

Parent Coordinator Resource Guide & Toolkit

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THANK YOU

Dear Parent Coordinators,

Parents and families are essential partners in helping students achieve college and career readiness. Just like an excellent teacher, an engaged parent or other family member can make all the difference in a child's future success.

Helping families understand what is happening in their children's classrooms and in schools is an important responsibility – and it is a responsibility we at the Department of Education take very seriously.

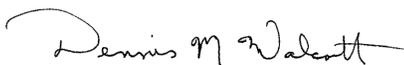
As a parent coordinator you have a key role in ensuring that parents know they are valued stakeholders of the school community. To foster your work in increasing parent involvement in your school, we are pleased to introduce the *Parent Coordinator Resource Guide and Toolkit*. This Toolkit is a collection of resources designed to support your efforts in engaging parents.

Materials include suggestions for how to build a welcoming school community, ideas for developing parent workshops, plus a summary of recent changes to Chancellor's Regulations on parent leadership.

In addition, we are pleased to include two modules from a series created for you by Dr. Karen Mapp, an expert in building school, family and community partnerships. These modules provide you with information and skill-building activities to encourage parents to become active partners in the educational lives of their children.

Thank you for the work you do everyday in our schools.

Sincerely,



Chancellor Dennis M. Walcott



The JOINING PROCESS

THE JOINING PROCESS: Developing Positive Relationships between Families and Schools

What you'll learn...

As you complete this tool, you will learn about a framework for developing positive relationships between families and schools. This framework for thinking consists of three elements—Welcome, Honor, and Connect.

What you'll need...

A copy of the Moving to Action worksheet.

What you'll do...

1. Read the information about the Welcome, Honor, and Connect framework.
2. Complete the Moving to Action planning worksheet to transform an existing activity.
3. Implement your revised activity.



Three things that help build great relationships with parents

Dr. Karen Mapp is a faculty member in the Harvard Graduate School of Education. She is an expert in school, family and community partnerships and co-authored a synthesis of the research that has been done on the effects of parent involvement on student achievement. This synthesis, *A New Wave of Evidence*, was published in 2002 and offers the following conclusions. When parents and school staff work together to support learning, students:

- (1) Earn higher grades and test scores;
- (2) Enroll in higher level programs;
- (3) Are promoted more and earn more credits;
- (4) Adapt better to school and attend more regularly;
- (5) Have better social skills and behavior; and
- (6) Graduate and go on to higher education.

We are also learning that family and community engagement has a positive impact on school improvement and reform.

In 2006, Dr. Mapp co-authored a second book, *Beyond the Bake Sale*, that was designed for teachers and parents on the front lines in public schools, and administrators and policy makers at all levels. *Beyond the Bake Sale* helps readers answer questions like: What is a family-school partnership supposed to look like? How can schools and families build trust instead of blaming each other? How can involving parents help raise students' test scores? How can teachers relate to families who don't share their culture and values?

One important section of *Beyond the Bake Sale* discusses the "Joining Process." The Joining Process is Dr. Mapp's framework for developing positive relationships between schools and families. This framework consists of three elements — **Welcoming**, **Honoring**, and **Connecting**. The following is a description of each element.

Welcoming Families

To build successful relationships with families, start by welcoming them into the school family. If you want to become more welcoming to parents and families, you must first examine the different aspects of your current practice. By asking questions about the school's physical environment, its policies and practices, staff behaviors, and written materials, you can begin to assess the "current reality" of your school as a welcoming or as an unwelcoming place.

In a welcoming school, families feel at home, are comfortable, and feel a part of the school community. To feel "at home" suggests a familiarity, a functional yet relaxed environment, and the sense that a person "belongs." Begin

by asking how you can help parents to become familiar with the school and the staff who work in it. You must find ways to create places within the school where parents can feel comfortable and that they “belong.”

To be a part of a school community means that there is a common interest, common goals, common values, and expectations of each community member. People feel they belong to a community when they can positively contribute to the good of the organization in different ways. Finding ways for parents to positively contribute is the start of welcoming them into the school community.

Honoring Families

As you continue to develop positive relationships with all families, it’s important to consider how you honor families. In schools that honor families, the entire staff shares the belief that all families want their students to be successful in school, and recognize that family members are as concerned about student achievement as educators are. Schools that truly engage parents seek ways to ensure that they actively participate in their students’ education in ways that match their own backgrounds, interests and skills.

When you take the time to understand each family’s interests and priorities, it sends a powerful message to parents that educators honor what parents have to offer in support of their children’s achievement. Basing their involvement on each parent’s personal strengths and interests also helps to ensure a sense of efficacy on the part of the parents — a sense that they truly have something to contribute. This sense of self-worth on the part of parents can lead to continued parent involvement over time.

You can establish a school culture that honors parents by making a conscious and consistent effort to seek information from them. Information that increases your awareness of and sensitivity to each family’s individual culture and perspective on the role of the school will aid in the development of positive relationships. This can be accomplished through class and building-wide surveys, questionnaires, and suggestion boxes.

The most effective and meaningful way for you to get first-hand information from parents is by meeting with parents on a one-to-one basis. Scheduling face-to-face meetings is an excellent way for you to better understand families’ priorities, expectations and goals. This strategy also demonstrates to parents that you truly honor parents as trusted and respected partners in the pursuit of improved achievement for every child. Another way that you can honor parents is by offering them workshops in leadership, school improvement, or other topics suggested by parents. Helping to improve the skills of parents not only honors their contributions and increases their sense that they can contribute, but can ultimately develop an invaluable resource that will benefit the entire school.

Connecting Families to Learning

The final step in building positive relationships with parents is to connect families to the learning process. One way to accomplish this is to consciously link all parent involvement activities to learning. While parents have the right and responsibility to be involved in their children's education, the school has to open the door and invite parents to take an active role in learning.

This focus of "Welcoming, Honoring, and Connecting" was designed to assist educators in opening the doors of the classroom, office, and school to partner with parents in the education of their children. You must share with parents the research that makes it crystal clear that students do better in school when parents are actively engaged in their children's education. We want parents to see themselves in a partnering role with the school and we want them to see the results of their efforts. Parents will more likely choose to be involved if they:

- (1) Have the interest and perceive they have the time, skill and ability to help;*
- (2) Are given opportunities to learn how to help; and*
- (3) If they understand that they can make a difference in their child's success.*

Your charge and challenge are clear if you want our students to be the best they can be and do the best they can do. You need to embrace parents as partners by not only welcoming and honoring them but also by building a sense of "can do" within the parent community. You need to supply them with the skills and tools they need

to be a vital link to learning between the school and their children.

Putting it Together

Now it's time to translate the Welcome, Honor, Connect framework into action. Complete the Moving to Action worksheet so that you can transform your activities using the Welcome, Honor, and Connect framework.



Moving to Action: The Joining Process

Select an activity (parent meeting, workshop, training, outreach effort) that you did last year or have planned for this year.

ACTIVITY NAME: _____

DATE SCHEDULED: _____

Describe the original activity.

*How will you improve the activity to be more **Welcoming**?*

*How will you improve the activity to **Honor** what parents have to offer?*

*How will you improve the activity to **Connect** participants to the student learning process?*

LINKING FAMILY and COMMUNITY ENGAGEMENT to LEARNING

LINKING FAMILY AND COMMUNITY ENGAGEMENT TO LEARNING

What you'll learn...

The purpose of this introductory activity is to familiarize you with the research on the value of family and community engagement. This information will be helpful for you when describing the reason for family and community engagement programming and initiatives to school leaders, school staff, parents, and community members.

What you'll need...

1. Linking Family and Community Engagement to Learning PowerPoint
Please visit www.schools.nyc.gov/Employees/parentcoordinators/default.htm for more information.
2. Moving to Action worksheet.

What you'll do...

1. Read the brief introduction on the following page.
2. Complete the Moving to Action Worksheet.
3. Share what you learned with someone else.



How does family and community engagement help students learn?

The evidence is clear: there is a positive and convincing relationship between family engagement and benefits for children, including improved academic achievement. This relationship holds across all families regardless of their socioeconomic status, race, ethnicity, or levels of educational attainment. Family engagement is also shown to be important from “cradle to career.” In other words, for children at all ages.

