

GARDEN GROVE UNIFIED SCHOOL DISTRICT
STANFORD

SCHOOL PARENTAL INVOLVEMENT POLICY
2008-2009

ALL SCHOOLS

Part I General Expectations

Stanford School 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.*

**GARDEN GROVE UNIFIED SCHOOL DISTRICT
STANFORD**

ALL SCHOOLS

Part II Description of How the School Will Implement Required School Parental Involvement Policy Components

1. Stanford 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>Collect recommendations for 1 parent from each teacher that will be personally invited to participate in the joint development of the school policy. Phone calls will be made by the principal, teacher, and/or school community liaison.</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>	X
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>	X
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, flyers, etc.) Provide all information in the school's major home languages.</i>	X
{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>	
Small groups:	<i>Divide large general meetings into small groups by language. Develop work groups to develop and/or review School Parental Involvement Policy and SPSA elements.</i>	
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 parent meetings:	<i>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.</i>	X
Scheduling meetings:	<i>Establish a schedule of meetings for the joint development, review and/or agreement of the School Parental Involvement Policy annually.</i>	X
{Other}		

**GARDEN GROVE UNIFIED SCHOOL DISTRICT
STANFORD**

2. Stanford 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. {Insert date here} 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
Parent e-mail addresses:	<i>Request parent e-mail addresses during registration to provide an opportunity to receive electronic correspondences and information regarding the School Parental Involvement Policy.</i>	
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. School community liaisons or other school personnel will record broadcasts in different languages.</i>	X
Sending home documents:	<i>Distribute the School Parental Involvement Policy and 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</i>	X
At schoolwide meetings:	<i>Distribute the School Parental Involvement Policy and School-Parent Compact at major school-wide events (e.g., Back-to-School Night, high school freshman orientation, parent-teacher conferences, etc.).</i>	
At separate meetings:	<i>Schedule a separate meeting with the specific purpose of distributing and explaining the major components of the School Parental Involvement Policy and School-Parent Compact.</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>	
{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>	
Local community:	<i>Provide copies for distribution of the School Parental Involvement Policy within the local community (e.g., Boys and Girls Clubs, ASES programs, local market, etc.).</i>	X
Local media:	<i>Promote the School Parental Involvement Policy in local media (e.g., local newspaper, local radio station, etc.).</i>	
School office:	<i>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.).</i>	X
{Other}		

**GARDEN GROVE UNIFIED SCHOOL DISTRICT
STANFORD**

3. Stanford 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>Establish a schedule of meetings with the specific purpose of reviewing the School Parental Involvement Policy and SPSA annually.</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 (e.g., the principal, assistant principal, Title I coordinator, etc.), 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
Schoolwide meetings:	<i>Schedule time to review School Parental Involvement Policy and SPSA components within school-wide informational/improvement status meetings (e.g., Title I information meetings) and within formal parent committee meetings (e.g., SSC, ELAC, etc.).</i>	X
Ongoing meetings:	<i>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.</i>	X
{Other}		

**GARDEN GROVE UNIFIED SCHOOL DISTRICT
STANFORD**

4. Stanford will hold a flexible number of meetings at varying times, and provide transportation, child care, and/or home visits, paid for with Title I or other funding as long as these services relate to parental involvement. [I-CE 2.1(b)]		
<i>[List actions such as describing how determinations will be made about what is needed to reach hard to reach parents, e.g., in addition to babysitting, transportation, Saturday meetings, planning of special events that parents find particularly useful and/or of interest to them, etc. These meetings could explain strategies such as schools in improvement, parent options, school-parent compact, parental involvement in school and district wide policies, etc. 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
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. Offer multiple options for scheduling parent meetings (e.g., morning, afternoon, and/or evening). Use the Parent Needs Assessment to determine the optimal scheduling of meetings. {Insert schedule here: e.g., first month, first quarter, specific date}</i>	X
Parent Needs Assessment:	<i>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>Send an invitation to parents, in multiple languages as needed, with details regarding the content and usefulness of the meeting.</i>	X
Arrangements for child care, translation/interpretation, transportation.	<i>Arrange for child care, translation/interpretation, and transportation as needed. Provide parents with information regarding these services with each invitation to special events, meetings, and trainings.</i>	X
{Other}		
Funding of Parental Involvement Expenses		
Title I schools:	<i>Use Title I funding to support 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.), light refreshments, and materials.</i>	X
Non- Title I schools:	<i>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 One

