NYC Department of Education

FACE
Office of Family and
Community Empowerment

Parent Coordinator Toolkit

Last Updated: November 16th, 2020

Dear Parent Coordinators,

Thank you for your tireless support of our school communities – you play a vital role in empowering our families. As family-facing staff, you are on the frontlines, providing information, resources and support to caregivers who want access to high quality educational opportunities for their children. Yours are the friendly and familiar faces that put our families at ease when they walk into our school buildings. You are the voices of comfort and support when our families face challenges, both in DOE and at home. The impact of the positive and uplifting relationships that they develop with you continues long after their children graduate from our schools.

As we move forward this school year, your commitment to communicating frequently and consistently with families will ensure they have the information they need to support their children. The resources included in the toolkit are intended to support those communication and engagement efforts. The Parent Coordinator Toolkit is designed to provide you with a variety of resources that will help you access systems and tools that support your work. In the toolkit, you will find resource links, templates, and strategies to support every single family, whether they are participating in full remote or blended learning.

This Parent Coordinator toolkit is the product of collaboration between FACE, Parent Coordinators, Family Leadership Coordinators, (FLCs), Family Support Coordinators, (FSCs), Principals, Assistant Principals and Central Office staff. Your time, effort and assistance was invaluable, and your expertise and enthusiasm to support our team members, school communities, and families is greatly appreciated – thank you.

Sincerely,

Adrienne Austin
Acting Deputy Chancellor
Division of Community Empowerment, Partnerships, and Communications

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SECTION 1 – SUPPORT FOR PARENT COORDINATORS

DOE Online Systems

The DOE's InfoHub has a wealth of resources for Parent Coordinators and a dedicated page that contains resources for Parent Coordinators.

The access request forms for the following systems are available on the DOE's InfoHub.

Technical Support for Families: Complete the Technical Support for Families form to inform DOE about issues that a family is experiencing.

System	Examples of what can it be used for? * *Note: these are just a few of the most commonly used functions for these platforms.*
PCAR (Parent Coordinator Activity Report)	The **PCAR** is an online reporting system used to capture the daily work of Parent Coordinators based on five indicators reflected in the Mayor's Management Report. • Access the **PCAR** from an administrative computer at your school (you will need your DOE username and password. • Access the **PCAR** from outside of the DOE's network (i.e. home or school's wireless network). • Download the **Measuring Parent Engagement PowerPoint** with detailed instructions about the PCAR. • Review this **FAQ** for answers to the most common access issues.
SPLCI (School Parent Leader Contact Information)	SPLCI is an online system for schools to enter their PA/PTA & SLT contact information and financial reports.
Student Profile	Staff facing version of New York City Student Account (NYCSA)
ATS (Automate the Schools)	A school-based administrative system, which standardizes and automates the collection and reporting of data for all students in the New York City Public Schools. • e.g. Student Bio, Guardian contact information and attendance Data
FAM	FAM allows schools and support staff to assist parents in creating and managing an NYC Schools Account by: • Creating accounts in person (custodial and non-custodial parents only) • Generating authorization letters, which include a unique Account Creation Code, that are sent home with students (custodial parents only) • Changing email addresses • Resetting accounts

	• Adding students to existing accounts (custodial and non-custodial parents only) • Removing students from accounts • Viewing account student & guardian associations
NYCSA **Additional Resources**	NYC Schools Account (NYCSA) allows parents to view their child's academic and biographical information on any computer, phone, or tablet. The application is available in 10 languages (English, Arabic, Bengali, Chinese, French, Haitian Creole, Korean, Russian, Spanish, and Urdu). The following information is made available: • Attendance • Transportation • Report Card Grades • Reading Levels • Assessments (test scores) • Guardians • Health information (Fitnessgram) • Enrollment History • Schedule

Support Systems

CENTRAL LEVEL

FACE

Family and Community Empowerment: Comprises a dedicated parent support team that spans every borough, school district, and school in New York City. FACE is the primary point of contact for families and parent leaders who have concerns about their schools, and it also supports the City's school-based and district-based parent leadership associations.

Parent Empowerment Liaison

Parent Empowerment Liaisons work collaboratively with district teams to support their local family and community engagement efforts including outreach, communications, and capacity-building. Parent Empowerment Liaisons also partner with district teams to support Parent Coordinators in their role of serving families in their school community. Visit the FACE Staff Page to find out who is your Parent Empowerment Liaison.

School Based Liaison

School-Based Liaisons work closely with Presidents' Councils to support PA/PTAs. Liaisons also partner with district teams to support parent leadership structures including PA/PTAs, Presidents' Councils, SLTs, DLTs and Title 1 Parent Advisory Councils (PACs). Visit the FACE Staff Page to find out who is your School Based Liaison.

DISTRICT LEVEL

Superintendent's Office

Provide information for the community and support school and district parent leadership structures, Title I Committees, Community Education Councils and the District Presidents' Council.

