



# The O'Farrell Charter Schools

The O'Farrell Elementary School  
The O'Farrell Middle School  
The O'Farrell High School  
Ingenuity Charter School  
**Jonathan Dean, Ed.D., Superintendent**

## BOARD POLICY

# \_\_\_\_\_

### PARENT AND FAMILY ENGAGEMENT SCHOOL LEVEL POLICY

***School Policy Described:*** Schools receiving federal funding are required to implement a parent and family engagement policy under federal law. The O'Farrell Charter School (OCS) has developed a written Title I parent and family engagement policy with input from Title I parents and family members. It has distributed the policy to parents and family members. The policy describes the means for carrying out the following Title I parent and family engagement requirements [20 USC 6318 Section 1118(c),-(g) inclusive].

***Writing and Distributing the Policy:*** Federal law requires that the parent and family engagement policy be drafted jointly and agreed on with parents and family members of students in participating programs receiving Title I funds. To develop this policy, OCS consulted with parents and families at the school's "Back to School Night" held in August 2018, that all families were encouraged to attend. After parents and families were consulted, OCS finalized the plan and distributed it at the initial Parent Teacher Organization (PTO) meeting in October 2018, initial School Site Council (SSC) meeting in October 2018, and initial District English Language Advisory Committee (DELAC) meeting in October 2018. All families and parents of students at OCS were invited and encouraged to attend all events. Additionally, the school has the plan posted on the school's website. Copies are continued to be made available at each PTO, DELAC, and SSC meeting.

#### I. Introduction

Research has shown that the attitudes, behavior and achievement of children are enhanced when parents or other caregivers are involved in their children's education. To that end, The O'Farrell

Charter School (OCS) has adopted this school-level parent and family engagement policy in order to promote learning and provide a more positive learning experience for students.

## II. Involvement in Drafting the School Level Plan

To involve parents and family members in the school-wide Title I program at The O'Farrell Charter School, the following practices have been established:

- A. OCS convenes a meeting annually, at a convenient time at the beginning of each school year, to which all parents of participating children are invited to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved (20 USC 6318 (c)(1)).
  
- B. OCS holds a "back to school night" in September and gains stakeholder input on the school level plan. A sign-in sheet is used to track parental input and copies of the plan are handed out. Parents have the opportunity to give input directly to staff at the event, or to email or contact the school's designated personnel after the event to provide input. The school revises its draft of the school level plan and shares it at the initial PTO, DELAC, and SSC meetings in October. Copies of the plan continue to be made available at subsequent meetings.
  
- C. OCS offers a flexible number of meetings, such as, meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parent involvement. (20 USC 6318 (c)(2)). Participants at each meeting are consulted at the initial meeting to determine a meeting time for the remainder of the school year that is most convenient for the majority of participants. Child care and translation services are made available at every PTO, DELAC, and SSC meeting.
  
- D. OCS involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 USC 6318 (c)(3)). OCS places the school's Title I program plan on each meeting agenda (PTO, SSC, and DELAC) to provide an opportunity for parents and families to review, ask questions about the plan, and provide input on potential program plan improvements.

- E. OCS provides parents of Title I students with timely information about the Title I program (20 USC 6318 (c)(4)) and a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the achievement levels of the challenging State academic standards (20 USC 6318 (c)(5)).
  - a. OCS sends home information about its Title I status at the beginning of each school year, on the first day of school. The plan is also made available on the school's website.
  - b. OCS posts descriptions of its curriculum in both the school's SSD plan and LCAP. An annual notification is also sent home at the beginning of each school year with information regarding the school's curricular program. This information is also made available at the school's "Back to School Night" held at the beginning of the school year annually.
  
- F. If requested by parents, OCS provides opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (20 USC 6318 (c)(4)). OCS notifies parents of upcoming PTO, DELAC, and SSC meetings on a regular basis throughout the school year. Parents are given the opportunity to provide input on programs and curriculum at each meeting. Additionally, a survey is placed on the school's website in Spanish and English to gain stakeholder input on the school's programs and practices.
  
- G. If the schoolwide program is not satisfactory to the parents of participating children, OCS submits any parent comments on the plan when the school makes the plan available to the local educational agency board of directors (20 USC 6318 (c)(6)).
  - a. OCS submits any parent comments on the plan not integrated into the plan itself along with the plan for board approval annually.

### III. Building Capacity for Involvement

To ensure effective involvement of parents and to support a partnership with parents and the community to improve student academic achievement, OCS has established the following practices:

- A. OCS provides parents with assistance in understanding such topics as the challenging State academic standards, State and local assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children (20 USC 6318 (e)(1)) through PTO and SSC meetings every month and DELAC meetings four times each academic year. Additionally, a minimum of three parent

education nights are held for parents of students in grades k-12 to provide information on topics such as curriculum, literacy, SAT/PSAT, college/career readiness, and state testing.

