

## 2019-2020 School Parental & Family Involvement Policy (PFEP)

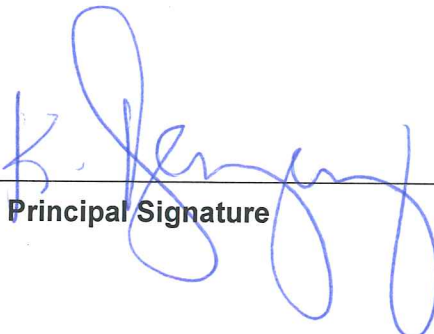
School: Golden Gate Elementary School

Each participating Title I public school must develop jointly with families a written school-level Parent & Family Engagement Policy/ Plan (PFEP) that describes how the school will build family capacity [ESEA Section1116]. Please complete this form and uploaded in the ADNTITLE1SCHOOLS share drive.

### Assurances

Please check all the boxes

- ☒ Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds are spent?
- ☒ The school will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 8101 of ESEA
- ☒ Jointly develop/revise with families the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community
- ☒ Involve parents and families, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the schoolwide program plan
- ☒ Use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy
- ☒ Provide each family timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals
- ☒ Provide each family with timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is out of field
- ☒ Provide to each family an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [ESEA Section1116]

  
Principal Signature

8/20/19  
Date Signed



### 1. Involvement of Parents

Describe how your school will involve the parents and families in an organized, ongoing, and timely manner, in the planning, review and improvement of Title I programs, including involvement in decision making of how funds for Title I will be used?

School Advisory Meetings (SAC) will be held monthly for working collaboratively with parents to gather input on ways to improve and enhance our school programs. Our SAC meetings include progress updates on quarterly benchmark assessments and time allowed for discussion relative to parent input on our Title I plan, Use of Funds, compact and Parent and Family Involvement Plan. Parent input will also be gathered by district-initiated surveys and at family events. Parents will also be invited to attend our "Annual Title I Meeting" during our back to school "Meet the Teacher" event held in the fall.

### 2. Coordination and Integration with Other Federal Programs

Describe how your school will coordinate and integrate parent and family engagement programs and activities **with Other Federal Programs?**

Coordination and strategic planning between school administration, site-based reading coaches, math coach, science coach, media center specialists (2), and related arts teachers are conducted throughout the school year at staff and committee-specific meetings. Our events are popular among our parents and students. School Action teams plan specific "Make and Takes" focused on strategies families can take home to meet the needs of each member of the family. These morning student/parent events are carefully planned relative to that grade at intervals of one time per quarter. Also, student led conferences are held twice each year to allow students to share their academic goals and progress with their parents.

Describe how your school will coordinate and integrate parent and family activities that **teach** parents how to help their child(ren) at home?

[ESEA Section 1116]

We will continue to streamline our parent involvement events to ALWAYS feature activities that parents are completing with their child (and taking home). Family learning opportunities are held before school in our media centers each month. There is a focus on helping families understand effective strategies to develop science, technology, engineering, arts, math, reading, and English acquisition skills in the home. Twice per year we hold 'Family Leadership Night.' These evening events focus on giving our families an opportunity to develop a deeper understanding of the leadership initiatives we work on every school day. Based on our 2018-2019 SAC input, they have requested for more focus on the diverse cultures that GGE has on campus. We will work on ways to create additional family opportunities where we are showcasing the diverse population we have at our school. These changes will make what were successful events even more meaningful and purposeful for our parents. Three parent institutes are held throughout the year to provide opportunities for parents to learn more about how to help their children with reading, math and science at home. We also conduct one big Family literacy night annually, which are held in the evenings and themed to enhance engagement.

### 3. Annual Parent Meeting

Describe the specific steps your school will take to conduct an annual meeting designed to inform parents and families of participating children about the school's Title I program

Parents are notified of our Annual Title One Parent meeting in the following ways: weekly phone dialers in weeks prior to the event, flyers sent in weekly 'Wednesday folder' in the weeks prior to the event, our school marquee will display the time and location in the week prior, and administration will continually remind student through our daily morning announcements. Correspondence is also provided in multiple languages.

Provide a description of the nature of the Title I Program that will be shared with parents and families (schoolwide or targeted assistance).

