



The mission of Einstein Charter Schools is to nurture students to be academically STRONG, as well as socially and emotionally resilient.

ECS School Parental Involvement Policy

Sarah T. Reed High

2021-2022

ECS will jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. The ECS Parent and Family Engagement policy will be made available to the local community and updated periodically to meet the changing needs of parents and the school.

(c) POLICY INVOLVEMENT

ECS will;

(1) convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved;

(2) offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement;

(3) involve parents, 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 parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children;

(4) provide parents of participating children

(A) timely information about programs under this part;

(B) 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; and



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(C) if requested by parents, 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; and

(5) if the schoolwide program plan under section 1114(b) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.

PARENT MEETINGS

At the school level, quarterly meetings are conducted with the Family Engagement Team (Family Members, Community Representatives, and Staff Members). Our Family Engagement will then redeliver strategies to teachers and parents for improving parent involvement at the school, as well as, to assist parents with supporting students at home with reading and math skills. Suggestions and tips for assisting with homework, school projects and test-taking strategies are also provided to parents.

(d) SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

As a component of the school-level parent and family engagement policy developed under subsection (b), each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. Such compact shall—

(1) describe 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, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and

(2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum—



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- (A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child’s achievement;
- (B) frequent reports to parents on their children’s progress;
- (C) reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities; and
- (D) ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

ECS School-Parent Compact

ECS provides a well Prepared, Respectful, Insightful, Disciplined, and Empowering learning environment for ALL students. We use the non-negotiables listed below to define and measure the work that we do for and with students and families.

- **Effective Communicators** - We communicate respectfully & effectively to meet outcomes and achieve goals.
- **Strategic & Organized** - We utilize organization and strategy to meet outcomes and achieve goals efficiently.
- **Urgent & Timely** - We show up on time and work urgently to meet deadlines necessary to meet our outcomes and achieve our goals.
- **Accountable & Adaptive** - We are accountable for all of our actions, and we adapt when it’s required to meet our outcomes and achieve our goals.
- **Student Centered** - We act in the best interest of students as if each student was our own and because of that, we will meet our outcomes and achieve our goals.

ECS is committed to providing high quality instruction using tier 1 curriculum to improve students’ academic performance. In collaboration to ensure the success of the students, parent/guardians, students and teachers/paras will adhere to the following responsibilities:

PARENT/GUARDIAN RESPONSIBILITIES

- **Ensure their child attends school every day and arrives on time.**
- **Provide quiet student time and assist with homework regularly.**
- **Keep themselves knowledgeable about their child’s behavior and what their child is learning.**
- **Read with or listen to their child read aloud regularly.**
- **Ensure their child understands and follows the school and classroom rules.**
- **Communicate frequently with their child’s teacher.**



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- Ensure their child adheres to the school dress code.
- Volunteer and/or participate in school activities.
- Become an active member of the Einstein Learning Community.
- Ensure their child attends after school state assessment remediation classes if their child is recommended or required to attend such classes.

- Submit required documentation for absences the day after occurrence.
- Inform school nurse of any illness or medication with regard to your child.
- If your child has an IEP or 504 Accommodation Plan from another school, you are to provide a copy to the front office. Services will be implemented once the official up to date IEP/IAP/504 documents are received
- Parents are to project a positive appearance. Absolutely no exposure of body parts and no pajamas.
- Parents are not to block walkers' gate. Additionally, children are not to enter into the street during the drop off or pick-up periods.
- Recognize that school personnel must enforce the Student Code of Conduct by mandatory reporting.

STUDENT RESPONSIBILITY

- Attend school daily and arrive on time.
- Complete all class and homework in a timely manner and to his/her full potential.
- Perform academically to the best of his/her ability every day.
- Discuss with his/her parent/guardian what transpires during the school day.
- Demonstrate respect to faculty, staff, classmates, and school property at all times.
- Follow the school and classroom rules every day.
- Adhere to the dress code.
- Complete all class work due to absences, and turn assignments in on time.
- Students will be committed to ensuring that the Einstein Learning Community is productive and positive.

TEACHER & PARA RESPONSIBILITIES:

- Provide quality teaching and leadership to students and families.
- Communicate frequently with the parents/guardians about the student's academic and behavioral progress.
- Provide parents/guardians with the necessary assistance to help their child with their homework.
- Recognize that all students are individuals with different learning styles.
- Conduct at least two parent-teacher conferences a year



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(e) BUILDING CAPACITY FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under this part—

(1) shall provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;

(2) shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement;

(3) shall educate teachers, specialized instructional support personnel, principals, and 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;

(4) shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;

(5) shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand;

(6) may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;

(7) may provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training;



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(8) may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;

(9) may train parents to enhance the involvement of other parents;

(10) may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;

(11) may adopt and implement model approaches to improving parental involvement;

Effective Family Involvement

Effective family involvement can be described as “an intentional and systemic partnership of educators, families, and community members ...[who] share responsibility for a student’s preparation for school, work and life, from the time the child is born to young adulthood. To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and ECS will purposefully integrate family and community engagement with goals for students' learning and improvement.

ECS will partner with families to support student learning to build trusting relationships and the connections of family engagement activities.

1. We will build trusting relationships by;
 - Educators being culturally responsive and reach out to families to build partnerships
 - All families feeling welcome and respected at their child’s school
 - Educators and family leaders jointly planning and leading family engagement activities.

2. We will build connections to student learning by;
 - Ensuring that family engagement activities are aligned with network & school goals for student outcomes
 - Families and educators engaging in two-way communication about what students are learning at school



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- Scheduling family engagement activities to help families to provide support at home for learning
- Each school will keep families abreast of the most current information using;
 - Newsletters
 - Dojo
 - Email
 - Letters Home
 - Calls Home
- 3. Each school will provide families with times and dates for opportunities for family engagement.
 - School Improvement Meeting
 - Open House
 - Quarterly Report Card Conferences
 - Coffee Talk with Principal
 - Student & Family PBIS Activities
 - Standardized Assessment testing strategies informational sessions
 - HS informational sessions
- 4. Each school will provide translation services as needed.

Framework for Building the ECS Network & School Family Engagement Team

- Establish a team of Family Members, Community Representatives, and Staff Members. The team will include educators and staff who have roles in different programs, such as Special Education, English Learner Services, Student Services, and Health and Wellness, the team can better align family engagement activities across existing district initiatives. Team members from families will represent the diversity of our student population.
- Provide families with training on how to effectively & appropriately engage.
- The team will agree on a vision statement that expresses the agreed upon ideals.
- The team will review the Network and School Family Engagement Policy to establish expectations and objectives for meaningful parent and family involvement.
- The team will analyze the strengths and challenges of families in our network to determine areas of need and next steps for support.
- The team will use a process of continuous improvement to determine the effectiveness of parent engagement activities by;
 - analyzing data
 - developing a plan
 - implementing the plan
 - reflecting
 - determining progress & next steps



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ADOPTION:

This ECS Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children. This policy was adopted by ECS on October 1, 2021 and will be in effect for the period of 2021-2022. The school will distribute this policy to all parents of participating children on or before November 1, 2021.

A handwritten signature in black ink, appearing to read "Liz Dan".

CEO Signature

A handwritten signature in black ink, appearing to read "D. Lacie Monk".

Principal Signature