- B. The school provides parents with materials and training to help parents work with their children to improve their children's achievement (20 USC 6318 (e)(2)) through Partnership for Academic Learning and Success (PALS) conferences at the beginning of each school year. Teachers meet with parents of students in their Homebase one-on-one to obtain academic and behavioral information about students and to create an individualized plan for success, to be carried out throughout the course of the school year. Parents and teachers develop this plan jointly and refer to it throughout the school year.
  
- C. The school educates teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school (20 USC 6318 (e)(3)) through topics presented regularly at PTO, DELAC, and SSC meetings. Additional training is provided for staff (both classified and certificated) regularly throughout the school year in one or more of the following ways:
  - a. "Strategy of the Month" workshops for certificated staff, on a monthly basis.
  - b. Paraprofessional workshops (½ day trainings) provided throughout the school year.
  - c. Staff-wide professional development conducted prior to the start of the school year.
  
- D. OCS coordinates and integrates its parent involvement programs with other Federal, State, and local programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children (20 USC 6318 (e)(4)). The school operates a parent center on campus that is open during school hours equipped with computers and Family Support Services (FSS) personnel to assist parents in a variety of areas and with a variety of needs.
  - a. To the extent feasible and appropriate, OCS coordinates and integrates parent involvement programs and activities with other federal, state and local programs as follows:
    - i. The school conducts meetings involving parents, kindergarten teachers, and Head Start teachers to discuss the developmental and other needs of individual children entering the school's program. The school offers both a one-year and two-year kindergarten program based on student need.
    - ii. The school implements a systematic procedure for receiving records regarding such children, transferred with parental consent from other programs, including early childhood programs.

- E. OCS distributes information related to school and parent programs, meetings, and other activities to parents in both English and Spanish, which are the two predominant languages spoken by families with students enrolled at the school. (20 USC 6318 (e)(5).
  
- F. OCS provides reasonable support for parental involvement activities as parents may request (20 USC 6318 (e)(14)) through volunteer opportunities made available by both the school and through PTO.
  
- G. If the SSD is not satisfactory to the parents of participating children, OCS submits any parent comments on the plan when it makes the plan available to the board (20 USC 6318 (g)).
  
- H. In order to involve parents in an organized, ongoing and timely way in the planning, review and improvement of Title I, Part A programs and the parent involvement policy, the school will involve parents as follows:
  - a. The PTO reviews and makes suggestions to improve the school's Title I, Part A programs and the parent involvement policy. The PTO meets monthly on campus and is made up of a Chair, a Vice Chair, a Secretary, and a Treasurer, as well as a parent, a teacher, and an administrative representative. Additionally, the PTO is involved in decisions regarding how funds reserved for parent involvement activities are allotted for those activities.
  - b. If requested by parents, the school schedules regular meetings or parental involvement nights where parents are able to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. The school responds to such suggestions within thirty days. (pursuant to 20-U.S.C. § 6318(c)(4)(C).)
  - c. If the schoolwide program plan is not satisfactory to parents, the school will submit any parent comments on the plan when it submits the plan to the governing board (as required by 20 U.S.C. § 6318(c)(5).).
  
- I. Additionally,
  - a. The school includes one parent on its board of directors as a voting member.
  - b. The school seeks input from the PTO on ways to assist parents to understand the school's standards and requirements.
  - c. The school regularly publishes on its website descriptions of the Standards and Requirements.

- d. Monthly PTO meetings are held by the school to discuss how parents can work with educators to improve their child's academic achievement.
- e. The school holds at least one Family Curriculum Night per academic year to introduce parents to the School's curriculum and its correlation to the State's academic content standards and academic achievement standards.
- f. The school, in conjunction with its Family Support Services (FSS) holds several parenting classes throughout each school year in both English and Spanish on a variety of topics related to methods of ensuring their student's success (such as learning how to use computers and the internet and parenting skills).
- g. The school provides a computer lab for parents on campus, to be open during regular school hours.
- h. The school holds a yearly Literacy Night.
- i. All families are invited to attend annual Partnership for Academic Learning and Success (PALS) meetings with their child's teacher. These are individual meetings in which the child's educational history, goals, and areas of success and improvement are discussed and school policies, as well as ways to become involved in the school or give feedback about the school's programs.

#### IV. Accessibility

The O'Farrell Charter School, to the extent practicable, provides opportunities for the informed participation of all parents and family members (including parents and family members with limited English proficiency, parents and family members with disabilities, and parents and family members of migratory students), including providing information and school reports are provided in a format and language that parents understand (20 USC 6318 (f)) in the following ways:

- A. By providing all letters and reports sent home in both Spanish and English.
- B. By posting a parent survey online in both Spanish and English.
- C. By providing translation services at all school-level meetings and events.
- D. By reviewing the Parent and Family Engagement Policy annually along with the school's SSD plan and making changes to the plan according to stakeholder input.