Upon entry to their child's classroom, parents will be provided with a grade-level specific curriculum guide that includes information specific to what their student will be learning this school year. Parents will be invited to attend our administrative presentation on Title I requirements prior to the start of student-led conferences and at the end of student-led conferences to discuss



how we will be using the funds to help support their students. We will give them a chance to offer feedback and suggestions during this presentation as well. Copies of the Parent Involvement Plan, as well as the Title One and Parent Involvement budgets will also be available in each classroom. Parents will also be shown our school compact and those who have not completed and returned theirs will be asked to at this time. Lastly, a summary of our PFIP (in brochure form) will be provided. This will highlight the major parent events that will take place at Golden Gate ES throughout the year.

Provide a description of how the meeting will cover the rights of parents at the annual meeting?

Presentations will be made throughout the night to provide parents/guardians with information relative to adequate yearly progress, school choice, and their parental rights. These will be conducted in each of our three predominant languages and will be broadcast throughout the school to all locations which house attending parents. We will document parent attendance by sign-in sheet.

#### 4. Flexible Parent Meetings

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening.

As mentioned above, parent meetings will be held at morning and evening times throughout the school year. This provides the parents the opportunity to attend at their convenience, or in our case, when they are not in conflict with their respective work schedules. Home visits, conducted by administration and teachers, will occur as needed in order to better connect and accommodate our family's needs.

How will your school provide, with Title I funds, transportation, child care or home visits, as such services relate to parent and family engagement?

These will continue to be provided as needed. Golden Gate will continually identify and reach out to parents of families in need and will provide adequate support relative to the limitation of Title One policy. We will work in conjunction with our district's Title One department to ensure we are doing all that we can to provide these critical accommodations. Transportation is provided to district events such as the annual STEAM conference and Parent Academy. Child care is also provided during the evening parent institutes.

#### 5. Building Capacity

Please describe all activities that will address the following questions;

- How the school will implement activities that will build the capacity for meaningful parent/family involvement?
- How will the school implement activities that will build relationships with the community to improve student achievement?
- How the school will provide materials and trainings to assist parents/families to work with their child(ren)?
- How the school will provide other reasonable support for parent/family engagement activities?

Content and Type of Activity	Timeline
Student Led Conferencing - conducted twice per year. Students will set academic goals and review academic data with parent or selected school leadership. Parents will sign in and all sheets will be uploaded to our Title One drive.	August 27 <sup>th</sup> April 21 <sup>st</sup>
Make and Take events - planned by action teams and led by grade level team leader and teachers. During these, teacher guide parents and students in creating and completing activities to support academic achievement at home.	TBD (We will host four per school year.)
Morning STEAM Family Activities - Activities focus on building skills in Science, Technology, Engineering, Math and reading skills to support learning at home.	TBD (We host a STEAM Event once a Month.)



Annual Title One meeting - Present and discuss with parents and families how Title One supports student achievement in our school.	August 27 <sup>th</sup>
Parent Institute Workshops - provides parental empowerment by providing them with the necessary tools and resources to help their children succeed in the classroom and beyond.	TBD

## 6. Staff Training

Describe the professional development activities the school will provide to educate the teachers, specialized instructional support personnel, principals, other school leaders and other staff with the assistance of parents/families on:

- How to reach out, communicate, and work with parents/families as equal partners
- The value and utility of contributions of parents/families
- How to implement and coordinate parent/families programs, and build ties between parents and schools

We will provide a staff-wide Parental Involvement training between the dates of August 6<sup>th</sup> through the 12<sup>th</sup>. Staff will present to teachers various strategies to increase parental involvement in school and at home. Professional learning for staff will include topics of understanding diversity and our student population, effective communication, positive parent involvement, and student-led conferencing. Lastly, all non-instructional staff will be provided professional development to provide them with strategies to help parent comfort level and increase/encourage parent involvement at school.

## 7. Other Activities

Describe How other activities, such as the parent resource center, the school will conduct to encourage and support parents and families in more meaningful engagement in the education of their child(ren)?

We participate in Bike to School events and facilitate Healthy Seagull Events throughout the year. Identified staff will meet with parents (starting in November) to implement this program our Healthy Seagull Family Program. We will also identify and develop any needs of the Parent Resource room (which is located in our Primary building) based upon parent feedback. We are also happy to provide book fairs in each of our school buildings. As a Leader In Me school, we have two Family Leadership nights which feature stations of fun academic activities that parents and students complete together. Our parents also have an opportunity to get trained in the 7 Habits of Highly Effective Families throughout the year as well.

