

SCHOOL PARENTAL INVOLVEMENT POLICY

2008-2009

ALL SCHOOLS

Part I General Expectations

Cook Elementary 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.*

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

1. Cook School 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]	
Action:	Description:
Recruitment of Parents	
Teacher/staff recommendations:	Collect recommendations for 2-3 parents 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.
Invite actively involved parents:	Invite parents from existing parent involvement committees (e.g., SSC, ELAC, 10 Education Commandments, parent-teacher organizations, etc.)
Personal phone calls:	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.
Promotion:	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, Teleparent, school website, flyers, etc.) Provide all information in the school's major home languages.
Joint Development and Joint Agreement	
Small groups:	Divide large general meetings into small groups by language. Develop work groups to develop and/or review School Parental Involvement Policy and SPSA elements.
Language:	Ensure that School Parental Involvement Policy and SPSA documents are available in a format and language that parents can understand.
Organized, Ongoing, and Timely Action	
Parent committee:	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.
Other parent meetings:	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.
Scheduling meetings:	Establish a schedule of meetings for the joint development, review and/or agreement of the School Parental Involvement Policy (e.g. annual, biannually, semester, trimester, quarterly, etc.).

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2. Cook School 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)]	
Action:	Description:
Distribution of Policy and Program Information to Parents	
Annual meeting and Timely information: [I-CE 2.1(d)]	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.}
Teleparent:	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.
Sending home documents:	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
At schoolwide meetings:	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.).
At separate meetings:	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.
Requiring a parent signature:	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.
Distribution of School Parental Involvement Policy to Local Community	
District website:	Post information and copies of the School Parental Involvement Policy in multiple languages on the district website.
Local community:	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.).
School office:	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.).

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3. Cook School will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school. [I-CE 2.1(c)]	
Action:	Description:
Frequency	
Schedule meetings:	Establish a schedule of meetings with the specific purpose of reviewing the School Parental Involvement Policy and SPSA (e.g., biannually, quarterly, etc.).
Periodic Updates of the School Parent Involvement Policy	
Ongoing planning, review, and improvement: [I-CE 2.1(c)]	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.
Special committee:	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.
Schoolwide meetings:	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.).
Ongoing meetings:	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.

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4. Cook School 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)]	
Action:	Description:
Assessing Parent Needs	
Flexible number of meetings and Schedule:	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}
Parent Needs Assessment:	Assess parent needs (e.g., scheduling of meetings, training topics, child care, transportation, and translation/interpretation) using the annual Parent Needs Assessment.
Invitation:	Send an invitation to parents, in multiple languages as needed, with details regarding the content and usefulness of the meeting.
Arrangements for child care, translation/interpretation, transportation.	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.
Funding of Parental Involvement Expenses	
Title I schools:	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.

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5. Cook School 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)]	
Action:	Description:
Scheduling	
Schedule and Topics:	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.
Activities/ Information Provided to Parents	
At conferences:	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.
During meetings/trainings:	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).
See Part III (1-3):	Shared Responsibilities for High Student Academic Achievement (Overlap of activities and topics)
Explanation of curriculum, assessments, and proficiency levels:	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.
Curriculum and programs:	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.).
Recommendations for supporting learning at home:	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.).
Achievement data:	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.
Progress monitoring and communication:	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.).
District Goal #1 and #2:	Familiarize all parents with District Goals #1 and #2. Review the District Goals, when appropriate, at school-wide meetings and events.

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6. Cook School, 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-CE 2.3(f)]

Action:	Description:
Opportunities for Regular Meetings	
Opportunities for regular meetings:	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.
Based on Parent Needs Assessment:	Determine the need for regular meetings to evaluate school practices based on the Parent Needs Assessment.
Conferences:	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.
Translation/ Interpretation:	Use the school community liaisons or other school personnel to communicate with non-English speaking families in order to assess parent needs and concerns.
Responding to Suggestions	
Opportunity to provide input:	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.).
SSC public input:	Present suggestions from parents at SSC meetings as an item of public input and discuss actions that need to be taken.
Responding:	Respond to parent suggestions (e.g., via phone call, letter, invitation to SSC, etc.).

