel, the committee will invite all parents to participate in the review of the School Parental Involvement Policy and develop a plan to discuss School Parental Involvement Policy components.</i>	X
{Other}		

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4. (Enders) will hold a flexible number of meetings at varying times		
Action:	Description:	Mark an X
Assessing Parent Needs		
Flexible number of meetings and Schedule:	<i>Based on the Parent Needs Assessment, and with the assistance of the district, the principal will plan the schedule and topics for the meeting. The school will offer a flexible number of meetings, as practicable. We will offer multiple options for scheduling parent meetings (e.g., morning, afternoon, and/or evening). We will use the Parent Needs Assessment to determine the optimal scheduling of meetings. (Bi-annually)</i>	X
Parent Needs Assessment:	<i>We will assess parent needs (e.g., scheduling of meetings, training topics, child care, transportation, and translation/interpretation) using the annual Parent Needs Assessment.</i>	X
Invitation:	<i>We will send an invitation to parents with details regarding the content and usefulness of the meeting.</i>	X
Arrangements for child care, translation/interpretation, transportation.	<i>We will assist with arranging for child care, translation/interpretation, and transportation as needed. We will provide parents with information regarding these services with each invitation to special events, meetings, and trainings.</i>	X
{Other}		
Funding of Parental Involvement Expenses		
Non- Title I schools:	<i>We will 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.</i>	X
		Check

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5. (Enders) 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. [I-CE 2.1(e)]		
<i>[List activities. Select actions that are appropriate for your site. The actions listed below are examples and may be revised to reflect your site specific practices.]</i>		
Action:	Description:	Mark an X
Scheduling		
Schedule and Topics:	<i>Schedule parent meetings or school events to review the topics of school curriculum, assessment data, and proficiency levels. The topics and the schedule of meetings will be determined using results from the Parent Needs Assessment.</i>	X
{Other}		
Activities/ Information Provided to Parents		
At conferences:	<i>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.</i>	X
During meetings/trainings:	<i>Inform parents about school curriculum, assessments, and proficiency levels at formal parent meetings and/or trainings such as Parent Education, 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).</i>	X
See Part III (1-3):	<i>Shared Responsibilities for High Student Academic Achievement (Overlap of activities and topics)</i>	X
Explanation of curriculum, assessments, and proficiency levels:	<i>The meeting and information provided to parents will include an explanation of the curriculum, assessments, and proficiency levels students are expected to meet. Distribute and explain documents related to school programs (e.g., Title I, SLI, EIA, EL, etc.), parent involvement, the School-Parent Compact, District Parental Involvement Policy and School Parental Involvement Policy at the Title I Information parent meeting.</i>	X
Curriculum and programs:	<i>Provide descriptions of curriculum and information regarding student coursework (e.g., Parent Handbook, school or topic specific trainings, etc.).</i>	X
Recommendations for supporting learning at home:	<i>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.).</i>	X
Achievement data:	<i>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.</i>	X
Progress monitoring and communication:	<i>Utilize the technology of online progress monitoring and communication regarding student achievement, assessment results, etc. (e.g., District website, Teleparent, Parent Portal from Power School, etc.).</i>	
District Goal #1 and #2:	<i>Familiarize all parents with District Goals #1 and #2. Goals on display in the school office.</i>	X
{Other}		

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6. (Enders) 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. [I-CE 2.1(f)]		
<i>[List activities. Select actions that are appropriate for your site. The actions listed below are examples and may be revised to reflect your site specific practices.]</i>		
Action:	Description:	Mark an X
Opportunities for Regular Meetings		
Opportunities for regular meetings:	<i>Provide parents, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children. If requested, the school will plan to form a committee that will meet in conjunction with SSC meetings, either before or after the SSC's regularly scheduled meetings.</i>	X
Schedule:	<i>Develop a schedule of regular meetings (may be as a part of formal school committee meetings, such as SSC, ELAC, or parent-teacher organization meetings) for the purpose of gathering parent input concerning school practices related to the education of their children. This will occur at our Parent Education trainings.</i>	
Conferences:	<i>Promote the importance of parent-teacher conferences at every grade level in order to allow parents an opportunity to communicate directly with their child(ren)'s teacher(s). Provide parents with interpreters as needed.</i>	X
Translation/Interpretation:	<i>Use school personnel to communicate with non-English speaking families in order to assess parent needs and concerns.</i>	X
{Other}		
Responding to Suggestions		
Opportunity to provide input:	<i>Inform parents of opportunities to offer suggestions, protecting their anonymity if desired (e.g., through communication with a teacher or school principal).</i>	X
Timeline for resolution:	<i>Provide parents with an expected timeline for resolution of a problem or complaint.</i>	x
SSC public input:	<i>Present suggestions from parents at SSC meetings as an item of public input and discuss actions that need to be taken.</i>	X
Responding:	<i>Respond to parent suggestions (e.g., via phone call, letter, invitation to SSC, etc.).</i>	X
{Other}		