## 8. Communication

Describe how will your school provide timely information about the Title I programs?

The annual Title I meeting will be held in order to deliver information to parents about Title I programs and budgets being implemented. The district provides information to send home in September. SAC meetings will be held monthly in order to disseminate important information to parents. The GGE parent involvement policy will be distributed to parents in the form of a brochure. Newsletters will be sent home regularly to inform parents of important events and information.

How will your school describe and explain the curriculum at the school, the forms of assessment used to measure student progress and the achievement levels students are expected to obtain?

Staff will describe and explain the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. This will be accomplished at least three times a year (Student Led Conferences- 2 times, Literacy Night-1) using multiple formats (mentioned previously), and in multiple languages.

How, if requested by parents, will your school provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child(ren)?



We will always be receptive to feedback and will ensure all parents are granted access to the ability to understand anything related to our school and their child's success. Should any parent desire more of a say we would extend that opportunity to participate in school-related meetings and/or SAC monthly sessions. Opportunities are provided at every meeting for input, suggestions and questions.

How will your school submit parents/families comments if the schoolwide plan is not satisfactory to them?

Parents will be provided multiple avenues in which to communicate concerns to school administration. Parents can speak with accessible interpreters upon leaving our annual Title I meeting. They will also be provided avenues, for instance; telephone response capabilities and e-mail. We always encourage parents to send in hand written notes/questions regularly with their children. These are sent to the front office each morning, and relayed to staff to obtain the required interpretation to answer in a timely manner and in the parents' home language. Parent comments can be included in our meeting minutes and taken into consideration when making adjustments to our school-wide plan. Parent surveys are also sent in April.

### 9. Accessibility

Describe how your school parent/family engagement activities for all parents/families? *(including parents with limited English proficiency, disabilities, and migratory children)*.

The school newsletter (trilingual) will be sent home regularly to notify parents of upcoming events and programs, as well as opportunities to further develop strategies to support children at home. Additionally, the marquee will display upcoming events and Auto Dialer, texts, e-mails are used to inform parents. School personnel will be available to translate to parents in Spanish and Creole. Important school information is also posted on the school website in English, Spanish, and Creole. We will ensure that parents with disabilities will have access to all of our activities and services within our school.

Describe how your school and parent/family programs, meetings, school reports, and other activities in an understandable, uniform format, and in languages that the parents/families can understand?

We have tutors and other bilingual staff that attend and assist with communication needs. If we send a document home, it is interpreted into Spanish and Haitian Creole and sent in the parents' home language, with English on the reverse side. When presenting to staff, after initially speaking English a script is developed in the aforementioned languages (and our tutors) will take turns communicating for all to understand.

### 10. Discretionary Activities

Describe if the school provides Any activities that are not required, but will be paid for through Title I, Part A funding (for example, home visits, transportation for meetings, activities related to parent/family engagement, etc.)

We involve parents in the development of all stakeholder training ideas. To better understand the connection between home and school we regularly conduct meetings regarding discussion of neighborhood issues and needs. We provide literacy training opportunities monthly to support parents with homework practice. This will assist the students in becoming better readers with better comprehension which will be evidenced of improved scores on all state and standardized testing.

### 11. Barriers

Describe the barriers that hindered participation by parents during the previous school year. Include the steps the school will take during the upcoming school year to overcome the barriers (with particular attention paid to parents/families who are disabled, have limited English proficiency, and parents/families of migratory children)?

Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
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Work-related conflicts	Providing a flexible meeting schedule with opportunities in the morning and evening for participation. Providing opportunities for all parents to call or come to school for explanations of meeting outcomes in their own languages.
Limited family resources	Lack of time is the major reason given by family members for why they don't get more involved. Lack of transportation and child care also keep families from participating.
Parents' lack of comfort	Some parents feel intimidated and unwelcome at school. Many parents had negative school experiences themselves or are so unfamiliar with the American culture that they do not want to get involved or feel unsure about the value of their contributions.