Family Leadership Coordinator

Provide information for the community and support school (Parent Coordinators) and district parent leadership structures, Title I Committees, Community Education Councils and the District Presidents' Council. Visit the District Leadership page to find out who is your Family Leadership Coordinator.

Family Support Coordinator

A single, dedicated point of contact for families in the Community and High School districts, and will work across the system to address and resolve issues and concerns. They provide information for the community and support the resolution of family inquiries and concerns. They provide information to families to increase awareness about academic standards and school resources and develop helpful connections with schools. Visit the District Leadership page to find out who is your Family Support Coordinator.

IMPORTANT CONTACTS IN THE DOE

Office	Contact Information
Special Education **Learn more about special education services and programs.**	Visit: schools.nyc.gov/specialeducation Call: (718) 935-2007 or 311 Email: specialeducation@schools.nyc.gov
Disability Accommodations	Section 504 of The Rehabilitation Act requires public schools to offer services and accommodations for eligible students with disabilities. Learn more by reaching out to your school's 504 Coordinator and/or visiting our 504 Accommodations page.
English Language Learners/Multilingual Learners Support	Visit: schools.nyc.gov/multilingual-learners Email: dml@schools.nyc.gov
Student Enrollment **Admissions resources and enrollment support for all grade levels**	**New to NYC public schools?** Visit: schools.nyc.gov/NewStudents **Get the latest admissions updates, including when and how to apply to school.** Visit: schools.nyc.gov/AdmissionsEnrollment and the following pages for admissions information on: ❑ Infant/toddler programs (for qualifying families): schools.nyc.gov/EarlyLearn ❑ Childcare for students in 3-K through 8th grade (for qualifying families) schools.nyc.gov/LearningBridges ❑ 3-K: schools.nyc.gov/3K ❑ Pre-K: schools.nyc.gov/PreK ❑ Kindergarten: schools.nyc.gov/Kindergarten ❑ Gifted & Talented (G&T): schools.nyc.gov/GT ❑ Middle school: schools.nyc.gov/Middle ❑ High school: schools.nyc.gov/High ❑ Specialized High Schools: schools.nyc.gov/SHS **Learn about specific schools and programs! Set up an account to apply online.** Visit: MySchools.nyc **Get support with admissions or ask questions** ❑ Talk to school counselor ❑ Talk to Family Welcome Center staff. Learn how at: schools.nyc.gov/WelcomeCenters ❑ Call: (718)-935-2009

Translation and Interpretation Services Get important information in your language.	*Contact:* Your school's parent coordinator or principal. Use Find a School to get the contacts for your child's school. *Call:* (718) 935-2013 *Email:* hello@schools.nyc.gov
Student Records and Transcripts	*Visit* the Requesting Student Records and Transcripts page.
Check Grades and Attendance	Stay up-to-date with your child's academic progress *Contact:* Your child's teacher *Visit*: mystudent.nyc to log in to your NYC Schools Account* * Your school can help you set up an account, find your school contacts by using Find a School.
Transportation	*Visit*: schools.nyc.gov/transportation *Call*: (718) 392-8855 *Email*: pupiltransportationteam@schools.nyc.gov
Report Student-to-Student Bullying, Harassment, Intimidation, Discrimination, and/or Sexual Harassment	A safe and confidential way to report: *Contact*: a staff member or Respect for All Liaison, or Sexual Harassment Prevention Liaison at your school. Use Find a School to get the Respect for All Liaison at your child's school. *Visit*: nycenet.edu/bullyingreporting *Call*: 718-935-2288 *Email*: RespectforAll@schools.nyc.gov
Report Child Abuse A safe and confidential way to report abuse.	*Visit*: nyc.gov/acs *Call*: NY State Central Register (SCR) Child Abuse and Maltreatment Hotline for the General Public at (800) 342-3720

School Staff Support Links

APPLICATIONS

- CyberShift Login
- External WebConnect Portal
  - External WebConnect Setup
- IT Service Desk
- Remote WorkSpace
- Remote WorkSpace Information
- Windows Virtual Desktop Environment
  - Quick Guide on WVD (Windows Virtual Desktop)
  - WVD Client with Instructions to Install
  - WVD Request (If you don't have permission)
- Download Student Accounts
- Family Access Management
- SPOC Network Operations Center

DEVICES

- Connect Chromebooks to Wi-Fi
- iPad Requests
- Getting Started with Your iPad/Troubleshooting tips
- Remote Learning Device Report
- Remote Learning Device Report – Request Access
- Remote Learning Technical Support Ticket

G-SUITE

- NYCDOE G Suite Resources
- Requesting Addon/Extension for Central G-Suite
- Chrome Browser Policy Editor
- First day of Google Classroom
- Google Calendar: Google Teacher Center

- [Google Classroom Cheatsheet](#)

- [Google Demo Agenda](#)

- [Google Keep: Google Teacher Center](#)

- [Google Meet Integrated to Classroom](#)

- [GSuite for Education FAQ](#)

- [Guidance for Google Meet](#)

- [Join Teams and Google Classroom: Better together Webinar](#)

- [Lil Sis for Classroom](#)

- [Making the Move from Zoom to Google Meet](#)

- [Teacher Center First-day-trainings Welcome To Classroom](#)

- [When Teachers Accidentally Register as Students](#)

- [Whitelisting DOE G Suite Domains for Your School](#)

- [Guidance for Google Meet](#)

- [Welcome to Google Hangouts Meet](#)

- [Google Meet Support Page](#)

MICROSOFT TEAMS

- [Microsoft TEAMS for Education Quick Start Guide](#)

- [NYCDOE Microsoft Teams Training](#)

- [Use Microsoft Stream in Microsoft Teams](#)

- [Share content in a meeting in Teams](#)

- [Translation Tools in Teams, Office 365 and Microsoft Translator (Webinar)](#)

- ["Micro-PD" YouTube playlist from Alice Keeler](#)

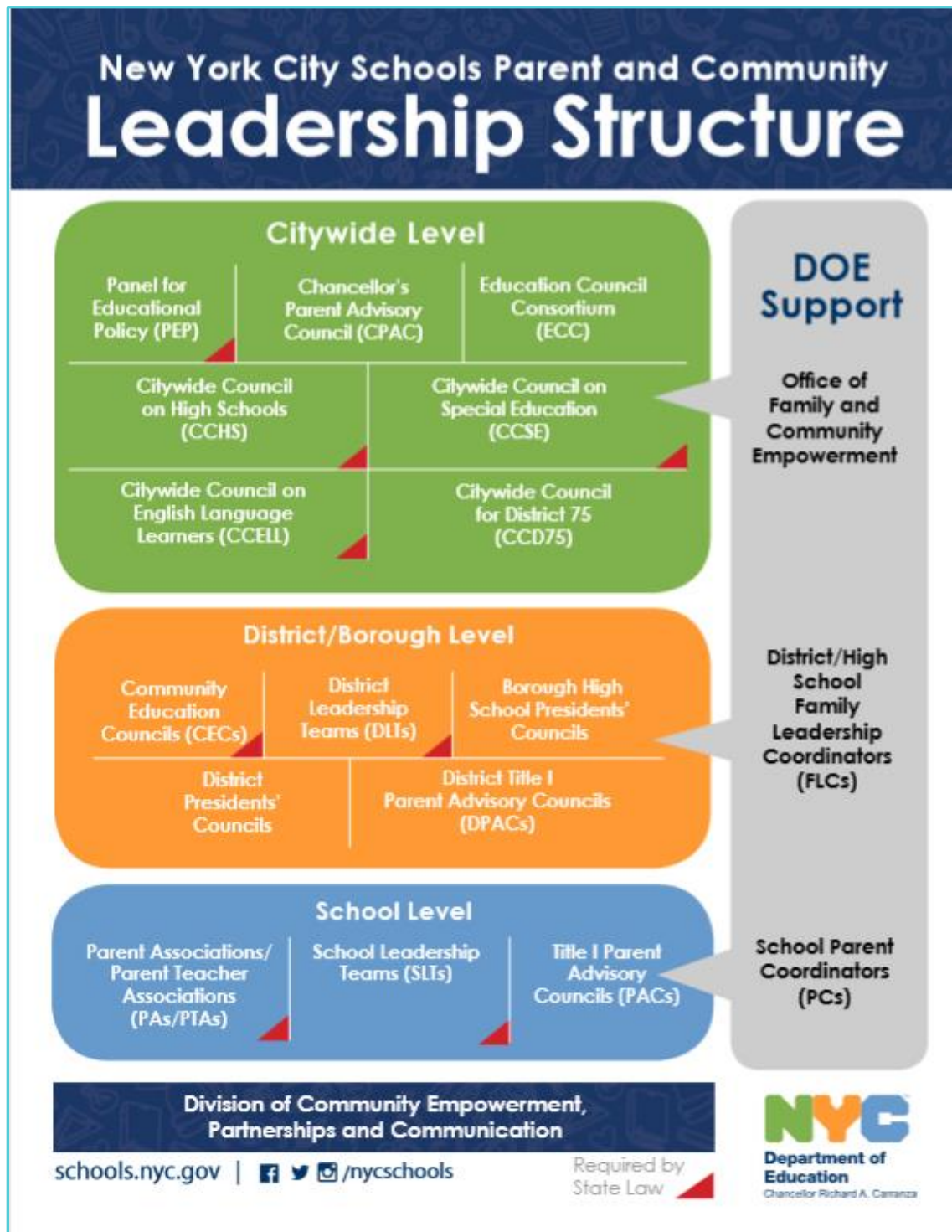## Resources & Information for Multilingual Learners & Families

Our nation has experienced a global pandemic that altered our state of living, redefining the multiple roles families play as partners in their children's educations. As we endure these current crises—COVID-19, antiblackness and anti-immigrant sentiments—now, more than ever, our multilingual families are relying on the relational trust and support from their school communities. The Division of Multilingual Learners (DML) has created a Quick Start Guide on Supporting and Partnering with Families of Multilingual Learners that will be available on the DML InfoHub. The guide includes a selection of school facing and family facing resources anchored in Culturally Responsive-Sustaining (CRS) family engagement practices. The Metropolitan Center for Research and Equity and the Transformation of Schools at NYU Steinhardt, defines Culturally Responsive-Sustaining Family Engagement (CRS) as the practice of authentic, equal partnership with families, rooted in a deep knowledge and appreciation for the rich social and cultural identities, assets, habits and contexts that families bring to learning.