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7. (Enders) will submit to the district any parent comments if the School Plan for Student Achievement is not satisfactory to parents.		
<i>[List activities and procedures. Select actions that are appropriate for your site. The actions listed below are examples and may be revised to reflect your site specific practices.]</i>		
Action:	Description:	Mark an X
Procedures for Submitting Parent Comments to the District		
Parent Comments:	<i>Inform parents about procedures for submitting input to the district regarding the School Plan for Student Achievement (SPSA). Parent input may be provided in written form or verbally, and will be sent to K-12 Educational Services. A copy of the comments will be kept in the school office. School community liaisons will assist in communicating with parents. K-12 Educational Services will coordinate a meeting between the parent(s) and school principals to discuss concerns.</i>	X
{Other}		

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Part III Shared Responsibilities for High Student Academic Achievement

<p>1. (Enders) 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:</p> <p style="text-align: right;">[I-CE 2.3]</p>	<p>2. (Enders) will, with the assistance of the district, provide assistance to parents of children served by the school in understanding topics such as the following, by undertaking the actions described in this paragraph –</p> <ul style="list-style-type: none"> <input type="checkbox"/> the State’s academic content standards. <input type="checkbox"/> the State’s student academic achievement standards, <input type="checkbox"/> the State and local academic assessments including alternate assessments, <input type="checkbox"/> the requirements of Title I (if applicable) <input type="checkbox"/> how to monitor their child’s progress, and <input type="checkbox"/> how to work with educators: <p style="text-align: right;">[I-CE 2.3(a)]</p>	<p>3. (Enders) 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:</p> <p style="text-align: right;">[I-CE 2.3(b)]</p>
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Parental Involvement Activities

SITE-BASED	Event {Insert/Delete row as needed}	Description {Please revise descriptions to match site practices}	1	2	3	Role of Parents {Revise as needed}	Responsibility To Organize {Revise as needed}
	Doughnuts with Principal (Quarterly)	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.	X	X	X	Parents attend meetings to learn about ways they can support their children’s learning.	Organized by principal. Special guest speakers and teachers.
	School Carnival School Social Book Fair	Funds raised by these events will help to support the costs of enriching students’ educational experience (e.g., standard-based field trips and assemblies).	X			Organized by Parent-teacher organization. Attended by families and community.	Organized by PTA and school personnel

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Student-Led Conferences Fall and Spring.	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.		X	X	Parents attend conferences to communicate with teachers regarding their children's progress reports/grades.	Principal Teachers
Transition Meeting Fall	Parents and students of Kindergarten 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).		X		Parents and students attend to gather information that will help them prepare for the next grade level and understand transitions.	Principal Counselors Teachers
Spirit Events	The school will plan ways to celebrate various Spirit Events.	X			Parents can assist in the development of school events.	Student Council and Advisors
Project Inspire- March – May 2009 (7 weeks) Tues & Thurs 8:30-11:30AM (Spanish- Room 23)	Parents attend classes to learn about topics from 12 modules. Taught by a representative from the CAFE organization. Classes include information such as: working with teachers, communication, technology, the US public education system, No Child Left Behind, school governance, etc. Classes taught in Spanish.	X	X	X	Parents attend classes for all 12 modules. Parents receiving level 2 training are qualified to receive level 3 classes which will allow them to become parent trainers.	K-12 Educational Services/Outreach and CAFE
English Learner Advisory Committee (ELAC) Meets quarterly	The process for the formation of the ELAC and its responsibilities are described in the ELAC Packet and is part of the SPSA. Information is provided in multiple languages. Public is invited to provide input.	X	X		Committee members by the parents of English learners. The parents on the committee fulfill the duties of the ELAC.	Principal Standing members of the ELAC
School Site Council (SSC) Meets quarterly	The process for the formation of the SSC and its responsibilities are described in the SSC Packet and is part of the SPSA. Public is invited to provide input.	X	X		Committee members by the parents and staff. The parents on the committee fulfill the duties of the SSC.	Principal Standing members of the SSC