When parents and school staff work together to support learning, students:

- (1) *Earn higher grades and test scores;*
- (2) *Enroll in higher-level programs;*
- (3) *Are promoted more and earn more credits;*
- (4) *Adapt better to school and attend more regularly;*
- (5) *Have better social skills and behavior; and*
- (6) *Graduate and go on to higher education.*

We are also learning that family and community engagement have a positive impact on school improvement and reform. There is now solid research demonstrating the benefits of community involvement for schools, families and students, including improved achievement and behavior. The impact of good school-community partnerships includes:

- (1) *Upgraded school facilities;*
- (2) *Improved school leadership and staffing;*
- (3) *Higher-quality learning programs for students;*
- (4) *New resources and programs to improve teaching and curriculum;*
- (5) *Resources for after-school programs and family supports; and*
- (6) *Increased community awareness.*

Why is it difficult to cultivate and sustain effective family-school partnerships that support student achievement and school improvement? It is because the various stakeholders (parents, school leaders, and school staff) have not had the opportunity to develop the knowledge and skills needed to engage in effective partnerships.

Effective parent and community engagement requires a paradigm shift from seeing parents as a part of the problem to seeing them as partners.



Moving to Action: Linking Family & Community Engagement to Learning

1. *What are the 2 most important messages you took away from the introduction and PowerPoint slides?*

Message 1

Message 2

2. *With whom could you **share** this information at school?*
3. ***When and how** will you share what you learned?*
4. *What **other questions** do you have about what you have learned?*
5. *How will you **find answers** to your questions?*

BUILDING A WELCOMING SCHOOL COMMUNITY

This list includes suggested activities parent coordinators can use to welcome families.

Create a Welcoming Environment

- *Meet with your principal to determine parent engagement goals for the school year.*
- *Post welcoming signs throughout the school in every language spoken by parents and students.*
- *Update parent volunteers' contact information.*
- *Host a welcoming event for families new to your school.*
- *Send home important information about your school and its policies. Include contact information, school rules and invitations to any upcoming events for parents including parent-teacher conferences.*
- *Include a special column in parent newsletters emphasizing the importance of parent involvement on student success.*
- *Greet parents and students as they arrive each morning and at dismissal.*
- *Host a parent coffee hour.*

Support the Work of Parent Leaders

- *Support the principal in re-establishing a PA/PTA, if necessary.*
- *Meet with the PA/PTA executive board to discuss shared goals for the year.*
- *Meet with parent leaders to brainstorm parent involvement ideas and activities.*
- *Support the Annual Title I Parent Meeting, if applicable.*
- *Work with the PA/PTA to send out a parent survey to get suggestions for activities and workshop topics.*
- *Obtain SLT and PA/PTA meeting schedules and help distribute to parents.*

Proactively Address Parent Interests and Concerns

- *Ensure parents know and understand your school's educational goals and plans for the school year.*
- *Work with other school staff to develop a newsletter or bulletin for parents.*
- *Plan special outreach to non-English speaking parents, and use their feedback to plan specific workshops and activities.*
- *Encourage parents to attend a district/citywide Education Council meeting.*
- *Support the principal in developing a schedule of quarterly meetings with the PA/PTA executive board.*
- *Work with the principal to schedule the required orientation for parents of newly enrolled English Language Learners.*
- *Ensure parents understand options for middle school (ES).*
- *Ensure parents have access to the High School Directory – (MS/HS).*
- *Announce dates for the Specialized High School Admissions Test (SHSAT) – (MS/HS).*
- *Promote high school fairs – (MS/HS).*

OVERVIEW of DATA SOURCES for PARENT COORDINATORS

What is it?

Progress Report

The Progress Report letter grade (A through F) provides an overall assessment of the school's contribution to student learning in three areas:

- Student progress
- Student performance
- School environment

Schools receive additional recognition for exemplary student outcomes by students most in need of attention and improvement (Closing the Achievement Gap).

Schools are compared primarily to schools with student populations most like their own (their peer group) as well as to all schools citywide.

Where can I find it?

Your school's Progress Report can be accessed from your school's website under the Statistics section.

Progress Reports can also be accessed by visiting www.schools.nyc.gov/Accountability/tools/report/default.htm

What should I focus on?

Progress Report

The Progress Report enables you to view:

- Overall grade as well as sub-grades for each of the three sections
- Attendance
- Proficiency in English and math (elementary/middle)
- Progress (learning growth) in English and math (elementary/middle)
- Graduation rate and credit accumulation (high schools)
- Regents performance by subject (high schools)

School Survey

Every year, all parents, teachers, and students in grades 6-12 take the NYC School Survey. School leaders and the school community can use survey results to better understand their own school's strengths and target areas for improvement.

Survey results provide insight into a school's learning environment. Survey questions assess the community's opinions in multiple areas:

- Academic expectations
- Communication
- Engagement
- Safety and respect

Your school's NYC School Survey report (previously referred to as Learning Environment Survey) can be accessed from your school's website under the Statistics section.

School Survey Reports can also be accessed by visiting: www.schools.nyc.gov/accountability/tools/survey/default.htm

In the School Survey Report, you may want to focus on:

- Teacher responses to parent-teacher conference attendance (Not Scored section)
- Student responses to questions regarding safety and respect
- Parent responses to improvements desired to school (Not Scored section)

WORKSHOP PLANNING CHECKLIST

Planning the Workshop

- *Determine the workshop topic based on data and parent survey results.*
 - *Consult with the principal to confirm workshop planning, scheduling and logistics.*
 - *Determine the appropriate audience for the workshop (for example: parents of ELL students, new students, students about to graduate, students in a specific grade).*
 - *Confirm the availability of presenters (if required).*
 - *Set the workshop date and ensure that it does not conflict with other events.*
 - *Reserve interpretation and translation services (if required).*
 - *Establish a budget for materials, food, space, presenters (if required).*
 - *Estimate the number of attendees.*
 - *Conduct a walkthrough to ensure the space is appropriate.*
 - *Reserve space (if required).*
 - *Request building and security permits (if required).*
 - *Send invitations to attendees (using email, back-pack, mail, telephone).*
 - *Prepare materials and equipment (agenda, computers, projectors, microphones, materials translation, sign-in sheets, evaluation forms).*
-

A Few Days Before the Workshop

- *Re-confirm workshop presenters.*
 - *Confirm interpretation services (if required).*
 - *Send a reminder to attendees.*
 - *Conduct a final walkthrough of the workshop space.*
 - *Check the equipment.*
 - *Ensure all handouts are prepared and ready (including translations, if required).*
 - *Prepare and ready all handouts (including translations, if required).*
-

On the Day of the Workshop

- *Arrange workshop space.*
 - *Set up equipment.*
 - *Set up chairs and tables, ensuring that presenters can be seen and heard.*
 - *Arrange training materials, handouts and refreshments.*
 - *Set up sign-in sheet and pens.*
-

After the Workshop

- *Clean up space.*
- *Return all borrowed items and equipment.*
- *Consider sending any leftover training materials and handouts to parents who were unable to attend the workshop.*
- *Send thank you note to presenters, volunteers and participants.*
- *Use evaluation forms and other feedback to plan future workshops and activities.*

SUGGESTED QUESTIONS for FAMILIES to ASK DURING PARENT-TEACHER CONFERENCES

Parent-Teacher Conferences provide a great opportunity for you to talk with your child's teacher about what your child is learning at school and how you can support this learning at home.

Here are some questions you may want to ask:

- 1. What is my child expected to learn, know and do at this grade level?
How will it be assessed?*
- 2. What are the big projects my child will be doing in your class this year?
Throughout the year, how will I know if my child is meeting grade level expectations?*
- 3. What does my child do well and what does he or she struggle with? Can you give me examples?*
- 4. If my child needs extra support or wants to learn more about a subject, are there resources to help his or her learning outside the classroom?
Can you give me examples?*
- 5. How will you be introducing the Common Core standards to students this year?*
- 6. Does my child turn in homework on time?*
- 7. Is my child happy at school?
How does my child get along with classmates and adults?*
- 8. Does my child participate in class discussions and activities?
What would make my child more effective in doing his/her work?*
- 9. What can I do at home to reinforce what my child is learning at school?*
- 10. Are there ways that I can help you in the classroom or the school?*

For more tips on preparing for Parent-Teacher Conferences, please go to the Parent Coordinators' webpage at www.schools.nyc.gov/Employees/ParentCoordinators.

PARTNERSHIP STANDARDS

The Partnership Standards are guidelines that give schools and families clear direction and offer concrete ideas for working together effectively to help students prepare for college and careers. The Partnership Standards outline responsibilities for both schools and families.

For more information, visit <http://schools.nyc.gov/parentsfamilies>.

FOSTERING COMMUNICATION

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

ENCOURAGING PARENT INVOLVEMENT

- 2 Parents have diverse and meaningful roles in the school community and their children's achievement.

CREATING WELCOMING SCHOOLS

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

PARTNERING FOR STUDENT SUCCESS

- 4 School engages families in setting high expectations for students and actively partners with parents to prepare students for college and careers.

COLLABORATING EFFECTIVELY

- 5 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.

SUGGESTED ACTIVITIES FOR PARENT COORDINATORS

The table below includes suggested activities parent coordinators can use to fulfill their responsibilities. Each suggested activity is aligned to one of the five **Partnership Standards** — guidelines that provide schools and families with ideas for working together.

Parent Coordinator Responsibility	Suggested Activities	Partnership Standard
Create a welcoming school environment for parents	■ Send a letter to parents introducing yourself and explaining your role as Parent Coordinator. Include contact information and hours you can be reached.	1
	■ Post signs or bulletin boards at the school entrance or in the lobby to inform parents how they can receive assistance and information.	3
	■ Work with bilingual staff and parents or community-based organizations to assist in translating outreach materials and providing interpretation services at meetings.	5
Increase parent involvement in the school	■ Host workshops and meetings on issues of interest to parents.	3
	■ Survey parents to identify the types of information they would like to receive about their children's school.	5
	■ Provide information, resources and support for families to support their children's learning at home and inform them of important DOE initiatives and policies.	4
	■ Provide meaningful opportunities for parents to become involved in the school.	2
Serve as a facilitator for the resolution of parent and community concerns	■ Serve as point of contact for parents.	1
	■ Provide information about services provided to students by the DOE and the school (e.g., Supplemental Education Services, special education, services for English Language Learners).	4
	■ Work with school staff and district or network-based family support staff to address and resolve specific parent concerns.	4
Conduct outreach to engage parents in their children's education	■ Create and distribute a school directory for parents.	1
	■ Organize events or activities to support parent attendance at key school events (e.g., parent-teacher conferences, back to school week).	3
	■ Create outreach materials for parents (e.g., flyers about activities, school calendar of events).	1
Support the work of the parent leaders	■ Develop relationships with community-based and local faith-based organizations to share information about the school and identify community resources.	5
	■ Assist with outreach for PA/PTA activities, meetings and elections.	2
	■ Provide assistance, where needed, to establish PA/PTA by-laws, interpret the Chancellor's Regulations, and conduct nominations and elections.	2
	■ Work with parents to assess their needs, and plan activities to meet those needs.	4

CHANCELLOR'S REGULATION A-660

Revision Highlights for Parent Coordinators

Topic	Changes in the Revised Regulation	Where to Find
Parent Coordinators	■ PA/PTAs may request guidance in conducting an election from the appropriate Presidents' Council or the school's parent coordinator	Pages 6-9, Section I.F.1
	■ The election certification form must be signed by the principal or his/her designee before the election meeting is adjourned – (Parent Coordinator cannot serve as the principal's designee in this matter)	Pages 6-9, Section I.F.1
	■ The principal or his/her designee (parent coordinator) must update the School Parent Leader Contact Information System within 5 calendar days of the election.	Pages 6-9, Section I.F.1
	■ School employees may not serve as members of the executive board or nominating/election committee for the PA/PTA in the school in which they are employed	Page 5, Section I.E.3
Reference Changes	■ "Office for Family Engagement and Advocacy (OFEA) to Division of Family and Community Engagement (FACE)	Page 1 Summary of Changes
	■ "School Days" to "Calendar Days"	Page 2, Definition 10
Principals	■ Principal must notify parents of meeting to establish a PA/PTA	Pages 2-3, Section I.A
	■ Principal may contact Presidents' Council, DFA or FACE to re-establish a PA/PTA that has ceased to function	Page 3, Section I.B
	■ Ceased to function status limited to three (3) scenarios: 1. Failure to elect mandatory officers by June 30 2. Failure to hold an expedited election in timely fashion 3. Failure to conduct business for two consecutive months	Pages 3-4, Section I.C
	■ The Principal must notify FACE if a PA/PTA has cease to function	Pages 3-4, Section I.C
	■ Principal must provide the PA/PTA Executive Board (EB) with an abridged summary of the school safety plan, discipline code and attendance plan	Pages 11-12, Section I.G.2.a
	■ Upon request, the principal will provide EB with full and factual information about student testing schedules and achievement data and copies of the Chancellor's regulations.	Pages 11-12, Section I.G.2.a

CHANCELLOR'S REGULATION A-660

Revision Highlights for Parent Coordinators

Topic	Changes in the Revised Regulation	Where to Find
Elections	■ <i>May request guidance from either the appropriate Presidents' Council or the school's Parent Coordinator</i>	Page 9, Section I.F.1
	■ <i>PA/PTA responsible for determining the inclusive means of conducting an election</i>	Pages 6-9, Section I.F.1
	■ <i>Elections must be conducted by the last day of the school year</i>	Pages 6-9, Section I.F.1
	■ <i>If a PA/PTA election involves uncontested offices, a member must make a motion to cast one vote in order to elect an unopposed candidate to office, unless the bylaws provide otherwise</i>	Pages 6-9, Section I.F.1
	■ <i>Election certification form must be signed by the principal or his/her designee before meeting is adjourned</i>	Pages 6-9, Section I.F.1
	■ <i>Contact information of mandatory officers will be shared with appropriate Presidents' Council</i>	Pages 6-9, Section I.F.1
	■ <i>Signed certification form must be retained by both the PA/PTA and the principal (copy)</i>	Pages 6-9, Section I.F.1
Expedited Elections	■ <i>SPLCI must be updated within 5 days of the election</i>	Pages 6-9, Section I.F.1
	■ <i>Expedited election notice requirements</i>	Page 4, Section I.C.2, footnote 2
	■ <i>May be chaired by a parent member who is not seeking office</i>	Page 10, Section I.F.4.b
	■ <i>Should be held as soon as possible for the following:</i> 1. <i>Vacancy before the start of a school year not as a result of a resignation</i> 2. <i>Vacancy due to failure to elect mandatory officers</i> 3. <i>Vacancy after the start of a school, i.e. resignation</i>	Page 4, Section I.C.2, footnote 2
■ <i>Members must be notified of vacancies within 5 calendar days specifying whether the vacancy will be filled by succession expedited election</i>	Pages 6-9, Section I.F.3	
Executive Board	■ <i>Responsible for ensuring that notifications of meetings are sent in a manner that will reach all parents</i>	Pages 13-14, Section I.G.4.a
	■ <i>If an appropriate, handicap-accessible place of assembly exists within the school, meetings should be held in that location</i>	Pages 13-14, Section I.G.4.a
	■ <i>May seek assistance from the school's parent coordinator and the appropriate Presidents' Council to improve meeting attendance</i>	Pages 13-14, Section I.G.4.a
	■ <i>Non-members may only attend executive board meetings with the approval of the executive board</i>	Page 14, Section I.G.4.b
Education Council Selection	■ <i>PA/PTA Executive Board members are responsible for selecting CEC, CCHS and D75 Council members</i>	Pages 18-19, Section II.D

2013 EDUCATION COUNCIL SELECTION PROCESS

Community and Citywide Education Councils are deliberative bodies that help to shape educational policies and priorities in their districts. Education Council Members are parent volunteers who provide leadership and support for their community's public schools.

Who is Eligible* to Serve on Each of the Different Councils?

*Eligibility is determined as of the date that the parent submits an application to run for a position on an education council.

