

**Board of Regents Policy Statement on
Improving Student Achievement and School
Performance through Parent and Family
Partnerships**

And

**New York State Education Department
Implementation Plan**

Compiled April 2009

Board of Regents Policy Statement on Improving Student Achievement and School Performance through Parent and Family Partnerships

The Board of Regents defines “parent” as a natural parent, a legal guardian, or other caretaker standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child’s welfare); and the Board of Regents defines “partnership” as active engagement between parents and families and the education community supporting student achievement.

The Board of Regents recognizes:

- Federal and State laws and regulations require plans, policies and practices that support parental and family involvement in the education of children.
- Schools and districts are responsible for implementing plans, policies and practices that support parental and family involvement in the education of children and the State Education Department is responsible for monitoring school and district implementation of federal and State laws and regulations.
- Improved student achievement is linked to engaging parents and families in the education process.
- Parents and families are the first educators of children.
- Education is the shared responsibility of schools, parents and families, and the community.

The Board of Regents affirms the following components of successful family involvement programs:

- Communication between home and school is regular, two-way, meaningful, and conducted in the language or mode of communication most accessible to parents and caregivers.
- Responsible parenting and pre-parenting is promoted and supported.
- Parents play an integral role in assisting student learning.
- Parents are welcome in the school, and their support and assistance are sought.
- Parents and families are full partners in the decisions that affect children and families.
- Professional development is provided to parents, teachers, and administrators.
- Community resources are made available to strengthen school programs, family practices, and student learning.
- Educators demonstrate socio-economic and cultural competence in the design, implementation, and evaluation of parental and family involvement policies and programs.

- Data is collected, analyzed and reported to guide program design, operation and evaluation.

In order to ensure that successful family partnerships are created and implemented, it shall be the policy of the Board of Regents that:

- parents and families be encouraged to fully engage in and contribute to the academic development of their child and to the school's learning environment;
- schools and districts inform parents of their rights and responsibilities in a manner that is clear, courteous, consistent, and in a language that they understand;
- schools and districts create opportunities for parents and families to support academic achievement;
- each school board develop and implement a comprehensive parent partnerships policy that ensures that every school develop and implement an effective plan for parental and family engagement;
- the State Education Department develop and implement a plan for USNY coordination and interagency collaboration in support of family partnerships;
- the State Education Department include where appropriate a parent and family involvement component in all policy and program initiatives; and
- appropriate USNY institutions be encouraged to develop and implement a parent and family education and outreach program.

To ensure appropriate implementation of the Board of Regents policy, the Board of Regents directs SED to take actions to:

- Seek statewide partnerships with other governmental agencies and providers of services to families and advocate for the creation of such partnerships in regions throughout New York State.
- Improve the Department's internal and external communication in support of parent and family partnerships.
- Develop and implement a technology and communications plan to support effective and sustainable partnerships with parents and families.
- Increase the Department's oversight of field efforts through regulatory enforcement and the reporting of results.
- Evaluate the effectiveness of current regulations and practices at promoting parent and family partnerships.
- Allocate or reallocate sufficient resources to implement the Department's responsibilities under the policy.

NYSED – Implementation plan for Regents Policy Statement on Improving Student Achievement and School Performance Through Parent and Family Partnerships. June 2007.

ATTACHMENT A

The following chart provides a list of key action steps by priority area and a timeline for implementation. For each action step, staff have identified whether the action can be accomplished through existing resources or require additional resources. When additional resources are required, the chart identifies whether SED will seek these resources through a budget request to the Legislature or will call upon external partners to secure resources to support the action step.