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Parental Involvement Activities

CENTRAL DISTRICT	Event {Insert/Delete row as needed}	Description {Please revise descriptions to match site practices}	1	2	3	Role of Parents {Revise as needed}	Responsibility To Organize {Revise as needed}
	College Information Nights October: High school February: Intermediate April: Elementary	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.	X	X		Parents attend to gather information that will help prepare their children for college.	K-12 Educational Services and Outreach
	College Fair October: High school only	College Fair: Parents and students can meet with college representatives and gather information. Special presentation for parents of students in special education programs will be offered immediately preceding the high school College Fair. Interpreters available. Childcare available.	X	X		Parents attend to support their children in looking at the various options available at the postsecondary level of schooling.	K-12 Educational Services and Outreach
	Community Outreach Meetings Quarterly	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.	X	X	X	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.	K-12 Educational Services and Outreach
	Family Literacy/ REACH for Success	Offered at 10 sites in the district. English language classes taught by community-based partner, Boys & Girls Clubs of Garden Grove. Childcare also available for children ages 3 and up- providing educational enrichment activities.			X	Parents attend classes to increase proficiency in the English language. Parents bring children, ages 3 and up, for educational enrichment.	Boys and Girls Clubs of Garden Grove
	Community Fair May 2009	Location: TBD Local community resources and organizations will be available to answer questions and distribute information for families.	X	X	X	Parents attending the event will gather resources.	K-12 Educational Service and Outreach
	District English Learners Advisory Committee (DELAC) 3rd Thursday every month	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.	X	X		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.	Assessment and Registration Center Principal ELAC Community Liaison
	District Advisory Committee (DAC) Meets once a year	Representatives from each school discuss district funding and support of goals.	X	X		Parents give input on Title I, EIA, and SLI, as well as goals of the LEA plan.	K-12 Educational Services

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4. (Enders) will incorporate the school-parent compact as a component of its School Parent Involvement Policy. [I-CE 2.2] {Attach School-Parent Compact to this document} [I-CE 2.2(a-c)]		
<i>[List activities. Select actions that are appropriate for your site. The actions listed below are examples and may be revised to reflect your site specific practices.]</i>		
Action:	Description:	Mark an X
Jointly Developing the School-Parent Compact		
Parent committee:	<i>Develop a parent committee that will work collaboratively with school personnel to create/review the School-Parent Compact.</i>	X
Multiple languages:	<i>Ensure that the School-Parent Compact is translated and provided to parents in a language that they can understand.</i>	X
{Other}		
Informing Parents about the School-Parent Compact		
Collecting signatures:	<i>Inform parents, students, and teachers of the purpose of the School-Parent Compact. Signatures of the parent, student, and teacher are required on the School-Parent Compact.</i>	X
Teleparent:	<i>Use Teleparent to inform parents of the availability of parent involvement, policy, and School-Parent Compact documents. School community liaisons or other school personnel can record broadcasts in different languages.</i>	X
{Other}		
Distributing the School-Parent Compact		
To every family:	<i>Provide a copy of the signed School-Parent Compact to every family.</i>	X
Timing:	<i>Distribute the School-Parent Compact in the Opening Day packet.</i>	X
{Other}		

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5. (Enders) 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. [I-CE 2.3(c)]		
<i>[List activities. Select actions that are appropriate for your site. The actions listed below are examples and may be revised to reflect your site specific practices.]</i>		
Action:	Description:	Mark an X
Educating School Personnel in How to Work with Parents as Partners		
Educating school personnel: {Revise/add bullets as necessary}	<i>Educate teachers, administration, and other personnel regarding best practices for working with parents as equal partners. Topics for training may include:</i> <ul style="list-style-type: none"> • <i>Reaching out to parents and addressing barriers to parent involvement</i> • <i>Supporting students through ongoing, meaningful two-way communication with parents</i> • <i>Utilizing parents effectively in the school and classroom</i> • <i>Valuing the contribution of parents in the classroom</i> • <i>Understanding the importance of parent programs</i> • <i>Understanding implications of working with families from specific cultures represented in the school's community</i> 	X
{Other}		

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6. (Enders) 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. [I-CE 2.3(d)]		
<i>[List activities. Select actions that are appropriate for your site. The actions listed below are examples and may be revised to reflect your site specific practices.]</i>		
Action:	Description:	Mark an X
Supporting Student Achievement through Coordination of District Programs		
Coordination:	<i>Inform parents of school and districtwide programs, trainings, and events that support student achievement. {List coordinated programs}</i> <ul style="list-style-type: none"> ○ <i>Open House and Back to School Night</i> ○ <i>Parent-teacher conferences</i> ○ <i>Grade Level Specific Meetings</i> ○ <i>Kindergarten Orientation meeting</i> ○ <i>Retention Meeting 3rd / 6th grade</i> ○ <i>Formal parent committees (e.g., ELAC, SSC, DELAC)</i> ○ <i>Schoolwide Habitat Supported by Teacher/Parent/Student</i> 	X
See Part III (1-3):	<i>Shared Responsibilities for High Student Academic Achievement (Overlap of activities and topics)</i>	X
{Other}		
Parent Resources		
Availability of parent resources:	<i>Invite parents to utilize the resources provided by the school site parent resource center or within the school office.</i>	X
Referrals:	<i>Invite parents to learn about resources offered through referrals by school personnel.</i>	X
District website:	<i>Inform parents of the availability of resources on the GGUSD District Website (www.ggusd.us).</i>	X
{Other}		

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7. (Enders) 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. [I-CE 2.3(e)]

[List activities. Select actions that are appropriate for your site. The actions listed below are examples and may be revised to reflect your site specific practices.]

Action:	Description:	Mark an X
Providing Information to the Parents		
Language and format:	<i>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.</i>	X
Interpretation/ Translation:	<i>Provide parents with interpretation/translation services, as needed, at all school programs, events, activities, and conferences.</i>	X
School community liaison:	<i>Introduce parents to the services provided by the school community liaison (e.g., interpretation/translation services, phone calls and written correspondence, point of contact for the community, etc.).</i>	X
{Other}		

8. (Enders) will ensure the accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students. [I-CE 2.4]

[List activities. Select actions that are appropriate for your site. The actions listed below are examples and may be revised to reflect your site specific practices.]

Action:	Description:	Mark an X
Providing Accessibilities and Opportunities		
Limited English proficiency:	<i>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. Provide parents with interpretation/translation services, as needed, at all school programs, events, activities, and conferences.</i>	X
Parents with disabilities:	<i>Offer referrals to community-based support services. Accommodate special needs of parents with disabilities at school events and meetings, as feasible.</i>	X
Parents of migratory students:	<i>Plan meetings that will support parents in efforts to build community cohesiveness and support. Administer needs assessment to determine needs of parents and students.</i>	X
{Other}		

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Part IV Discretionary School Parental Involvement Policy Components

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

[I-CE 2.3(f)]

Enders is committed to arranging school meetings at a variety of times (mornings, afternoons and evenings). Parental involvement is encouraged and Enders provides a wide variety of activities allowing for parent participation at all levels. Every Enders family is important. They will be heard and their needs will be addressed.

**GARDEN GROVE UNIFIED SCHOOL DISTRICT
(NAME OF SCHOOL)**

ALL SCHOOLS

Part V Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents as evidenced by:
[Two parents, principal, and a teacher were involved in putting together and refining a Parental Involvement Policy that would include all the parents at Enders. The policy was presented at our School Site Council Meeting November 14, 2008 and was approved by the entire council.]