- *Community (District) Education Councils (CECs): Parents of students in grades Kindergarten through Eighth grade who currently attend a school under the jurisdiction of the community school district in which the parents wish to serve on the CEC.*
- *Citywide Council on Special Education (CCSE): Parents of students with an IEP who currently receive special education services that are provided by and/or paid for by the Department of Education.*
- *District 75 Council (D75): Parents of students currently receiving citywide special education services in District 75.*
- *Citywide Council on High Schools (CCHS): Parents of current high school students are eligible to serve on the CCHS.*
- *Citywide Council on English Language Learners (CCELL): Parents of current students in a bilingual or ESL program.*

Who votes in the Selection process**?

**President Councils designate selectors for the voting process for the CCSE and the CCELL. Selectors cast votes during the selection process. The result of the selector's vote determines which parents are seated to serve on the education councils.

- *Selectors are the President, Treasurer, and Recording Secretary of a school's PA/PTA.*
- *If one of the designated officers is also a candidate for an education council, then the PA/PTA must designate another member who is not a candidate to serve as the selector.*

Where can parents get more information?

- *Parents can contact the Division of Family and Community Engagement (FACE) at 212-374-4118 or FACE@schools.nyc.gov.*
- *Early this fall, parents can obtain information online at nycparentleaders.org.*

How can Parent Coordinators help?

- *Identify parent leaders and inform them of the education councils.*
- *Direct parents to FACE or to the website to obtain more information.*
- *Update FACE whenever your PA/PTA changes its officers. This will help FACE identify the correct selectors once the selection process is underway.*
- *Update the Parent Leader Contact Information System*

GET INVOLVED WITH THE NYC PARENT ACADEMY



What is the NYC Parent Academy?

The Parent Academy is a collaborative citywide program dedicated to supporting student achievement by creating and enhancing partnerships within school communities and strengthening parent involvement.

One element of the Parent Academy is to provide training opportunities for schools interested in learning more about how to optimize family-school partnerships. The Parent Academy will provide training aligned with the Department of Education's Partnership Standards.

What will schools learn?

Training sessions will help schools improve their existing parent engagement practices around the five Partnership Standards:

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 college and careers.
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.

Why should schools participate?

Ongoing professional development workshops – Throughout the year, selected schools will be invited to send representatives to workshops on topics relevant to one or more of the Partnership Standards. Consultants from Long Island University will lead workshops, and the Parent Academy will strive to ensure that they are held in locations near your school.

Opportunities for networking and collaborating with peers – Selected schools will work with a peer group of 6-8 area schools to develop and refine family engagement best practices.

Access to online resources for direct and turnkey training models – Training videos, presentations and other resources will be available to school communities to reinforce the lessons learned during professional development workshops. Materials will be adaptable to encourage teams to provide turnkey training to their greater school communities.

Direct assistance from Parent Academy staff – Selected schools will have the opportunity to receive individualized support, upon request, from Parent Academy experts.

How can schools sign up?

Talk with your School Leadership Team and complete a simple online submission form at www.nycparentacademy.org. Once a school joins the Parent Academy, all members of the school community can participate, including parents, school leadership team members, school leaders, counselors, parent coordinators, teachers, and community-based organization members.

Where can schools get more information?

Visit www.nycparentacademy.org or contact the Division of Family and Community Engagement at (212) 374-4118 or FACE@schools.nyc.gov.

I'M A PARENT and I SPEAK...



Point to your language and an interpreter will be provided.

أشير إلى لغتك وسوف نوفر لك مترجماً.

আপনি কোন্ ভাষায় কথা বলেন তা দেখালে আপনাকে একজন দোভাষী দেয়া হবে।

指一指您說的語言，然後我們將為您提供一名口譯人員。

Indiquez quelle langue vous parlez et vous pourrez avoir un interprète.

Endike lang ou pale a pou yo ba w yon moun pou entèprete pou ou.

통역이 필요하신 언어를 지목하시면 통역 서비스가 제공될 것입니다.

Укажите ваш язык. Мы вызовем переводчика.

Señale su idioma y se le proporcionará un intérprete.

اپنی زبان کی جانب اشارہ کریں اور ایک ترجمان فراہم کر دیا جائے گا۔

For more information
and resources,
please visit your
Parent Coordinator
webpage at

www.schools.nyc.gov/Employees/ParentCoordinators