7. Cook School will submit to the district any parent comments if the School Plan for Student Achievement is not satisfactory to parents.

Action:	Description:
Procedures for Submitting Parent Comments to the District	
Parent Comments:	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

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Part III Shared Responsibilities for High Student Academic Achievement

<p>1. Cook School 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. Cook School 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. Cook School 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	Description	1	2	3	Role of Parents	Responsibility To Organize
	SITE-BASED	Family Night October November January March	One event for each of four content areas, ELA, math, science, and social 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.	X	X		Parents attend evening events and learn skills to support their children at home.
10 Educational Commandments (Spanish) October – December (Vietnamese) 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).
Pastries with Parents Monthly		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.
Book Fair		Funds raised by these events will help to support the costs of	X			Organized by Parent-teacher	Organized by PTO

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Fall and Spring.	enriching students' educational experience (e.g., standard-based field trips and assemblies).				organization. Attended by families and community.	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
Transition Meeting Fall/Spring	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).		X		Parents and students attend to gather information that will help them prepare for the next grade level and understand transitions.	Principal Counselors 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

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Parental Involvement Activities

	Event	Description				Role of Parents	Responsibility To Organize
			1	2	3		
CENTRAL DISTRICT	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 Nearest site: Jordan Tues/Thurs 5:30PM - 7:30 PM	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) 3 rd 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. Cook School 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)]	
Action:	Description:
Jointly Developing the School-Parent Compact	
Parent committee:	Develop a parent committee that will work collaboratively with school personnel to create/review the School-Parent Compact.
Multiple languages:	Ensure that the School-Parent Compact is translated and provided to parents in a language they can understand.
Informing Parents about the School-Parent Compact	
Collecting signatures:	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.
Teleparent:	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.
To every family:	Provide a copy of the signed School-Parent Compact to every family.
Timing:	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.
School-wide events:	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.).
Separate meeting:	Schedule a separate meeting with the specific purpose of distributing and explaining the major components of the School-Parent Compact.
Incentives:	Offer incentives for students who return documents in a timely manner.

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5. Cook 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)]	
Action:	Description:
Educating School Personnel in How to Work with Parents as Partners	
Educating school personnel:	Educate teachers, administration, and other personnel regarding best practices for working with parents as equal partners. Topics for training may include: <ul style="list-style-type: none"> • Reaching out to parents and addressing barriers to parent involvement • Supporting students through ongoing, meaningful two-way communication with parents • Utilizing parents effectively in the school and classroom • Valuing the contribution of parents in the classroom • Understanding the importance of parent programs • Understanding implications of working with families from specific cultures represented in the school's community
Training facilitators for Parent Education	
Training new parent education facilitators:	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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6. Cook School 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)]	
Action:	Description:
Supporting Student Achievement through Coordination of District Programs	
Coordination:	<p>Inform parents of school and districtwide programs, trainings, and events that support student achievement.</p> <ul style="list-style-type: none"> ○ Grade level specific meetings ○ Student Designation meetings (based on proficiency levels) ○ Retention Meetings 3rd / 6th grade ○ Open House and Back to School Night ○ Parent-teacher conferences ○ Pre-School – “Backpack” Meeting ○ 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 resource centers ○ Formal parent committees (e.g., ELAC, SSC, DELAC) ○ 10 Education Commandments ○ Project Inspire
See Part III (1-3):	Shared Responsibilities for High Student Academic Achievement (Overlap of activities and topics)
Parent Resources	
Availability of parent resources:	Invite parents to utilize the resources provided by the school site parent resource center or within the school office.
Referrals:	Invite parents to learn about resources offered through referrals by school personnel.
District website:	Inform parents of the availability of resources on the GGUSD District Website (www.ggusd.us).

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7. Cook School 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)]	
Action:	Description:
Providing Information to the Parents	
Language and format:	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.
Interpretation/ Translation:	Provide parents with interpretation/translation services, as needed, at all school programs, events, activities, and conferences.
School community liaison:	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.).

