

Partnership Standards for Schools and Families

- 1 Fostering Communication**
School and families engage in an open exchange of information regarding student progress, school wide goals and support activities.
- 2 Encouraging Parent Involvement**
Parents have diverse and meaningful roles in the school community and their children's achievement.
- 3 Creating Welcoming Schools**
Creating a welcoming, positive school climate with the commitment of the entire school community.
- 4 Partnering for Student Success**
School engages families in setting high expectations for students and actively partners with parents to prepare students for their next level.
- 5 Collaborating Effectively**
School community works together to make decisions about the academic and personal growth of students through school wide goals. School fosters collaborations with community-based organizations to create a vibrant, fulfilling environment for students and families.



1

Fostering Communication

School and families engage in an open exchange of information regarding student progress, school wide goals and support activities.



a. School develops an open, two-way dialogue with parents

SCHOOL	FAMILY
<ul style="list-style-type: none"> • School has a consistent and clearly stated method for distribution of notices and important information for parents • Critical communications are translated or explained to parents • School community consistently produces a newsletter or website • School has an established and proven system to ensure they have current parent contact information including parent’s preferred language 	<ul style="list-style-type: none"> • Parents read all school home communications and understand importance of all notices, newsletters and web posts • Parents understand the importance of getting forms to school and respond to requests from school • Parents are responsive to requests for updated contact information

e.g. School hosts weekly or bi-monthly meetings for the parents to sit with school administration and staff and ask questions or have conversations about the school and student achievement.

b. School communicates high expectations for student achievement and offers supports to parents

SCHOOL	FAMILY
<ul style="list-style-type: none"> • School staff has protocols for contact with parents to ensure parent inquiries and issues are addressed • School works with parents to ensure that all students (including English Language Learners) have equal access to Academic Intervention Services (AIS), reading remediation programs, counseling, and other types of support that accelerate all students’ learning • DOE Family Guides are distributed and discussed with parents • School consistently distributes important information about academic achievement to families in a timely manner 	<ul style="list-style-type: none"> • Parents understand how to move inquiries and issues up from classroom level to school administration and beyond • Parents show interest in discussing and understanding curriculum, academic standards and student progress • Parents discuss their children’s development and academic achievements with school staff and work together to recognize their children’s unique learning styles as well as to provide supports in English and in the native language. Parents check child’s backpack or folder to be sure they receive all notices from school

e.g. School offers age appropriate activities to get students and families college and career ready such as career days, family fun learning nights, and for older students college visits and workshops for families on college application processes.

2

Encouraging Parent Involvement

Parents have diverse and meaningful roles in the school community and in their children’s achievement.



a. School provides opportunities for parents to be involved in creating a strong school community and a strong learning environment for all children

SCHOOL	FAMILY
<ul style="list-style-type: none"> • School has well developed policies for volunteers in the building • School Leadership Team uses the Comprehensive Education Plan to assess parent roles through alignment with school needs • School recognizes volunteer efforts in regular and meaningful ways 	<ul style="list-style-type: none"> • Parents work with administration and parent leadership to find ways to be involved in the school and follow procedures for volunteering • Process for consensus building on School Leadership Team is well developed and utilized for maximum participation by all members

e.g. School has a volunteer directory with names of parents who have time to give to the school. The directory lists the time parents have and what they would like to do so that teachers and staff can access volunteers.

b. Parent leadership roles in the school are active, effective and inclusive

SCHOOL	FAMILY
<ul style="list-style-type: none"> • School PA/PTA is functional, active and open • School Leadership Team has balanced level of participation decision making • There is a Title 1 annual meeting (if applicable) 	<ul style="list-style-type: none"> • Parents attend PA/PTA meetings and attend or volunteer at events • Parents volunteer for leadership roles in the school

e.g. PTA /PA has a president, treasurer and secretary, holds monthly meetings, yearly elections and meets with the school administration quarterly. SLT has equal numbers of parents and school staff, meets every month and engages in shared decision making.

c. School encourages each parent’s involvement with their child’s education and provides supports for all parents

SCHOOL	FAMILY
<ul style="list-style-type: none"> • Parents are often invited into classrooms for academic celebrations and showcases including Open School Week • School has well articulated and clear expectations for parent’s roles in their student’s academic achievement and has supports in place to help families understand student performance 	<ul style="list-style-type: none"> • Parents understand their role in their children’s education and are active participants with their children in learning • Parents attend in-classroom events and show interest in supporting the learning environment • Parents communicate with the school about their student and their growth so that the school can look at the whole child

e.g. School hosts curriculum events for parents to visit classrooms, meet with staff and learn about what the children are studying.

3

Creating Welcoming Schools

Creating a welcoming, positive school climate with the commitment of the entire school community.



a. School is welcoming, inclusive and respectful

SCHOOL	FAMILY
<ul style="list-style-type: none"> • Front entrance and door of school is clearly identifiable • Safety Officers are respectful, welcoming and follow NYPD, DOE and school policy • Parent room or space for parents is available with storage, computer and other available resources 	<ul style="list-style-type: none"> • All parents sign in at security desk at all times following school, NYPD and DOE procedures • Parents respect school staff and follow procedures for making appointments with administration or other staff

e.g. School has a list of staff roles and contact information for parents and have a bulletin board near the front entrance or office with all staff members' photos roles and contact information for all members of the school community.

b. School develops and engenders trust, enthusiasm and common identity within the school community

SCHOOL	FAMILY
<ul style="list-style-type: none"> • School community has produced and implemented a shared mission/vision statement • School has a schedule for award ceremonies and school-wide events including celebrating academic success and social emotional growth 	<ul style="list-style-type: none"> • Parents participate in school mission/vision development and implementation • Parents foster a sense of school pride in their students • Parents attend ceremonies and events

e.g. School has tee shirts (and other items) with school name and logo for sale to all members of the community and host "spirit" days where everyone wears common item, color, etc.

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3

Creating Welcoming Schools continued...

c. School staff proactively involves and values all cultural and racial groups, and staff view difference as strengths upon which to build

SCHOOL	FAMILY
<ul style="list-style-type: none"> • School staff welcomes all members of the school community and treats all with respect • School displays DOE’s Multilingual Welcome Poster • School holds multicultural events to celebrate the diverse cultures that may co-exist in the building • School explains to parents the Citywide Standards of Intervention and Discipline Measures and implements them with parents 	<ul style="list-style-type: none"> • Parents respect other parents, even if the cultures within the building are diverse • Parents engender respect for all members of the community in the students • Parents understand and support Citywide Standards of Intervention and Discipline Measures in their school

e.g. School staff learns a few phrases in the languages spoken at the school so that all members of the community feel welcome. School recruits language volunteers (parents and older students) for help with translations and interpretations.

d. School hosts a variety of events and activities for community members around academic engagement and social-emotional growth of students and adults

SCHOOL	FAMILY
<ul style="list-style-type: none"> • School is responsive to needs of the school community through diverse offerings to families • School has opportunities for parents to support learning in classrooms on a regular and informal basis • School allows and encourages informal gathering of parents to foster relationships between parents and grow a strongly connected community 	<ul style="list-style-type: none"> • Parents regularly attend events hosted by school community • Parents come to school for in-class events, readings and celebrations as well as workshops and classes • Parents build relationships with other parents around collaborations with school community and to foster a sense of support for the school

e.g. School hosts community-wide events such as festivals, cultural activities, carnivals, academic fairs and showcases and career days.

4

Partnering for Student Success

School engages families in setting high expectations for students and actively partners with parents to prepare students for their next level.



a. Homework is meaningful, policy and expectations are clearly explained to parents and supports are offered

SCHOOL	FAMILY
<ul style="list-style-type: none"> • School homework policy is well developed and clearly explained to all students and families • School offers homework help for students and resources for parents • School hosts family fun learning events for all grades 	<ul style="list-style-type: none"> • Parents understand that homework is not optional • Parents attend workshops, curriculum nights and use supports offered by school • Parents attend learning events at the school

e.g. School offers homework help workshops for parents with guidelines that help parents help children even if parents do not know or understand the content of the work being done by the student.

b. Parent Teacher Conferences are well planned

SCHOOL	FAMILY
<ul style="list-style-type: none"> • School notifies parents of dates for Parent-Teacher Conferences in advance • School gives parents and teachers clear instructions and expectations for Parent Teacher Conferences • School utilizes free over-the-phone interpretation services offered through the Translation and Interpretation Unit 	<ul style="list-style-type: none"> • Parents know Parent Teacher Conferences dates and make every attempt to attend or schedule another time to meet with the teachers • Parents have clear and realistic expectations for the Parent Teacher Conferences • Parents are punctual for the meetings

e.g. Schools utilize and distribute the 10 Questions for Better Parent Teacher Conferences and send notices about the conferences home early to allow parents to plan for the conferences.

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4

Partnering for Student Success continued...

c. School faculty engage in reciprocal and ongoing discussions with parents about student achievement

SCHOOL	FAMILY
<ul style="list-style-type: none"> • School holds grade specific curriculum meetings or workshops for parents to connect to the learning of the students • School provides progress, anecdotal or other interim reports to parents between report cards and distributes information about student achievement well in advance of Parent Teacher Conferences • School uses on-line tools, including but not limited to ARIS, to keep parents updated on student progress and achievement and make sure all parents have access to these tools 	<ul style="list-style-type: none"> • Parents attend meetings and workshops about student achievement and curriculum • Parents know when reports are expected and know how to read all reports • Parents are responsible for discussing academic reports with students

e.g. Schools provide interim progress reports to parents and have time scheduled for parents to speak with staff about the reports.

d. School community has clearly defined roles and responsibilities of parents, students and school staff in achieving good attendance for all students

SCHOOL	FAMILY
<ul style="list-style-type: none"> • School helps students and families understand what good attendance means, has conveyed clear expectations about good attendance and offers supports so that students are in school every day to be able to engage in learning leading to achievement • School and DOE calendar is distributed regularly 	<ul style="list-style-type: none"> • Parents get their students to school on time every day • Parents support their child’s overall health in order to reduce the number of absences due to illness, and ensure students are on time every day

e.g. School has awards for perfect attendance and explains importance of being in school and on time to parents in meetings and through notices and reminders.

5

Collaborating Effectively

School community works together to make decisions about the academic and personal growth of students through school wide goals. School fosters collaborations with community-based organizations to create a vibrant, fulfilling environment for students and families.



a. School policy is developed through open and inclusive discussions with all members of school community

SCHOOL	FAMILY
<ul style="list-style-type: none"> • School ensures that all meetings are open and the dates are well publicized • School discusses school policy development at meetings with parents and staff and input is encouraged and evaluated fairly • New families are given guidelines and/or have policies explained upon arrival to school 	<ul style="list-style-type: none"> • Parents are involved with the development of school policy by attending meetings and filling out surveys • Parents read, understand policy and follow policy

e.g. School has a handbook or guide for policy that is easy to understand and is given out (in hard copy and on-line) to all members of the school community.

b. School and parent needs are identified through quantitative and qualitative means

SCHOOL	FAMILY
<ul style="list-style-type: none"> • School community uses the Learning Environment Survey to regularly evaluate strengths and weaknesses in school • School allows for ongoing input from all members of the community through school-based surveys, open sessions at meetings or suggestions boxes • School brings budgets to parent meetings 	<ul style="list-style-type: none"> • Parents participate in surveys, committees and meetings • PA/PTA and parents are responsive to school needs via fundraising efforts and works with the administration to determine how to spend support money in the school

e.g. School creates a survey at the start of the year for all members of the school community to assess needs and collect resources from the community.

c. School partners with community groups and organizations to provide services and resources to students and families

SCHOOL	FAMILY
<ul style="list-style-type: none"> • School has strong links between the school and the community, including community based organizations, and is open to the community • School and community based organization are well integrated, share priorities and have identified needs in the school community around academic and social emotional growth during the day or after school 	<ul style="list-style-type: none"> • Parents help develop links in the school with local community based organizations and the greater community • Parents utilize offerings made by community based organizations in building and support community based organization efforts • Parents work with students and school to give back to the community

e.g. School brings in local community based organizations, works with them to create a Memorandum of Understanding and invites the CBO to sit on the SLT to link the work to the school community and student's needs