As you review these resources, we hope that you will be able to:

- Identify and adapt a set of resources that will enhance your school's family support and partnership plans, such that each principle of NYSED's Culturally Responsive-Sustaining Education Framework are realized for every family.

- Evaluate your school's existing family engagement practices, with a focus on families of multilingual learners and families who have been disproportionately impacted by the effects of COVID-19.

- Further your ongoing efforts in investing in strategies to reach and build relationships with families who have traditionally been marginalized from the institution of school.

The Division of Multilingual Learners SharePoint Page serves as a hub available to all school staff. This page is frequently updated to include resources, guidance on policy, and professional learning opportunities centered on supporting our city's Multilingual Learners and their families. These pages are organized by the following topics: ELL Policy Guidance, Families and Communities, Postsecondary Readiness and Research, Instruction, and Professional Learning.

New York City Schools Parent and Community
Leadership Structure

Citywide Level

Panel for Educational Policy (PEP) | **Chancellor's Parent Advisory Council (CPAC)** | **Education Council Consortium (ECC)**

Citywide Council on High Schools (CCHS) | **Citywide Council on Special Education (CCSE)**

Citywide Council on English Language Learners (CCELL) | **Citywide Council for District 75 (CCD75)**

District/Borough Level

Community Education Councils (CECs) | **District Leadership Teams (DLTs)** | **Borough High School Presidents' Councils**

District Presidents' Councils | **District Title I Parent Advisory Councils (DPACs)**

School Level

Parent Associations/Parent Teacher Associations (PAs/PTAs) | **School Leadership Teams (SLTs)** | **Title I Parent Advisory Councils (PACs)**

DOE Support

Office of Family and Community Empowerment

District/High School Family Leadership Coordinators (FLCs)

School Parent Coordinators (PCs)

Division of Community Empowerment, Partnerships and Communication

schools.nyc.gov | /nycschools

Required by State Law

NYC Department of Education
Chancellor Richard A. Carranza

Parent & Community Leadership Structure

NYC Department of Education Chancellor Richard A. Carranza | FACE Office of Family and Community Empowerment

Parent & Community Leadership Structure Reference Guide

SCHOOL LEVEL

Parent Association/ Parent Teacher Association (PA / PTA) More information here PA/PTAs and the Virtual Environment	All of our schools are required to have either a: • Parent Association (PA) • Parent Teacher Association (PTA) These organizations: • advocate for students and families • update parents and families about the school • plan and run activities for parents and families PA/PTAs can support schools in a number of ways, including: • hosting parent workshops • organizing activities for families—both academic and social • raising funds • running volunteer events
School Leadership Team (SLT) **More information here**	The School Leadership Team (SLT) is a group of people who develop educational policies for their school. They also make sure there are resources to support those policies. SLTs: • Provide ongoing evaluations of a school's educational programs and their impact on student achievement. • Play an important role in school-based decision-making • Help to make school cultures more collaborative.
Title 1 Parent Advisory Councils (PACs)	All NYCDOE Title I schools are required to establish a Title I Parent Advisory Council (PAC) that will serve as the consultative and representative body to involve and engage all Title I parents of participating students in the Title I program. The Title I PAC will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school's Title I program, and the development, revision and review of the parent and family engagement policy.

DISTRICT/BOROUGH LEVEL

Presidents' Council & High School President's Council	Presidents' Council is an organization of PA/PTA presidents (or designees) that represents the interests of parents within the respective district. Each community school district is required to have a Presidents' Council. Each borough is required to have a Presidents' Council for its high schools. Citywide Special Education (District 75) has a citywide Presidents' Council.
Community Education Council (CECs) **More information here**	Education Councils are part of New York City's school governance structure. There is a Community Education Council (CEC) for every community school district. There are also four Citywide Councils: • the Citywide Council on High Schools (CCHS) • the Citywide Council on Special Education (CCSE) • the Citywide Council on English Language Learners (CCELL), and • the Citywide Council for D75 (CCD75).

	All NYC Education Councils are elected every two years (in odd years) according to rules set by NY State Education Law. The three mandatory officers (president, treasurer, recording secretary) of PA/PTAs vote for the parent members. Each Borough President and the Public Advocate also appoint members. All members serve a two-year term that begins on July 1 of the election year.
District Leadership Teams (DLTs)	A DLT must be formed in each community school district consisting of representatives from the elementary, middle, and high schools that are geographically located within that community school district. DLTs fulfill the requirements of Section 100.11 of the Commissioner's Regulations regarding the district-level plan for the participation of parents and staff in school-based planning and shared decision making. The DLT will develop the District Comprehensive Educational Plan (DCEP), which includes annual goals and objectives that are aligned with the district's and the Chancellor's goals, and also incorporates the following six categories of the district 1. the educational issues that will be subject to shared planning at the building level; 2. the manner and extent of the expected involvement of all parties on the SLT; 3. the means and standards by which all parties shall evaluate improvement in student achievement; 4. the means by which all parties will be held accountable for the decisions which they share in making; 5. the process for dispute resolution in the SLTs; and 6. the manner in which state and federal requirements for the involvement of parents in planning and decision making will be met. DLTs also will provide support, guidance, technical assistance, and conflict resolution to the SLTs in their districts. The Office of School Improvement will provide guidance and technical assistance to the superintendent and the DLT in the development of District Comprehensive Educational Plans (DCEPs). In addition, DLTs must conduct a biennial review of the district's 100.11 plan to evaluate the effectiveness of shared decision making in the district. The DLT must complete the Biennial Review Form (Attachment A) and submit it to the Office for Family Engagement and Advocacy by January 15th of each even-numbered calendar year. The outcome of this Biennial Review must be submitted to the New York State Education Department by February 1st of each even-numbered year.
DPAC	Title I District Parent Advisory Councils (DPACs) represent the needs of low-income students at the district level. They also provide support to the Title I Parent Committees/Parent Advisory Councils at schools in their district. A representative from each school serves on the Title I DPAC, and the chairperson of the Title I DPAC is a member of the District Leadership Team.

Panel for Educational Policy (PEP)	The Panel for Educational Policy (PEP) consists of 15 appointed members and the Chancellor. Each borough president appoints one member, CEC Presidents elect one member, and the mayor appoints the remaining nine members. The Chancellor serves as an ex-officio non-voting member. The PEP is responsible for electing a chairperson from among the voting members.
Chancellor's Parent Advisory Council (CPAC)	CPAC is made up of Presidents' Council presidents. CPAC meets with the Chancellor and other divisions monthly so they can share information to better support their constituents and be prepared in their advisory role to the Chancellor. CPAC members are PA/PTA members, SLT members and DLT members. CPAC meetings are open to the public.
Education Council Consortium (ECC)	The Education Council Consortium (ECC), made up of elected or appointed Community Education and Citywide Council members, was established to address issues that affect schools and communities throughout all the boroughs and meets regularly with the Chancellor to help shape, advise, provide feedback and comment on educational policies, visions and goals.
Citywide Councils	• Issue annual reports on how effectively the represented populations are served • Advise and comment on policies affecting the represented populations **Citywide Council on High Schools (CCHS)** • 10 elected parents (2 per borough) of children currently attending a public non-charter high school • 3 appointed members • 1 appointed by the Public Advocate • 1 appointed by the Citywide Council on Special Education (CCSE) • 1 appointed by the Citywide Council on English Language Learners (CCELL) **Citywide Council on Special Education (CCSE)** • 9 elected parents whose children are currently receiving special education services provided by and/or paid for by the DOE • 2 appointed by the Public Advocate • 1 non-voting high school student **Citywide Council of English Language Learners (CCELL)** • 9 elected parents whose child is in a bilingual or ESL program either currently or within the previous two years • 2 appointed by the Public Advocate • 1 non-voting high school student **Citywide Council for District 75 (CCD75)**

	• 9 elected parents whose children are currently in a D75 school or program
	• 2 appointed by the Public Advocate
	• 1 non-voting high school student

Glossary & Acronyms

CBO - Community-based organization: Community-based organizations (CBOs) play a vital role in serving students and school communities in nearly all NYC Department of Education schools by providing a host of learning opportunities during the day and after school. CBOs offer NYC's students additional opportunities to develop, learn and grow.

CEC - Community Education Councils: Represents a Community School District that includes public elementary, intermediate, and junior high schools. Additionally, there are two CECs that represent the interests of high school and special education parents

CCELL - The Citywide Council on English Language Learners: The CCELL advises and comments on policy involving students enrolled in English Language Learner (ELL) programs. There are nine elected members on the Citywide Council on English Language Learners. Each member must be the parent of a student receiving ELL instruction.

CCHS - Citywide Council on High Schools: Comprised of Ten Parents of High School students selected by High School PA/PTA Officers, two-year term; One high school student selected by the Chancellor, as recommended by the Chancellor's Student Advisory Council, one-year term.

CCSE - Citywide Council on Special Education: The CCSE advises and comments on services for students with Individualized Education Programs (IEPs). Nine Parents of students receiving Citywide special education services selected by District 75 PA/PTA Officers, Two Public Advocate Appointees, One non-voting high school senior in District 75 appointed by the Superintendent of District 75.

CPAC - Chancellor's Parent Advisory Council: The Council focuses on building strong coalitions of parents who are knowledgeable and active partners with the New York City Department of Education. The Federal Title I program requires that parents participate in the development of the school's Title I parent involvement policy, program, and budget. Parents should participate in the development and evaluation of their schools' Title I programs, including their budgets, and of their plans to support the needs of students with limited English proficiency and those with disabilities. Learn more

District 75 Citywide Council: The Council advises and comments on educational policies that affect students with disabilities who attend D75 schools. There are nine elected members on the D75 Council. Each member must be the parent of a student enrolled in a D75 program

DLT – District Leadership Teams: Parents can sit on DLTs if they are on the President's Council. District Leadership Teams review Comprehensive Educational Plans for schools in their districts and develop district-wide plans. They also provide guidance and assistance to School Leadership Teams.

DOE - Department of Education: The New York City Department of Education is the largest system of public schools in the United States, serving about 1.1 million students in about 1,500 schools with 80,000 teachers and an annual budget of $21 billion.

ECC – Education Council Consortium: "The Education Council Consortium (ECC) is a group of parents and community members who have been elected or appointed to serve on District and Citywide Community Education Councils, representing 1.1 million public school students, including children who are receiving special education services and who are English Language Learners. The ECC was formed to address issues that affect schools and communities throughout all the boroughs. The ECC meets regularly with the Chancellor to help shape, advice, provide feedback and comment on educational policies, visions and goals."

ELL - English Language Learners: Students who speak a language other than English at home and score below proficient on English assessments when they enter our school system.

ENL – English as a New Language: Programs that use strategies for English language development with native language support so that students develop language and content knowledge in English.

FACE – Family and Community Empowerment: Comprises a dedicated parent support team that spans every borough, school district, and school in New York City. FACE is the primary point of contact for families and parent leaders who have concerns about their schools, and it also supports the City's school-based and district-based parent leadership associations.

FLC – Family Leadership Coordinators: Provide information for the community and support school and district parent leadership structures, Parent Coordinators, Title I Committees, Community Education Councils and the District Presidents' Council

FSC – Family Support Coordinators: A single, dedicated point of contact for families in the Community and High School districts and will work across the system to address and resolve issues and concerns. They provide information for the community and support the resolution of family inquiries and concerns. They provide information to families to increase awareness about academic standards and school resources and develop helpful connections with schools.

GE - General Education: a program of education (as in some liberal-arts colleges and secondary schools) intended to develop students as personalities rather than trained specialists and to transmit a common cultural heritage

IEP - Individualized Education Plan: Special education and related services specifically designed to meet the unique educational needs of a student with a disability. An IEP is the guiding document for a student's educational program. The D75 Office of Instruction supports the efforts of the D75 IEP Coordinator in disseminating the most current information, both legal and instructional, on the writing of school-based Individual Education Programs.

NYSED - New York State Education Department: Part of the University of the State of New York, one of the most complete, interconnected systems of educational services in the United States.

PA/PTA – Parent Association/Parent Teacher Association: The main way for parents and/or teachers to get involved in collaboration with the children's schools. PA/PTAs are school-based organizations open to parents and legally appointed guardians of children currently attending a New York City public school. Elected officers of the PA/PTAs are responsible for the PA/PTA budget, events, and activities. PA/PTAs can support schools by raising funds, hosting parent workshops or meetings, organizing festivals, dances, or social events for families, and can help schools connect with parents through updates and volunteer opportunities.

PCs - Parent Coordinators: Staff members who work out of each school in the City and are responsible for helping address parent concerns and supporting parent involvement in the schools. The parent coordinators report to the principals in the schools in which they work.

PC - President's Council: Presidents' Councils and High School Federations work to identify district-wide priorities and provide support for the PA/PTAs under their purview. Every Presidents Council meeting is attended by the district's District Family Advocate, who helps to foster an open line of communication between parent leadership and the Department of Education.

PEP – Panel for Educational Policy: Consists of 13 appointed members and the Chancellor. Each borough president appoints one member, and the mayor appoints the remaining eight. The Chancellor serves as an ex-officio non-voting member. The PEP is responsible for electing a chairperson from among the voting members.

SLT - School Leadership Team: Determine the school's educational direction--that is, the school's overall educational vision, its goals and priorities, the strategies that will be used to achieve that vision, and the alignment of resources to accomplish those strategies

Shop DOE: A web-based tool that allows users to browse a catalog of products offered by DOE-contracted vendors.

SECTION 3 – COMMUNICATING WITH FAMILIES

<u>Sample Welcome Letter & Templates</u>

This is a great resource for you to download and edit to meet the needs of your school community. You can prepare this document in August and share with families in September. Also, you can share with new families as they enter your school throughout the year.

Dear Mail merge Parent / Guardian's Name,

I would like to take this opportunity to introduce myself as the Parent Coordinator of [Insert School Name].