#### V. Annual Meeting

Within 60 days of the first day of school, the school convenes an annual meeting to which all parents of children are invited and encouraged to attend. The School holds PTO meetings monthly to ensure maximum parental participation, providing the same information, to be offered at flexible times. The information provided at the meetings informs parents of the school's receipt of Title I,

Part A funds and the specific requirements of Title I, Part A. Additionally, parents are informed of their rights to be involved in Title I, Part A programs.

## VI. Notice

Within 60 days of the beginning of school, OCS sends a notice to all parents, via a school orientation packet, containing, but not limited to, the following information:

- Information about Title I, Part A programs.
- An explanation of the requirements of Title I, Part A programs.
- A description of the rights parents have for participation in Title I, Part A programs.
- A description (including timing of meetings, location, etc.) of how parents can participate in the planning, review and/or improvement of the parent involvement policy.
- A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress and the achievement levels of the challenging state academic standards.
- An invitation to attend the annual meeting and additional meetings, providing information about the purpose of the meetings and the dates and times.
- A copy of the most current Parent and Family Engagement Policy.

In addition to mailing this notice to parents of participating children, the school posts the information on its website.

## VII. School-Parent Compact

The O'Farrell Charter School distributes to parents and family members of all students a school-parent compact in the beginning of each academic school year. The compact, which has been jointly developed with parents through the involvement process outlined above, outlines how parents and family members, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. The separate school-parent compact addresses the following legally required items, as well as other items suggested by parents and family members of Title I students. (20 USC 6318 (d)).

- A. It describes the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging State academic standards.
- B. It describes the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom.

- C. It outlines processes for parental participation, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time.
- D. It address the importance of communication between teachers and parents on an ongoing basis through parent-teacher conferences (PALS conferences) annually, during which the compact is discussed as the compact relates to the individual child's achievement, through frequent reports to parents on their children's progress, through reasonable access to staff, through opportunities to volunteer and participate in their child's class and opportunities for the observation of classroom activities, and by ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in both English and Spanish.

#### VIII. Involvement of Parents of Limited English Proficient Students, Disabled Parents, and Parents of Migratory Children

The school will implement an effective means of outreach to parents and family members of limited English proficient students to inform them regarding how they can be involved in the education of their children, and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects, and meet challenging state academic achievement standards and state academic content standards expected of all students. To accomplish this goal, the school does the following:

- The school holds monthly meetings, and sends notice of these meetings, for the purpose of formulating and responding to recommendations from parents.
- The school provides language translators at parent meetings to the extent practicable.
- The school schedules meetings to enable families to share information about culture, background, children's talents and particular needs for the schools.
- The school provides full opportunities for participation of parents with disabilities and parents of migratory children. To accomplish this goal, the school invites such parents/families to provide feedback on ways the school can best meet their needs, to which the school will respond promptly and integrate such supports into its programs.

#### IX. Notices

In accordance with federal law, the school will provide the following notices to parents of children attending The O'Farrell Charter School, which is a Title I, Part A school:

- Annual report card.
- A notice regarding the parent's right to request information regarding the following:
  - Professional qualifications of the student's classroom teachers.
  - The level of achievement and academic growth of the student, if applicable and available, on each of the state academic assessments and timely notice that the student has been assigned, or has been taught for 4 or more consecutive weeks by, a

teacher who does not meet applicable state certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

- Information regarding any state or school policy regarding student participation in any assessments mandated by federal law and by the state and school, which shall include a policy, procedure or parental right to opt the child out of such assessment, where applicable.
- The notice regarding language instruction programs.
- Any other notices required by law.

#### X. Miscellaneous

The school shall ensure that all information related to school and parent programs, meetings and other activities is sent to parents in a format and, to the extent practicable, in a language the parents can understand. The school will provide other reasonable support for parental involvement activities as requested by parents.

## **The O’Farrell Charter Schools**

### **Home-School Compact**

Through this Home-School Compact (Compact), I agree to fulfill my roles and responsibilities in the learning process, and commit to achieve academic and citizenship standards. At The O’Farrell Charter School, this commitment includes striving for academic excellence and practicing the FALCON Way .

#### **STUDENT COMMITMENTS**

##### **Academic:**

1. I will attend school daily, on time, prepared, and ready to work and learn.
2. I will understand what I am expected to learn, complete all assignments to the best of my ability, and get help when I need it.

##### **Citizenship:**

3. I will follow school rules (including the school uniform policy), practice the FALCON Way and cooperate with adults and other students.
4. I will respect the rights of others to learn and help to create a positive learning environment for everyone. I will avoid actions that may lead to suspension/expulsion.
5. I will follow teacher instructions and not be disruptive in class.
6. I will not use profanity or make derogatory statements (“put-downs”).
7. I will respect the property of the school, the community, and others.