**GARDEN GROVE UNIFIED SCHOOL DISTRICT
STANFORD**

5. Stanford 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 (e.g., attendance, truancy, suspension, etc.), 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 (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).</i>	X
Grade-specific meetings:	<i>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.</i>	
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 (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.).</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 and practicing skills over the summer (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>	X
District Goal #1 and #2:	<i>Familiarize all parents with District Goals #1 and #2. Review the District Goals, when appropriate, at school-wide meetings and events.</i>	X
{Other}		

**GARDEN GROVE UNIFIED SCHOOL DISTRICT
STANFORD**

6. Stanford 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. {Or provide alternative option}</i>	X
Based on Parent Needs Assessment:	<i>Determine the need for regular meetings to evaluate school practices based on the Parent Needs Assessment.</i>	
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 relates to the education of their children.</i>	X
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 the school community liaisons or other 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, principal, school community liaison, or other school personnel or through use of a comment box or suggestion box in the office, etc.).</i>	X
Timeline for resolution:	<i>Provide parents with an expected timeline for resolution of a problem or complaint.</i>	
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}		

**GARDEN GROVE UNIFIED SCHOOL DISTRICT
STANFORD**

7. Stanford 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}		

**GARDEN GROVE UNIFIED SCHOOL DISTRICT
STANFORD**

ALL SCHOOLS

Part III Shared Responsibilities for High Student Academic Achievement

<p>1. Stanford 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. Stanford 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. Stanford 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>
---	--	---

Parental Involvement Activities

	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}
SITE-BASED	Family Night November March	One event for two content areas, ELA, and math. 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.	X	X	X	Parents attend evening events and learn skills to support their children at home.	Principal Teachers Community Liaisons
	10 Educational Commandments (Spanish) October – December (Vietnamese) February – April (English) October – December	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.	X	X	X	Parents attend classes and become actively involved in school.	Organized by principal. Facilitated by school staff member(s).

**GARDEN GROVE UNIFIED SCHOOL DISTRICT
STANFORD**

Pastries with Parents Triannually	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			Parents attend meetings to learn about ways they can support their children's learning.	Organized by principal. Special guest speakers.
School Family Night/ School Carnival; Book Fair Fall and Spring.	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 PTO Principal guidance
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
Cultural Appreciation Events	The school will plan ways to celebrate various cultural holidays and events.	X			Parents can assist in the development of school events.	Principal School staff Parents
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

**GARDEN GROVE UNIFIED SCHOOL DISTRICT
STANFORD**

Parental Involvement Activities

	Event	Description {Please revise descriptions to match site practices}				Role of Parents	Responsibility To Organize
			1	2	3		
CENTRAL DISTRICT	College Information Nights 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
	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 Nearest site: Clinton Corner	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

**GARDEN GROVE UNIFIED SCHOOL DISTRICT
STANFORD**

4. Stanford 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 they can understand.</i>	X
E-mail addresses:	<i>Request parent e-mail addresses during registration to provide an opportunity to receive electronic correspondences and information regarding the School-Parent Compact.</i>	
{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 optional {or are required, based on school-site decision}} on the School-Parent Compact.</i>	X
Personal phone calls:	<i>Have school community liaisons or other school personnel make personal phone calls to inform and remind parents of distribution of the School-Parent Compact.</i>	
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. Consider optimal timing: along with the school newsletters, in the student take-home folder, as part of the school registration packet, etc.</i>	X
School-wide events:	<i>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.).</i>	
Separate meeting:	<i>Schedule a separate meeting with the specific purpose of distributing and explaining the major components of the School-Parent Compact.</i>	
Incentives:	<i>Offer incentives for students who return documents in a timely manner.</i>	
{Other}		

**GARDEN GROVE UNIFIED SCHOOL DISTRICT
STANFORD**

<p>5. (name of school) 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)]</p>		
<p><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></p>		
Action:	Description:	Mark an X
Educating School Personnel in How to Work with Parents as Partners		
<p>Educating school personnel: {Revise/add bullets as necessary}</p>	<p><i>Educate teachers, administration, and other personnel regarding best practices for working with parents as equal partners. Topics for training may include:</i></p> <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}		
Training facilitators for Parent Education		
<p>Training new parent education facilitators:</p>	<p><i>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.).</i></p>	X
{Other}		

**GARDEN GROVE UNIFIED SCHOOL DISTRICT
STANFORD**

6. Stanford 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.</i> <ul style="list-style-type: none"> ○ <i>Grade level specific meetings</i> ○ <i>Retention Meetings 3rd / 6th grade</i> ○ <i>Open House and Back to School Night</i> ○ <i>Parent-teacher conferences</i> ○ <i>Kindergarten Orientation meetings</i> ○ <i>Community Outreach Meetings</i> ○ <i>College Information Nights</i> ○ <i>Boys and Girls Clubs of Garden Grove programs</i> ○ <i>Family Literacy/ REACH for Success</i> ○ <i>Formal parent committees (e.g., ELAC, SSC, DELAC)</i> ○ <i>10 Education Commandments</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}		