## 12. Upload Evidence of Input from Parents on the development of the PIP

☐ Upload a copy of SAC minutes that include statement that parents were given the opportunity to discuss and provide input on the **FY20 Parent & Family Engagement Policy(PFEP)** prior to approval. Please upload document in your school FY20 Planning folder (#11) in the ADNTITLE1SCHOOLS drive. [Link](#)

## 13. Upload Parent-School Compact

☐ Upload an electronic version of the FY20 Parent-School Compact. Please upload document in your school FY20 Planning folder (#11) in the ADNTITLE1SCHOOLS drive. [Link](#)

## 14. Upload Evidence of Parent Involvement in Development of Parent-School Compact

☐ Provide copy of SAC minutes that include statement that parents were given the opportunity to discuss and provide input on the **FY20 Parent –School Compact** prior to approval. Please upload document in your school FY20 Planning folder (#11) in the ADNTITLE1SCHOOLS drive. [Link](#)

## Evaluation of the previous year's Parent and Family Engagement Plan

Review your FY19 School Parent and Family Engagement Policy (PFEP) and complete the sections below.

### 1. Building Capacity Summary

Provide a summary of activities provided during the **2018-2019** school year that were designed to build the capacity of parents to help their children. Include participation data on the Title I annual meeting, Parent Institute workshops and any other parent workshops. **If activity was not completed, provide an explanation in the space below.**



Content and Type of Activity	Number of Activities	Number of Participants	How did this activity build parent and family capacity to improve student achievement? If not completed, provide rationale.
Annual Title I Meeting	1	395	Parents were informed of school PFEPs, Title I funding, supplemental programs/staff and the expectations of the school, family and student. Parents were able to better understand how allocate resources to support our community.
Student Led Conferencing - conducted twice per year. Students will set academic goals and review academic data with parent or selected school leadership. Parents will sign in and all sheets will be uploaded to our Title One drive.	2	795	Students and parents were given the opportunity to share their academic and personal WIGs throughout the year. They discussed ways they can support those WIGs at home.
Make and Take events - planned by action teams and led by grade level team leader and teachers. During these, teacher guide parents and students in creating and completing activities to support academic achievement at home.	4	132	Parents were given tools and resources to use as home in the areas of reading, math, and science. They left with packets and materials to use to help support the learning going on in school.
Morning STEAM Family Activities - Activities focus on building skills in Science, Technology, Engineering, Math and reading skills to support learning at home.	8	308	Parents and students work on activities focus on building skills in Science, Technology, Engineering, Math, and Reading skills to support student learning at home while enjoying breakfast.
Parent Institute Workshops - provides parental empowerment by providing them with the necessary tools and resources to help their children succeed in the classroom and beyond.	3	130	These were great to embed into our monthly STEAM event for parents to get to learn more in-depth concepts to work with their students in the core content areas.

## 2. Staff Training Summary

Provide a summary of the professional development activities provided by the school during the **2018-2019** school year to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school.

Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
We will provide a staff-wide Parental Involvement training between the dates of August 8-14. Staff will present to teachers various strategies to increase parental involvement in school and at home. Professional learning for staff will include topics of understanding diversity and our student population, effective communication, positive parent involvement, and student-led conferencing. Lastly, all non-instructional staff will be provided professional development to provide them with strategies to help parent comfort level and increase/encourage parent involvement at school.	1	87	This helped our staff see the value in making a positive relationship with our families. They use the techniques and strategies suggested throughout the school year. We often did check-ins and refresher PD throughout the year.

## 3. Review your FY19 School Parent and Family Engagement Policy (PFEP) Barriers Section.

To what extent did your site implement the steps described in your PFEP? How will Title I Parent and Family Engagement (PFE) funds be used to address the barriers that persist?

Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome	Implementation (Full, Partial, Not Yet)	How will Title I PFE funds be used to address the persistent barrier(s)?
Work-related conflicts	School events were held in the morning and in the evenings throughout the school year. Specific times were asked of SAC to get input on what would be the desired time for the most participation from our families.	Partial	In FY20, we are going to continue to host events in the mornings and evenings. We are going to implement hosting a few events during the school day to see if the participation grows with an additional opportunity for support.
Limited family resources	We have offered family child care when needed to help eliminate the barrier. We also encourage students participation through incentives for coming to the events.	Partial	We will continue to work on giving students and families incentives for attending our events as well as offer child care and other resources available to eliminate this barrier.
Parents' lack of comfort	At each event, we have translators there to help with the language barriers and help give a sense of comfort.	Partial	This year, we saw a decline in parent involvement. We discussed the barriers with our SAC and have strategies we are looking forward to implementing in FY20.