This policy was adopted by **(Enders Elementary)** on **(11/14/08)** and will be in effect for the period of **(2008-09)**. The school will distribute this policy to all parents on or before **(9/12/09)**. It will be made available to the local community on or before **(9/12/09)**. **(Enders Elementary)**'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 Gloria Spelber _____

Date Nov. 14, 2008 _____

Signature of ELAC Chairperson Jennifer Malone _____

Date Nov. 14, 2008 _____

Signature of SSC Chairperson __JoLynn Glisson_____

Date Nov. 14, 2008 _____

Signatures of Parent Involvement Policy Committee Members:

Jennifer Brady
Kim Sumners
Jeannie Long

SSC Approval Date November 14, 2008
Board Approval Date March 17, 2009

ENDERS ELEMENTARY SCHOOL
PARENT/SCHOOL COMPACT

1. We, the school staff, will **provide high-quality curriculum and instruction.**
2. We, the school staff, **understand the importance of ongoing communication between parents and school through, at a minimum, Student LED Conferences.**
3. We, as parents, will **support our child's learning, and 1) support the school discipline plan, 2) know my child's academic strengths and needs and support my child in meeting the district goals, 3) know my child's grade level, teacher name, and classroom number.**

Student Conduct Expectations

We are proud of our student body at Enders and we expect the following minimum acceptable standards of behavior for all students. **1) Show respect for all staff and students. 2) Cooperate in the classroom and during school activities. 3) Respect the property and rights of other people and the school. (Keep hands and feet to oneself.) No physical contact. 4) Follow all school and classroom rules. 5) Follow all rules as outlined in District Handbook.**

Harassment/Bullying Policy

Enders prohibits any harassment/bullying of any nature including teasing, intimidating, and pestering behaviors. These actions will not be tolerated and may result in suspension.

Suspension

In order to maintain positive student interaction, and to ensure the safety of all students at school, it may be necessary to suspend students from school for certain actions; including but not limited to: **Fighting regardless of who started it, drug/alcohol/tobacco possession, defiance of authority, classroom disruption, and harassment.** Students who are repeatedly unable to maintain appropriate behavior may be recommended to the District Discipline Committee for transfer to another District school or expulsion from the District.

Dress Code

Enders and the Board of Education expect students to act and dress in a manner appropriate for study and educational advancement. Personal grooming and dress should be neat, clean, and appropriate. **No make-up allowed.** Students need to wear shoes that are closed at the toes and heels and be appropriate for P.E. Pierced earrings should be small studs or hoops covering the ear lobe. Dangling earrings are not allowed due to safety reasons.

Unacceptable Clothing Styles

1) Bare midriff. 2) Torn or tattered clothing. 3) Excessively oversized pants or extremely tight pants. 4) Halter top, spaghetti straps, or tops with low necklines. 5) Any clothing which allows undergarments to be exposed. 6) T-shirts with any negative connotations.

Unacceptable Symbols, Slogans, or Accessories

1) Dangling belts/chains. 2) Hair nets, bandannas, etc. 3) Colored hair, not in the range of natural hair colors.

Students who must wear a hat for protection from the sun, may wear a plain or sports-related hat; no hoods worn except when it rains.

Essentially, any clothing or accessory is excluded that causes a distraction, disturbance, or that can create a health/safety hazard.

Prohibited Items on School Campus/Buses

1) CD/DVD players. 2) Cell phones/Pagers (while on school grounds). 3) IPOD's, MP3's and Radios. 4) Cameras. 5) Video games. 6) Laser pens/shock pens. 7) Weapons or toy weapons. 8) Over-the-counter medications or pills. 9) Animals, pets, etc. 10) Skateboards, scooters, heeie shoes—are not allowed on campus at any time in accordance with the California Penal Code. 11) Toys, balls, etc.

Drop-off and Pick-up Procedures

For safety purposes, students should not arrive earlier than 8:20 a.m. for early birds and upper grade. Late-bird students should arrive promptly at 9:35. Students need to wait calmly in designated areas before school and while waiting to be picked up by an authorized adult.

Detach and return bottom portion to student's teacher.

I have read and discussed the rules outlined in both the Enders Parent/School Compact and the Garden Grove Unified School District Handbook with my child.

Parent's Signature

Student's Signature

Date