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

**School**: **\_ Golden Gate Middle 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

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|  | 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] |

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| **Principal Signature** |  | 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?

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| We will conduct Open House, SAC meetings, Parent-Teacher Organization meetings, Title 1 meetings, and Nurturing Parenting classes. Parents will have the opportunity to plan and review improvements of the Title 1 program. Planned opportunities include, but not limited to; Bullying Awareness, A Math Problem a Day, Helping Your Child with Homework, and Letting Your Library Help You. |

1. **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**?

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| Our school coordinates with ELL, and ESE departments to provide meaningful workshops for parents in a language and format they can understand.  Head Start services are provided in our campus.  Coordination with the FSCG department occurs during the Regional Parent Summits. |

Describe how your school will coordinate and integrate parent and family activities that **teach**

parents how to help their child(children) at home?

[ESEA Section 1116]

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| Parents and students will be trained to fill out scholarship applications. Parent Academies will be offered throughout the school year to teach parent how to support their child in classes, homework, and accessing the library. Parents and students will be trained to fill out scholarship applications. |

1. **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

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| Prior to our Annual Title 1 Meeting, GGMS send home an informational flyer, we display information our two marquees, and an auto-dialer in English, Creole, and Spanish goes out to all student’s families giving the date, time, and location of the Title 1 meeting. |

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

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| A presentation at the Title 1 Meeting covers the specifics of the Title 1 program and all of the benefits that Title 1 provides for the students, parents, families, and the community. |

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

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| At the Annual Title 1 Meeting, Mrs. Hernandez will give a presentation informing the parents and families about the Title 1 program. |

1. **Flexible Parent Meetings**  
   Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening.

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| Parent Involvement meetings, SAC meetings, and Parent/Teacher Conferences are held during school hours and in the early evening to help accommodate parents. |

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

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| Child care will be provided at all parent involvement meetings to allow for focused instruction and feedback. |

1. **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(children)?
* How the school will provide other reasonable support for parent/family engagement activities?

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| **Content and Type of Activity** | **Timeline** |
| Annual Title 1 Meeting/Curriculum Night | August 29, 2019 |
| Parent/Teacher Conferences | Ongoing during 2019-2020 |
| Fall Festival | October 24, 2019 |
| Sac Meetings | 3rd Thursday each month |
| Multi-Cultural Festival | February 27, 2020 |
| Collier Harvest | Monthly |
| Donuts with Dad | September 25, 2019 |
| Muffins with Mom | March 26, 2020 |
| Girl’s on the Run | 1st Semester |
| Take Stock | Ongoing Sept.-March |
| 6th Grade Orientation | August 12, 2019 |

1. **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

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| On August 28,2019, the entire faculty was presented with a PowerPoint presentation on the Title 1 program. Teachers were also give a Title 1 FAQ sheet. The presentation focused on reaching out to the parents of our students, working with them to help them become advocates for their children’s academic success, build confidence, and ensure student achievement in the classroom. |

1. **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(children)?

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| **A parent resource lab will provide training on computers, literature, and resources for parents within the school office. The Guidance department also provides literature and resources in three languages. During Parent’s Night, computers will be available so parents may register for district programs with staff assistance.** |

1. **Communication**  
   Describe how will your school provide timely information about the Title I programs?

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| Timely information will be sent out via school auto-dialers and Social media postings in English, Creole, and Spanish, School website (including a translate button), Twitter, Facebook, flyers, and the school marquees. |

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?

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| The Curriculum Fair provides the parents with subject area specifics, grading practices, and learning standards. Parent conferences provide an opportunity for parent’s to learn specifics for/about their child. |

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(children)?

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| Discussions regarding the SIP. Discussions at SAC meeting. |

How will your school submit parent’s/families comments if the school wide plan is not satisfactory to them?

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| Comment cards will be made available at the Annual Title 1 Meeting, at all SAC meetings, and at the Front Office that will give parents the opportunity to submit their ideas and recommendation if they do not agree with the PFEP. These recommendations will be presented at the bi-monthly Leadership meeting for consideration. |

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

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| **Parent’s and families are informed of all activities via flyers, auto-dialers in English, Creole, and Spanish, and two campus marquees. All meetings are shared through our school website and social media. Translation headsets will be used for all general and tutors and bilingual staff will assist to ensure that parents can participate. Parents with disabilities will be provided with alternate locations, elevator access and alternate communication notification such as TDD.** |

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?

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| Translation is provided at Parent/Teacher conferences and at meetings via electronic translators. All translation is available in English, Creole, and Spanish. |

1. **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.)

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| By arranging school meetings at various times or conducting in-home conferences between teachers and other educators, who work directly with the students, we are able to meet with parents who are unable to attend conferences at the school. |

1. **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)?

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| **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| Language | Translators are available at all conferences, meetings, and school events. |
| Transportation | Events are scheduled such that public transportation is available. |
| Contact Information | On-going efforts are made to have data entry update student information. |

1. **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](file:///M:\1.%20Title%20I%20Required%20Documentation)

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| 1. **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](file:///M:\1.%20Title%20I%20Required%20Documentation) |

1. **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](file:///M:\1.%20Title%20I%20Required%20Documentation)

###### **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.**

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| **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 | 209 | The Annual Title 1 Meeting introduced the Title 1 program to the parents, informed parents of SAC, and introduced parents to teachers and their curriculum. Parents were assisted with computer so they could learn how to access teacher to aid in student/teacher/parent issues to achieve academic success. |
| Parent/Teacher Conferences | 264 | 306 | P/T conferenced helped parents stay in touch with their child’s teacher to circumvent academic and behavioral problems and to work with teachers and counselors to help student’s to be successful. |
| Fall Festival | 1 | 268 | Students, teachers, families, and the community enjoyed an evening of fun, games, and entertainment. |
| SAC Meetings | 7 | 62 | The SAC, made up of parents, teachers, and community members, met once a month to discuss and vote on issue that directly impact the students. |
| Multi-Cultural Festival | 1 | ~200 | This was an evening celebrating the many diverse cultures that make up the GGMS family. Students learned about other countries, experienced tasting foods, watched dances, and made colorful posters depicting dress and ethnicity. |

1. **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.

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| **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| On August 31, 2018, the entire faculty will review the specifics of Title 1 and the teachers part in contributing to the goal of teaching our students, with the help of parents, families, and community to be successful at school. | 1 | 209 | The entire faculty and staff were presented with the specifics of Title 1. They were encouraged to reach out to the parents of their students to keep them informed of the student’s progress and problems. The teachers called parents and set up Parent Teacher Conferences to meet and work with parents, developing strategies to help improve student’s achievements. |

1. **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?

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| **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)?** |
| Language | Translators available at all conferences, meetings, and school events. | Full | GGMS pays the translator to attend after-school events. |
| Transportation | Events are scheduled such that public transportation is available. | Full | GGMS pays staff to supervise after-school events |
| Contact Information | Ongoing efforts to have data entry update student emergency information. | Partial | This effort is ongoing as new students enroll, and contact information changes. |