Resource Legend
① Existing Resource
② Resources to be Requested through Budget Proposal
③ External Resources

Key Action Steps Implementation Timeline				
	07- 08	08- 09	09- 10	Resources Needed
Priority 1: Leverage Partnerships with USNY and Build Interagency Collaborations				
Establish a <i>Parent and Family Partnerships Cabinet</i> to provide recommendations regarding implementation policy.	✓			①
Work with selected district superintendents to develop and pilot regional Interagency Parent and Family Partnership Coordination Councils.	✓	✓		①
Ensure that School Quality Review Teams and School Intervention Teams offer, as part of their technical assistance recommendations to schools and districts, suggestions on how to improve the effectiveness of parent and family partnership programs.	✓			①
Enlist cultural institutions to pilot a “Cultural Passport” that provides families of low income students with access to USNY cultural resources.		✓	✓	③
Work with institutions of higher education to develop a program that leads to a certificate, Associate’s, or Bachelor’s degree with a specialization in Parent and Family Partnerships.		✓	✓	③
Pilot a “Cradle to Classroom” initiative in which hospitals, early childhood education programs and medical providers connect new parents and families to resources relating to child development. Initiative will link SED and public health agencies.		✓	✓	③

Request USNY partners with access to mobile resources (vans, mobile libraries, etc.) to disseminate critical SED materials to families.	✓	✓		①
Develop a strategy to disseminate information on the renewal of the NYS Learning Standards, the Virtual Learning System (VLS), and the Lexile Framework for parents and families, through USNY networks.	✓	✓		①
Expand Positive Behavioral Interventions and Support (PBIS) Technical Assistance Centers in New York City and six sites across New York State to include full-time parent representatives and trainers.	✓	✓		②
Pilot Literacy Zones in up to 20 high need communities with high concentrations of poverty and/or limited English language proficiency. Literacy Zones will provide comprehensive coordinated services to needy parents and families.	✓	✓		①

**Key Action Steps
Implementation Timeline**

	07-08	08-09	09-10	Resources Needed
Priority 2: Augment Existing Resources				
Request State funding be appropriated to support implementation of the Parent and Family Partnership policy. This funding will support activities designated with a “②” in this table.	✓	✓	✓	①
Develop a formal Marketing and Grant Writing Strategy by which SED can augment existing resources by targeting federal and philanthropic resources.		✓	✓	②
Establish and strengthen collaborations between Parent and Family Technical Assistance Centers and USNY.	✓	✓		①
Maintain the network of Early Childhood Direction Centers and establish three Parent and Family Technical Assistance Centers in New York City and five additional centers across New York State. Centers will provide resources and support services to parents, families and professionals to meet the needs of children with disabilities from birth through age 21.		✓	✓	②
Increase the number of family literacy programs in schools in need of improvement.		✓	✓	③
Provide training for regional stakeholders on the McKinney-Vento Homeless Act to improve service delivery to needy parents and families.	✓	✓	✓	①

Key Action Steps Implementation Timeline				
Maintain the network of 7 Transition Coordination Sites and administer 60 Model Transition Projects across New York State to enhance transition service delivery from school to adult life for families and students with disabilities.		✓	✓	②
Pilot two regional Parent and Family Mentoring projects where parent representatives assist districts in school improvement and outreach to parents of students with disabilities and other underserved parent groups.		✓	✓	②

Key Action Steps Implementation Timeline				
	07-08	08-09	09-10	Resources Needed
Priority 3: Improve Communication				
Establish a <i>Parent and Family Partnerships Cabinet</i> , consisting of parent representatives and representatives of other key Regents and Commissioner’s advisory groups.		✓		①
Redesign the SED website to make the interface more parent-friendly. Expand the Virtual Learning Space.		✓	✓	②
Establish a statewide “800” technical assistance number for school-based parent and family organizations.		✓		②
Develop an online portal for parent and family organizations to communicate and access resources.		✓	✓	①
Identify technology partners to create “opt-in” network of parents and families who receive customized messages from the Department.		✓	✓	③
Develop an Annual Training Calendar as a template for schools and districts.	✓	✓		①
Increase the number of culturally competent teachers and other experts on the committees charged with the renewal of the student learning standards.	✓	✓	✓	①
Develop online <i>Best Practices Guide to Parent and Family Partnerships</i> .		✓	✓	②
The VESID website will maintain A Parent’s Guide to Special Education in New York and maintain regional resource directories for parents of students with disabilities. Cross systems of care resources will be highlighted for students at risk of placement out of district.	✓	✓	✓	①

Key Action Steps Implementation Timeline				
	07-08	08-09	09-10	Resources Needed
Priority 4: Increase Transparency				
Establish a Parent and Family Partnership Advisory Council, consisting of parent leaders and representatives of other key SED Advisory Councils.	✓			①
Update the “Just the Facts” series of pamphlets and related documents that provide parents and the public with easy to understand information regarding NCLB upon the reauthorization of the law. Invite parents to participate in the development of the documents.		✓	✓	②
Design a series of online surveys to regularly connect with the public and assess public sentiment about various components of policy implementation and system-wide initiatives.		✓	✓	②
Incorporate a survey of schools and districts into existing reporting requirements to assess the practices that are used to support policy implementation.	✓	✓	✓	①
Develop the Unified Court Systems initiative that is looking into the barriers to educational success for children living in foster care. This group is currently conducting two studies in Erie and Albany counties respectively to examine the flow of information, records and services to foster children.		✓	✓	②
Develop online <i>Parent and Family Guide to Navigating Our School System</i> . The <i>Guide</i> will be updated on a regular basis by schools, districts and USNY partners. Additionally, users will be provided with a glossary of terms and acronyms.		✓	✓	②

Key Action Steps Implementation Timeline				
	07-08	08-09	09-10	Resources Needed
Priority 5: Create Professional Development Opportunities				
Reinstitute and significantly expand professional development opportunities for parents on state and federal requirements for academic accountability. Curriculum-based training will provide parents and families with		✓	✓	②

Key Action Steps Implementation Timeline				
critical information on the curriculum, learning standards, assessments and accountability components of the New York State Education Department.				
Develop tools to increase the ability of parents and families to support their children’s learning through technology. Develop guidelines for school district dissemination of information to parents in electronic and other forms.		✓	✓	②
Infuse into the Higher Education Master Plan a component addressing the involvement of institutions of higher education in support of parent and family partnerships.		✓	✓	①
Partner with institutions of higher education to develop a curriculum to increase cultural and socio-economic competence. Curriculum should be part of teacher and administrator certification programs.		✓	✓	③
Develop a “New Principal’s Institute” on parent and family partnerships to provide new school leaders with tools to create and manage partnerships.		✓	✓	②
Conduct No Child Left Behind Parent Involvement Workshops relating to adult education. Use and distribute PowerPoint presentation to demonstrate the value and role of adult education in supporting student achievement and increased engagement by parents and families.	✓	✓		①
Pilot “Parent and Family Leadership Development Forum” in English, Spanish and Chinese. Focus training on cultivating leadership skills, improving the effectiveness of organizations, and parenting support tools.		✓	✓	②

Key Action Steps Implementation Timeline				
	07- 08	08- 09	09- 10	Resources Needed
Priority 6: Strengthen and Streamline Governance				
Conduct reviews of Commissioner’s Regulation Part 100.11 and 80.16 and recommend amendments to the regulations as appropriate.	✓	✓		①
Develop a statement on the role of the professions in promoting parent and family partnerships in education.	✓			①

Designate SED staff persons to coordinate the Parent and Family Partnerships Policy implementation plan and assign SED staff whose primary responsibility is oversight of policy implementation.		✓	✓	②
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**Key Action Steps
Implementation Timeline**

	07-08	08-09	09-10	Resources Needed
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Priority 7: Measure Performance and Quantify Accountability

Include measures of parent and family involvement on School Report Cards.		✓	✓	①
Develop rubrics for self-assessment by school-based management teams.	✓	✓		①
Disseminate annual reports from statewide family literacy programs on program outcomes regarding parental and family involvement in literacy education and involvement in learning activities.		✓	✓	②
Monitor and provide technical assistance on the State Performance Plan parent partnership indicators and report findings annually on the VESID web site.	✓	✓	✓	①

Tasks that require statutory/regulatory support

- The renewal of the student learning standards: Section 100.1(t) of Commissioner’s Regulations for Education.
- Strengthening governance and transparency: Section 100.11 and/or 52.21 of Commissioner’s Regulations for Education.
- Extend McKinney-Vento provisions to foster children allowing students to elect to remain in their school of origin despite relocating to a different school zone as a result of circumstances beyond their control.
- Secure support for an allocation of at least \$5 million per year to the State Education Department to support implementation of the Parent and Family Partnership Workplan.