8. Cook Elementary 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]	
Action:	Description:
Providing Accessibility and Opportunities	
Limited English proficiency:	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.
Parents with disabilities:	Offer referrals to community-based support services. Accommodate special needs of parents with disabilities at school events and meetings, as feasible.
Parents of migratory students:	Plan meetings that will support parents in efforts to build community cohesiveness and support. Administer needs assessment to determine needs of parents and students.

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Part V Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents as evidenced by: The Cook School Parent Involvement Policy was developed during general parent meetings, ELAC meetings, and during SSC meetings. Additionally, teachers had an opportunity to provide input during faculty meetings.

This policy was adopted by Cook Elementary School on June 9, 2008 and will be in effect for the period of 2008-2009. The school will distribute this policy to all parents on or before October 1, 2008. It will be made available to the local community on or before October 1, 2008. Cook Elementary School'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:

Please see attached list of parents.

SSC Approval Date _____

ELAC Approval Date _____

Board Approval Date _____

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The Home-School compact describes:

- ✓ The school's responsibility to provide high-quality curriculum and instruction.
- ✓ The parents' responsibility to support their children's learning.
- ✓ The importance of ongoing communication between parents and teachers through, at a minimum, annual conferences, reports on student progress, access to staff, and opportunities to volunteer and observe the educational program in order to build and develop a partnership to help children achieve high academic standards.

Students will...	Families will...	Teachers will...	Administration will...
ATTITUDE: 1. (a) Come to school on time daily with a positive attitude; (b) be prepared to be responsible, motivated & active learners who demonstrate pride in themselves and school.	1. Ensure that children attend school every day, receive regular medical attention, and proper nutrition; are ready to learn at school: ensure children receive 8 to 10 hours of sleep per night, is well-groomed and have school materials as needed.	1. Provide high-quality curriculum and instruction to students. Provide a positive and safe environment and a variety of teaching strategies to meet student needs. Provide opportunities for all students to learn by making sure all students get help as soon as it's needed.	1. Provide support for communication with families both written and verbal with quick responses. Provide families with support contacts (allow parents to feel comfortable in calling or visiting school)
CLASSWORK: 2. In class: pay attention & listen, follow directions & participate actively, giving 100% effort, best quality and neat work daily. Ask questions and get help when needed.	2. Check inside backpacks daily for papers, textbooks and other materials sent home to know what the child is learning. Maintain open line of communication between self/students & school to check on students' progress frequently. Attend all conferences and school functions, as well as requesting additional conferences, as needed.	2. Assign homework that reinforces skills taught in school, and that is relative and interesting. Send home learning materials in reading and math. Hold students accountable for every assignment.	2. Support teachers with issues related to instructional strategy, discipline, truancy, tardiness, supplies, equipment, curriculum, training, and positive reinforcement. Eliminate unnecessary paperwork.
HOMEWORK: 3. Complete and return homework on time, having made best (100%) effort (including neatness) with parent signature if requested.	3. Ensure a time and place for students to complete homework. Take initiative to pick-up (or arrange for pick-up of) student work when children are absent. Monitor the amount and selection of television programs my child watches. Check homework for neatness, to be sure it is complete and accurate.	3. Be available to families and students to provide extra support whenever possible. Communicate frequently & consistently with families about students' academic and behavior and teacher expectations through conferences, phone calls and notes home.	3. Welcome and involve all families. Provide a folder for students to take home important papers one day a week that is known by parents. Post flyers for parents to readily see. Send home weekly/monthly newsletter.
RULES: 4. Follow school and classroom rules at all times, including demonstrating respect for self and others (adults and students).	4. Communication from teacher and/or school is read and (if required) signed and returned promptly. Provide positive or negative reinforcement at home, as necessary, to support classroom teachers. Encourage and maintain positive attitudes towards school.	4. Maintain high, consistent academic and behavioral standards for students. Remain patient with students and provide support as needed.	4. Provide follow-through & support between teachers and home (calls, absences, tardies, etc.).
DAILY PRACTICE 5. Read daily at home for 15 to 30 minutes (minimum) and practice math facts daily.	5. 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 district.	5. Keep current with current educational techniques/issues; continue professional growth as educators	5. Provide parents with specific strategies to enhance education of all students.
Student signature:	Parent signature:	Teacher signature:	Administrator signature: