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

**School**: \_ **Golden Gate High 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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| Social media, phone messages, and/or flyers in three languages will be utilized to notify parents about SAC and Parent Meetings in which Title One plans, policies, use of funds, etc. will be discussed. Meeting information will also be available on our school website and on our marquee.  At SAC meetings and Parent University, school administration will provide information on Title I programs (including how funds for Parent Involvement will be used), request for input, recruit volunteers to assist with Title I PFEP initiatives, and share the planning, implementing, and evaluating of the Title I PFEP.  All discussions and conversations regarding Title I parent input and decisions will be documented on SAC minutes.  Targeted audience will receive phone calls from various staff members. Twitter and phone texts will be used as often as possible. |

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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| ESE and ELL parents are notified by phone and in writing to attend required meetings with the student, teachers, and other school personnel who work as a team to support parents in helping their child.  Parents will be invited to participate in grade-level and school-wide academic celebration and trainings related to academics, athletics, and fine arts.  Parents will be exposed to STEAM and invited to participate in STEAM Conferences. |

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]

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| Parents will be invited to attend trainings on Grade Book, Focus, and Edmodo.  Parents will be invited to participate in parent outreach classes conducted by the district and community representatives on how to best help their children in the areas of scholarships, academics, and career pathways.  Parent trainings will be conducted by staff, administration, and/or community organizations to address current federal, state, and local issues impacting student academics, attendance, and discipline.  Parents will be encouraged and recruited to receive one-on-one training on various technology tools available on school and district websites, links, and software. |

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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| Parents will receive invitations (in three languages represented at GGH). Students will take the invitations home. School will also send additional invitations via Twitter, telephone, district calendar, and school website. |

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

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| All parents will be invited to attend the Title I Annual Parent Meeting. A school-wide presentation will be conducted discussing the Title I status of the school. This includes use of funding, Parent & Family Engagement Plan, parent meetings and trainings. |

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

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| A slide show will be presented at the Title I Annual Parent meeting regarding the Rights of Parents. The presentation will also include the purpose of the Compact and PFEP. |

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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| Golden Gate High School will provide many opportunities throughout the year to inform parents about individual school programs, scholarship opportunities, graduation requirements, etc. We will provide translations in Spanish and Haitian Creole. Fliers and phone messages will also be provided in three languages. While most general meetings will take place in the afternoon (after school) or evening, we will also provide parent training opportunities on weekends and mornings.  Individual parent trainings will be provided at the school Parent Resource Center during the school hours. We will be hosting opportunities for parents to participate and engage in school-day activities in regards to student achievement. |

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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| Childcare will be provided to parents during Parent Summit trainings. The school will provide dinner on at least two events with Title I funds. |

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

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| **Content and Type of Activity** | **Timeline** |
| Parents will receive letters informing them of their right to request info. about the qualifications of school staff and of those who are not considered State Certified. | October and February |
| Parent Training on Promotion and Retention | August |
| Advanced Studies/NAF Informational Parent Night | October |
| Parent Summit on Mental Social Emotional Learning and Post-secondary Opportunities | November and February |
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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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| Administrative and Leadership Teams will provide trainings to the staff and faculty at the start of the school year regarding the following topics:   * Effective and consistent communication with parents * Creating positive relationships with parents and students identified as At-Risk * Importance of engaging parent involvement at the classroom level |

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(ren)?

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| Opportunities will be provided for parents to receive assistance and training in regards to filling out on-line and hard-copy of financial aid and scholarship applications. In partnership with Champions for Learning, parents and their children will receive one-on-one tutorial and guidance in preparation for post-secondary plans.  Parent Resource Room will be promoted to parents. They will be encouraged to utilize various available technology as well as printed materials to better understand the school's and district's data. |

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

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| At our Annual Title I Meeting/Open House in August, the Assistant Principal will provide information (with translation provided in Spanish and Creole) about the Title I program.  Parent Trainings will be provided in August, October, November, and February to highlight specific topics related to federal guidelines, state and local policies, various student-assessments, discipline and attendance, promotion and retention, and parent support. |

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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| Parents have the opportunity to meet with each individual teacher for course information during Open House. Counselors, academic coaches, and the administrative staff will be conducting a series of parent meetings to discuss graduation requirements, testing obligations, and course completions. |

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)?

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| If parents request to share suggestions and participate in decision making related to the education of their child, administrative team, leadership team, and the guidance department will schedule meetings with those parents to discuss their child's needs.  If the topic items are general and relate to the entire school, monthly SAC meeting calendar will be provided to parents and they will be encouraged to attend. |

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

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| Survey Monkey as well as hard-copy surveys will be collected and submitted to the SAC and the administrative team for review. Items will be added to the SAC meeting agenda as well as the minutes. |

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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| Translation headsets were purchased for all general meetings. Tutors and other bilingual school personnel will utilize the devices to ensure that all our parents can participate. Phone messages and pertinent documents are disseminated in languages of our community: English, Spanish, and Creole.  Parents with disabilities will be able to request one-on-one interpretation of all documents and explanations of parental involvement activities/services by contacting the school and scheduling an appointment.  Parents with disabilities can participate in parent involvement events with special attention given to alternative locations (ground level), elevator accessibility, and use of communication notification such as TDD and alternative methods of delivery (webinars or videos). |

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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| Same as above. |

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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| Providing necessary literacy training for parents from Title I, Part A funds, if the LEA has exhausted all other reasonably available sources of funding for that training.  Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training.  Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training.  Maximizing parental involvement and participation in their children's education by 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. |

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** |
| 80% Economically Needy | There was 7% decrease during 2018-2019 school year of students identified as Economically Needy. Parent Resource Room will be promoted to parents who are unable to afford home-technology and/or internet service. Social worker and guidance counselors will actively engage in “handle with care” meetings to provide additional home support. |
| 79% Home Language Other Than English | There was 4% increase during 2018-2019 school year of students with home language other than English. We will continue to provide Spanish and Creole translators at all our parent events. Any time a parent attends a conference, Spanish or Creole speaking translator services will be offered. All important printed materials will be provided in English, Spanish, and Creole. |
| 17% Limited English Proficiency | Percentage of students identified as Limited English Proficient remained the same. Small-group parent trainings will be conducted to assist parents better understand federal, state, and local policies and procedures. |

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 Meetings | 1 | 392 | All participants increased their knowledge of Federal Funded Programs, PIP, and Use of Funds. They were exposed to additional staff and program support to enhance and/or improve their child’s academic achievement. |
| Parents will receive letters informing them of their right to request info. about the qualifications of school staff and of those who are not considered Highly Qualified. | 2 | All Parents | The letters were distributed twice during the school year for parents to better understand the HQ status of their child’s teachers. The parents will be better informed to make requests for their child’s academic achievement. |
| Parent Training on Promotion and Retention | 1 | 88 | Parents were able to actively be engaged on the progress of their child’s learning by monitoring their progress towards promotion. |
| Financial Aid Night | 1 | 274 | Parents were provided with support from outside agencies and the guidance department to understand, initiate, and complete financial aid forms and scholarship forms to ensure opportunities for post-secondary education. |
| Parents will receive an agreement for them, their child, and Principal to sign which states their commitment to the student's success. | All Year | All Parents | Parents received the Compact for them to sign and agree to the terms of their responsibilities to support their child’s achievement. |
| Advanced Studies/NAF Informational Parent Night | 1 | 124 | Parents were informed on the requirements and expectations of advanced studies and NAF classes available at the school in order for their child to participate. This event also highlighted what parents can do to push their child towards these classes. |

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** |
| Administrative and Leadership Teams will provide trainings to the staff and faculty at the start of the school year regarding the following topics:   * Effective and consistent communication with parents * Creating positive relationships with parents and students identified as At-Risk * Importance of engaging parent involvement at the classroom level | 1 | 89 | The training provided the staff with specific methods and strategies to increase and improve communication with parents. Staff became active in all required participation in SEL and Handle with Care meetings in order to provide additional support in and outside of the school settings. As more parents and teachers work as partners positively impact student achievement |

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)?** |
| 87% Economically Needy | All students and their parents will be encouraged to complete the Free and Reduced Lunch Applications. School will continue to provide social work and mental health services. School and certain departments will continue to provide material support to those students struggling at home. | Full | Provide material support for students and parents struggling at home and at school. |
| 75% Home Language Other Than English | All communication pertinent to student achievement will be communicated to parents in three primary languages spoken at home. | Full | Toner and paper will continue to be purchased for written communication sent home in three languages. |
| 17% Limited English Proficiency | Additional tutors were added to support instruction in the classrooms | Full | Use of Funds will reflect hiring and maintaining of tutors. |