**GARDEN GROVE UNIFIED SCHOOL DISTRICT
STANFORD**

7. Stanford 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)]		
<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
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
Meeting planning:	<i>Plan meetings that will cater to specific community groups (based on language/culture) in an effort to build community cohesiveness and support.</i>	
{Other}		
8. (name of school) will ensure the accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students. [I-CE 2.4]		
<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
Providing Accessibility 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}		

**GARDEN GROVE UNIFIED SCHOOL DISTRICT
STANFORD**

ALL SCHOOLS

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)]

{Insert paragraph(s) here describing discretionary activities}

**GARDEN GROVE UNIFIED SCHOOL DISTRICT
STANFORD**

ALL SCHOOLS

Part V Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents as evidenced by:
The participation in the Parent Task Force meeting sponsored by the district. The policy will also be presented to all Parent

This policy was adopted by Stanford School on June 4, 2008 and will be in effect for the period of 2008-2009. The school will distribute this policy to all parents on or before September 10, 2008. It will be made available to the local community on or before June 10, 2008. Stanford'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 _____

Signature of SSC Chairperson _____

Date _____

Signatures of Parent Involvement Policy Committee Members:

SSC Approval Date _____

ELAC Approval Date _____

Board Approval Date _____

GARDEN GROVE UNIFIED SCHOOL DISTRICT
STANFORD ELEMENTARY SCHOOL
School-Parent Compact
FOR THE SCHOOL YEAR 2008-2009

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students, and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school.

Stanford Elementary School and the parents agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

School Pledge

We, the school staff, will **provide high-quality curriculum and instruction** and support children's learning and agree to carry out the following responsibilities to the best of my ability:

- ◆ Understand the importance of ongoing communication between parents and the school through, at a minimum, annual conferences, reports on student progress, access to staff, and opportunities to volunteer and participate in and observe the educational program.
- ◆ Monitor student progress in reading and math and update parents every month
- ◆ Explain my approach to teaching, expectations, and grading system to students and their families.
- ◆ Continually work on my teaching strategies so that I can successfully teach all children.
- ◆ Provide meaningful, daily homework assignments to reinforce and extend learning (40 minutes for grades 1-3 and 70 minutes for grades 4-6 including reading).
- ◆ Actively participate in collaborative decision-making and consistently work with families and my school colleagues to make the school an accessible and welcoming place for families, helping each student achieve the school's high academic standards.
- ◆ Communicate that college is in their future and emphasize the opportunities that college will offer.
- ◆ Monitor educational progress, be involved in goal setting, and encourage accountability for these goals.
- ◆ Collaborate with my peers to ensure we are addressing the needs of all students.

Parent Pledge:

We, as parents, will **support our child's learning** and agree to carry out the following responsibilities to the best of our abilities:

- ◆ Ensure that my child attends school every day, gets adequate sleep, regular medical attention, and proper nutrition.
- ◆ Make sure the homework is completed and provide a quiet time and place to complete it.
- ◆ Read *with or read* to my child 20 minutes a day.
- ◆ Stay informed about my child's education and communicate with the school by promptly reading all notices from the school or the district, either received by my child or by mail, and responding, as appropriate.
- ◆ Communicate with the teacher or the school when I have a concern
- ◆ Know my child's academic strengths and needs and support my child in meeting the district goals.
- ◆ Set high expectations for my child and discuss plans for college.
- ◆ Help my child see how to use reading and math to pursue his/her interests and goals.
- ◆ Serve, to the extent possible, on advisory groups such as the School Site Council, the English Learner Advisory Committee, and other committees active at the school site and the district level.
- ◆ Support the school discipline plan.

Student Pledge

I, as a student, will take responsibility for my learning and agree to carry out the following responsibilities to the best of my ability:

- ◆ Write down assignments and do my homework every day.
- ◆ Read at least 20 minutes every day outside of school time.
- ◆ Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- ◆ Let my teacher and family know if I need help.
- ◆ Follow the school discipline plan and come to school ready to learn and work hard.
- ◆ Bring necessary materials, completed assignments, and homework.
- ◆ Know and follow school and classroom rules.
- ◆ Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- ◆ Limit my TV watching, video game, and telephone/cell phone usage, and instead, study or read every day after school.
- ◆ Avoid bringing personal items that are not school related.

Signatures optional

School

Parent(s)

Student

Date

Date

Date