##### **Home:**

8. Every day, I will spend time reading (including reading for fun), studying, and completing homework.

## **TEACHER COMMITMENTS**

### **Teaching and Learning:**

1. I will set high expectations for student learning and use a variety of teaching strategies to motivate and encourage all of my students.
2. I will provide an enriching academic program based on standards.
3. I will give my students timely feedback on their work.
4. I will provide a safe and positive atmosphere for learning consistent with school's discipline policies.
5. I will seek additional resources, such as individual instruction, peer coaching/tutoring, etc., to meet my students' special academic needs.
6. I will advocate for my students' non-academic needs.

### **School:**

7. I will help to create a welcoming environment for students, families, and community members.
8. I will provide opportunities for families to volunteer, observe, and/or participate in classroom activities.
9. I will actively participate in school decision-making opportunities.

### **Home:**

10. I will communicate with the parents/guardians of my students through frequent reports on their child's progress, and will notify parents/guardians of any concerns or problems promptly.
11. I will schedule parent/guardian-teacher conferences, return parent/guardian calls, and be reasonably available to parents/guardians.
12. I will suggest ways that parents /guardians can support their child's learning at home, including the importance of reading daily with their child, and limiting television viewing.

## **PARENT/GUARDIAN COMMITMENTS**

### **School Support:**

1. I will ensure my child attends school daily, on time, prepared, and ready to participate and learn.
2. I will hold high expectations for my child and regularly monitor my child's progress.
3. I will know and support school/classroom rules, and the school's discipline policies.
4. I will advocate for my child by understanding students' and parents/guardians' rights and responsibilities.
5. I will participate in decisions related to the education of my child.
6. I will plan family vacations for times when school is not in session.

### **School Communication and Involvement:**

7. I will contact teachers/counselors about concerns or problems promptly.
8. I will attend at least one parent/guardian-teacher conference a year.
9. I will be available to teachers and will return their calls promptly.
10. I will participate and/or volunteer in classroom/school activities and encourage my child to do the same.

### **Home Learning:**

11. I will provide a regular time, place, and supervision for homework completion.
12. I will read to my child or ensure that my child reads daily just for pleasure.
13. I will limit my child's television viewing time and encourage positive uses of out-of-school time.

## **SUPERINTENDENT COMMITMENTS**

**Instructional Leadership:**

1. I will work to ensure a positive learning climate at the school and hold high expectations for student achievement
2. I will provide instructional leadership to inspire and encourage staff to learn and practice many effective teaching strategies.
3. I will ensure that a high quality curriculum that addresses student needs and enables students to meet or exceed state standards is in place at our school.
4. I will effectively utilize site and community resources to improve student achievement.

**School Environment:**

5. I will foster a safe and positive learning environment with a consistent application of the school's policies and practice of the FALCON Way.
6. I will create a welcoming environment for students, families, and community members.

**Communication:**

7. I will provide regular and direct communication regarding school and learning issues to students, families, and the community.

**Stakeholder Involvement:**

8. I will ensure all stakeholders can be involved/represented in the school decision-making process.
9. I will provide staff, parents/guardians, and the community with ways to participate in planning, reviewing, and implementing the Local Control Accountability Plan ("LCAP").
10. I will provide equitable opportunities for parents/guardians to receive training to support student learning and strengthen parent/guardian involvement.

**THE O'FARRELL CHARTER SCHOOL COMMITMENTS**

**Student Learning:**

1. We will focus our efforts and provide equitable resources to raise student achievement.
2. We will connect the school with integrated resources and services. If all stakeholders in the learning process have fulfilled their roles and responsibilities, and the child does not meet the applicable standards, we will work collaboratively with the school and parent/guardian to identify, implement, and fund interventions beyond those already provided (personnel, referrals, and other services, etc.).

**Home:**

3. We will promote parent/guardian involvement and training, and foster a climate of two-way communication between the school and the home.

**Support for the Compact:**

4. We will consistently investigate, develop, and implement schoolwide policies relating to issues such as attendance, discipline, and tardiness.
5. We will support the commitments that the home and school make to each other as reflected in the Compact.

**I voluntarily agree to participate in periodic home visits by my child's teacher. I have discussed this Compact with my child. I further understand that The O'Farrell Charter School is a California charter school.**

**“A School You Can Believe In”**

**WASC Accredited and GATE Certified Staff**

6130 Skyline Drive • San Diego, California 92114 • (619) 263-3009 • Fax (619) 263-4339

Board of Directors: Christian Scott, Tim Katzman, Delano Jones, Linda Logan, Agnès Barrelet, Shar Dela Cruz, Cristina Mendoza