As a Parent Coordinator, my main goal is to increase family engagement within our school and our community as a whole. I am here to serve as a liaison to assist each parent / guardian and student with any concerns or issues that may arise. I understand that high school (insert your type of school) is an important stage in a child's life, and that it is one that is filled is with questions, concerns and excitement. I promise, that if I cannot provide an answer to your question or concern, that I will connect you with someone who can.

Family engagement is crucial for a child's academic success from Pre-K through the 12th grade. Here at Insert School Name Here, we are committed to creating a welcoming environment and to encouraging our families to become active participants in their child's academic journey. By collaborating with your child's school community, you will be establishing a pathway for clear and consistent communication with our school and yourself. An increased level of communication will result in improved academic success for our scholars.

Please visit our school website for important updates at xxxxxxxxxxx@xxxx . Families are welcome to email me any questions or concerns. If you do not have e-mail address, you are also welcome to call me. My email address is xxxxxxxxxxxxx@xxxxxxx and my phone number is xxxxxxxxxxxxxx. My office is located in Room xxxx. You are welcome to contact me at any time.

I look forward to working with you by email, phone, or in-person.

Thank you,

XXXXXXXX

In the table below are a few other templates that you may find useful. Please use the templates as a reference tool and be sure to modify the content to fit your needs.

Sample Template
Sample RSVP Form
Sample Flyer Invitation
Sample Invitation Letter
Sample Feedback Survey

Translation and Interpretation Unit

Translation and interpretation resources continue to be available for all DOE staff to communicate with non-English speaking families. The Translation & Interpretation (T&I) Unit and DOE-contracted vendors are doing their best to maintain levels of service, as staff have transitioned to working remotely. Here are updates on the language services that are available:

- Written Translation Services: Translated written COVID-19 letters, in all DOE-supported languages, are posted on the employee-facing InfoHub. All translated documents have also been compiled into the NYC DOE Language Resources google spreadsheet(Open external link). Additional information is available under the Coronavirus Communications InfoHub page and the parent-facing webpage(Open external link). For any additional written translation requests, please use the T&I Unit's Translation Request Form listed below. For questions, email Translations@schools.nyc.gov.

- Oral On-Site Interpretation (OSI) Services:

  o For public schools, the OSI DOE vendor has transitioned to provide interpretation services via virtual platforms (e.g., Google Classroom, Google Meet, Microsoft Teams, etc.). Please note the on-site rates and minimums will still apply. To request remote on-site interpretation services, contact Geneva Worldwide at DOE@Genevaworldwide.com, using an updated Interpretation Request Form(Open external link). View the Geneva Worldwide Verification of Service (VOS) Form tutorial(Open external link) for the process to approve interpreter timesheets during Remote Learning. Please note that once schools are re-open, the on-site contact will need to re-sign hardcopies of the timesheet for DOE record purposes.

  o For central offices and Citywide Community Education Councils (CCEC), there is a new online Interpretation Request Form(Open external link) that may be used for remote OSI requests. For questions, email Interpretations@schools.nyc.gov.

- Oral Over-the-Phone Interpretation (OPI) Services: Free OPI services are available as before, in 350+ languages and 24/7. DOE staff can use their cell phones to place these calls. Please note that OPI interpreters are not able to join online conferences directly, but once they are on the phone with the DOE employee, OPI interpreters are able to dial out to online conference phone line. The DOE employee must call the OPI service using

a phone, and not call through the online conference. For this to work, the online conference must have a dial-in by phone feature.

- o For schools, detailed instructions are available in the updated OPI Desk Aid(Open external link).

- o For Borough/Citywide Office staff, Superintendents Offices, and all other central staff, please email Interpretations@schools.nyc.gov for instructions.

- o As a reminder, please do not share this information with parents or anyone outside of your school's staff. For questions, email Interpretations@schools.nyc.gov(Open external link). Feedback on services can be included at tinyurl.com/OPIFeedback(Open external link).

- Oral Video Remote Interpretation (VRI) Services: Currently not available.

For questions regarding language-access supports and resources, contact your Field Language Access Coordinator (FLAC), or the Translation & Interpretation Unit at LACoordinators@schools.nyc.gov. Please note that the Translation & Interpretation Unit's main phone line is currently not being answered, as staff work remotely. Any questions should be sent via email.

Meeting Platforms Reference Table

Platform	Google Meet	Microsoft Team	Microsoft live	Zoom	Zoom webinar
Capacity *	250	300	20,000	300	500-10,000
Large Audience presentation			X		X
Public meetings		X	X	X	X
Parent teacher conference	X	X		X	
Training sessions	X	X	X	X	X

Capacity will vary based on subscription plan
Use our Remote Learning Calendar to book trainings

Training Resources For Virtual Platform

Microsoft Teams / Microsoft Live Events	Google Meet	Zoom
Information Link Training Video Link **DOE Support Links (Info Hub)** *MICROSOFT TEAMS MEETINGS* *MICROSOFT TEAMS LIVE EVENT* • Plan and schedule a Microsoft Teams Live Event • Preferred settings *FAMILY FACING MICROSOFT TEAM* • How to Create a Family Facing Microsoft Team	Information Link Remote Working Toolkit G Suite Training Video Link **DOE Support Links (Info Hub)** Google Meet • How to set up a large Google Meet • Google Meet training and help • Preferred security settings	**Training Video Links** Getting started with zoom Zoom Administrator Training Zoom Webinar Training **DOE Support Links** *ZOOM WEBINAR* • To schedule and host a Zoom webinar, you will need a Zoom webinar license. (This is in addition to your existing DOE staff Zoom account). The DOE has a limited number of Zoom webinar licenses, so you must request a license through the Zoom Webinar License Request form. • NYC DOE Zoom User Training (Video) • How to get started with Zoom meetings and webinars

• **Please use this Link:** How To Choose a Virtual Platform for all of the information that is available on Info Hub that is related to Virtual Platforms.

Event Check List

Stage 1 Planning	**I. Planning Meeting**
	❑ Designate a Project Leader
	❑ Assign a task/role to team members that leverages their skills
	    • Facilitator / Host
	    • Manager of interpreters
	    • Tech Assistant
	    • Presenters
	    • Manager audience (Feedback/questions)
	    • Platform Admin.
	
	The planning team will;
	❑ Determine the purpose of the meeting, *(to provide information, to solicit feedback, training, Q&A, etc.)*
	❑ Identify the audience (all families, specific grade levels, etc.)
	❑ Determine language accommodations that will be needed – <u>More information here.</u>
	❑ Identify the content of the event (graduation requirements, expectations for the term, etc.)
	❑ Identify the type of meeting *(eg. Town Hall, Orientation, etc...)*
	❑ Identifies all stakeholders *(internal and external stakeholders)*
	❑ Select the platform that will be used for the event
	❑ Select the date and time of the event
	❑ Determine the length of the event
	❑ Create an agenda for the event
	❑ Questions & Answers – How will questions you address questions?
	    • During the registration
	    • In the chat
	    • Public Comments
	
	II. Online Platform Setup
	❑ Who is designated as the platform administrator?
	❑ Who will be letting people into from the waiting room
	❑ Online setup, access links, passwords
	❑ Attendee access *(different for speakers, attendees?)*
	❑ Level of interaction between participants and presenters
	❑ Interpreter access and set up
	❑ Recordings
	
	III. Preparation of Materials that are needed
	❑ Agenda created for the event
	❑ Create Registration Link (*(a space should be dedicated for questions that participants may have for the meeting)*
	❑ Save the date cards with registration link
	❑ Flyer with date, time, registration link & interpretation available
	❑ Formal letter invitation with agenda, date, time, expectations, link to the event with password
	❑ All appropriate materials are sent out for translation
	❑ Send any materials that are necessary for approval from administration

- ❑ Script for meeting
- ❑ Website / drive folder for any documents to be shared

IV. Notice and Outreach
- ❑ Have external and internal stakeholders been notified
  - ❑ Administration
  - ❑ Families and Students
  - ❑ School staff members (teachers and guidance counselors)
  - ❑ Technology support personnel
  - ❑ Security
  - ❑ Custodians
- ❑ Have been sent
  - ❑ Save the date
  - ❑ Flyer
  - ❑ Formal Invitation letter

V. Outreach Outlets
Utilize all outreach outlets that are necessary and appropriate for the event
- School website
- Phone Blast
- Email to families
- Text messages to families
- Social Media (Facebook, Twitter)
- Community Based Organization
- Letters
- Post Cards

VI. Outreach
- ❑ Flyer and invitation are sent to all stakeholders and invited guests
- ❑ Invitations including registration form are sent to all attendees
- ❑ Have external and internal stakeholders been notified?

Stage 2 Dry Run / Tech Check **To be scheduled ahead of time by the planning team**	**VII. Meeting Dry Run / Tech Check** ❑ who speaks, how are speakers organized, screen sharing necessary, other real time participant feedback needed ❑ Graphics for meeting ❑ What does screen look like before, during and after the meeting? ❑ What does audience hear before meeting begins? ❑ Live streaming (eg. Facebook, YouTube) Comments enabled, disabled? ❑ How will interpretation work?
Stage 3 During the event	**VIII. The Event** ❑ Music and or Graphics ❑ Back channel comms– interpreters, producers ❑ Text chain, slack or function in platform for internal communication ❑ Attendance recorded

Stage 4 After the event	**IX. Follow Up** ☐ Stakeholder debrief ☐ Review the attendance data ☐ Any communication to attendees (eg. Thank you email, Feedback Form)? ☐ How will the recorded event be shared ☐ Follow up to questions? **X. Reflection and Action Plan report to be developed by the planning team** ☐ What was the objective of the meeting? ☐ Data points (attendance, feedback, etc...) ☐ Glows ☐ Grows ☐ Was the objective achieved ☐ Next Steps and theory of action