

SECTION 6: DISTRICT PARENTAL INVOLVEMENT POLICY (DPIP)
(Required for all Title I District)

Directions: All Title I district are required to develop a District Parental Involvement Policy (DPIP) that meets the parental involvement requirements of Title I. The DPIP should describe how your district will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and the performance of schools in the district.

- Note:
- * Any activities/strategies involving parents described in the action plans should also be included in the District Parental Involvement Policy
 - * The District Parental Involvement Policy is in effect for a period of two years.

DISTRICT TITLE I PARENTAL INVOLVEMENT POLICY

The No Child Left behind Act of 2001 (NCLB Act) reauthorized the Elementary and Secondary Education Act of 1965 (ESEA), and is based on four principles that provide a framework through which families, educators, and communities can work together to improve teaching and learning. These principles are accountability for results, local control and flexibility, expanded parental choice, and effective and successful programs that reflect scientifically based research. The parental involvement provisions in Title I, Part A of the ESEA reflect these principles. Specifically, these provisions stress shared accountability between schools and parents for high student achievement, including expanded public school choice and supplemental educational services for eligible children in low-performing schools, local development of parental involvement plans with sufficient flexibility to address local needs, and building parents' capacity for using effective practices to improve their own children's academic achievement.

Reporting provisions in the NCLB Act offer parents important insight into their children's education, the professional qualifications of their teachers, and the quality of the schools they attend. The legislation ensures that parents have the information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help those schools develop effective and successful academic programs. Parents will know their children's academic strengths and weaknesses and how well schools are performing, and they will have other options and resources for helping their children if their schools are identified in need of improvement.

Title I, Part A is designed not only to help close the achievement gap between disadvantaged and minority students and their peers, but also to change the culture of America's schools so that success is defined in terms of student achievement and schools invest in every child.¹ As indicated by the parental involvement provisions in Title I, Part A, the involvement of parents in their children's education and schools is critical to that process.

Three decades of research provide convincing evidence that parents are an important influence in helping their children achieve high academic standards. When schools collaborate with parents to help their children learn and when parents participate in school activities and decision-making about their children's education, children achieve at higher levels. In short, when parents are involved in education, children do better in school and schools improve.² By working together, exchanging information, sharing decision-making, and collaborating in children's learning, everyone can contribute to the education process.

Planning for Success: Parent Involvement Policies: The following documents assisted with the completion of this revised policy:

All Title I schools and districts are required to develop a parent involvement policy. At the school level, the policy must include a school-parent compact. These policies must be developed and jointly agreed upon by parents and the school and district respectively. School and District Leadership Teams are responsible for facilitating this required consultation with Title I parents regarding program planning (development of school and district comprehensive educational plans and the use of Title I funds (*at the local school level*)). The policy must align with the current parent involvement requirements found in Title I, Part A, Section 1118 of the No Child Left Behind (NCLB) Act. In NYC, funding to support Title I parent involvement (a minimum set-aside of 1% of the school's total allocation) comes directly to schools.

¹ Testing for Results: Helping Families, Schools and Communities Understand and Improve Student Achievement, US Department of Education, 2002

² Lewis, Anne C.; Henderson, Anne T., Urgent Message: Families Crucial to School Reform, 1998

3. Child by Child (Comer, Joyner)

4. How they Learn by Cynthia Tobias

5. "Beyond the Bake Sale- The Essential Guide to Family-School Partnerships- By Henderson, Mays, Johnson, and Davis

6. Nothing's Impossible 'Leadership Lessons from inside and outside The Classroom. By Lorraine Monroe founder of the Frederick Douglass Academy (here in CSD5)

7. Every Parent Influence Children (EPIC)

The school's parental involvement policy should drive the planning and expenditure of funds for the implementation of programs and activities consistent with current Title I parent involvement requirements. At the local district level, it is expected that districts, via the district-level parent involvement policy, will provide indirect support to schools as they implement these programs and activities by setting forth expectations based on NCLB requirements, communicate best practices, and share information about model approaches to creating effective parent involvement programs.

The parental involvement policy establishes the framework for how districts and schools will engage parents of Title I participating children and form effective partnerships with families that will lead to improving student achievement. An example of an effective model for creating parental involvement programs and practices was designed by Joyce Epstein and is based on the six areas outlined below:

1. Parenting;
2. Communication;
3. Volunteering;
4. Learning at home;
5. Decision-making; and
6. Collaborating With the Community

Using this framework, schools, districts and educators can develop more comprehensive programs for school and family partnerships. There are a number of practices outlined below that school communities can employ in order to implement any or all of these areas to build capacity and design an effective program that meets the needs of parents and engages them in the process of educating their children and improving overall student achievement.

Parenting

Help all families establish home environments to support children as students by:

- offering suggestions for home conditions that support learning at each grade level;
- workshops, videotapes, computerized phone messages on parenting for each age and grade level;
- parent education and other courses or training for parents (e.g., GED, ESL, adult education courses, family literacy);
- family support programs to assist families with health, nutrition and other services;
- meetings with families to help families understand schools and schools understand families

Communication

Design effective forms of school-to-home communications about school programs and their children's progress by:

- holding conferences with every parent at least once a year with follow up consultation and meetings as needed;
- providing language translations and use of interpretation services to support parents as needed;
- sending home weekly or monthly folders of student work (portfolios) sent home for review and comments;
- posting regular schedule of notices, phone calls, newsletters, information on the school's website and other communications
- providing information on all school policies, programs and practices;
- providing information about school programs and activities within the school;
- sharing information with parents about Internet safety

Volunteering

Recruit and organize parents' help and support by:

- supporting school and class volunteer program to help teachers, administration, students and other parents;
- creating a parent resource area or family center
- conducting an annual survey to identify available volunteers based on the needs of the school and the talents which volunteers bring to the school community
- creating structures (e.g., class parents) to help provide families with information about school programs and upcoming events

Learning at Home

Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions and planning by:

- sharing information for families on knowledge and skills required for students in all subjects of each grade
- sharing information about homework policies and how to monitor and discuss schoolwork at home
- hosting Family literacy, math, science and technology activities at school
- providing summer/holiday learning packets or activities;
- encouraging family participation in setting student goals each year and planning for college or work

Decision Making

Include parents in school decisions and the development of parent leaders and representatives by:

- encouraging the active participation on Parent Associations (PA) or Parent Teacher Associations (PTAs) or other parent organizations, advisory councils/committees for parent leadership and participation;
- disseminating information about important school or local elections to select parent representatives (e.g., PA or PTA Executive Board Members, parent membership on the School Leadership Team, parent advisory councils, Community and Citywide Education Councils); and
- Establishing networks to link families with parent representatives.

Collaborating With the Community

Identify and integrate resources and services from the community to strengthen school programs, family practices and student learning and development by:

- providing access to information for students and families on community health, cultural, recreational, social support, and other programs and services;
- providing access to information about community activities that link learning skills and talents including summer programs for students;
- promoting service integration through partnerships involving school, civic, counseling, health, recreation and other agencies organizations and businesses; and
- Encouraging the participation of alumni in school programs for students as mentors for planning for college and work.

TITLE I PARENTAL INVOLVEMENT POLICY 2015-2017

PART I. GENERAL EXPECTATIONS

This policy was established jointly by staff and parent members of the District Leadership Team for Community School District Five community, including parents of children attending district schools receiving funds under Title I, Part A, and sets forth the minimum expectations regarding the activities, strategies and services to be employed and implemented by local schools and supported by the district to ensure that Title I Part A requirements for parent involvement and consultation in support of improved student achievement are met. District Five also supports the establishment and maintenance of strong and effective school-home partnerships that foster meaningful relationships between District Five schools and families. Community School District five agrees to communicate and implement the following statutory requirements in support of district schools receiving Title I funds:

1. Community School District Five will support school-level programs, activities and procedures to encourage involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). These programs, activities and procedures will be planned and operated by schools with meaningful consultation with parents of participating children.
2. Consistent with section 1118, Community School District Five will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a School-Parent Compact consistent with section 1118(d) of the ESEA.
3. Community School District Five will incorporate this district-wide parental involvement policy into its District Comprehensive Educational Plan developed under section 1112 of the ESEA.
4. In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, Community School District Five and its schools will provide full opportunities for the participation of parents with limited English proficiency and parents with disabilities, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
5. If the District Comprehensive Educational Plan developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, Community School District Five will submit any parent comments with the plan when Community School District Five submits the plan to the New York State Department of Education.
6. Community School District Five will provide additional guidance to ensure that schools involve the parents of children served in Title I, Part A schools in decisions about how the one percent (minimum set-aside) of Title I, Part A funds reserved for parental involvement is spent in support of the activities articulated in the school's Parent Involvement Policy.
7. Community School District Five will be guided by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents, guardians, persons in parental relationship and foster parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- (A) That parents, guardians, persons in parental relationship and foster parents play an integral role in assisting their child's learning;*
- (B) That parents guardians, persons in parental relationship and foster parents, are encouraged to be actively involved in their child's education at school;*
- (C) that parents, guardians, persons in parental relationship and foster parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
- (D) The carrying out of other activities, such as those described in section 1118 of the ESEA.*

PART II. DESCRIPTION OF HOW DISTRICT WILL IMPLEMENT REQUIRED DISTRICT WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS

1. Community School District Five will with the assistance of its schools take the following actions to involve parents in the joint development of its district wide parental involvement plan under section 1112 of the ESEA in support of district schools receiving Title I funds:
 - a. Assign a dedicated district or borough level staff member to act as a liaison to Title I schools and coordinate technical assistance, guidance, and support, as needed, under the direction of the Community Superintendent and in collaboration with the State/Federal Education Policy & School Improvement to ensure that schools are aware of these requirements;
 - b. Ensure (in collaboration with the Division of Family & Community Engagement and or Family Leadership Coordinator) that a duly established District Leadership Team is formed in compliance with the requirements of Commissioner's Regulation 100.11 and current Chancellor's Regulation A-655 and includes the appropriate representation from parent leadership or their designees;
 - c. Ensure (in collaboration with the Division of Family & Community Engagement and or Family Leadership Coordinator) that each school has a duly established Parent Association or Parent-Teacher Association by the end of each school year to ensure that parent leadership is in place by July 1st;
 - d. Ensure (in collaboration with the Division of Family & Community Engagement and or Family Leadership Coordinator) that each school has established a School Leadership Team that includes elected representation of parents that constitute fifty-percent (50%) of the total number of team members. (A minimum of ten members is required as per Chancellor's Regulation A-655).
 - e. Ensure (in collaboration with the Division of Family & Community Engagement and or Family Leadership Coordinator) that Parent Associations or parent members of the Parent-Teacher Associations understand the role of parents elected to serve as their representatives on the PA or PTA Executive Board, Borough and District Presidents' Council, School Leadership Team, District Leadership Team and Community and Citywide Education Councils;
 - f. Ensure (in collaboration with the Division of Family & Community Engagement and or Family Leadership Coordinator) that District Five has a duly established Presidents' Council with representation from each district school in accordance with the current Chancellor's Regulation A-660 and the council's bylaws;
 - g. Facilitate the establishment of a District Title I Parent Committee or Advisory Council³ to ensure Title I parent representation from all district schools including high schools and active participation on the District Leadership Team in the development of the District Comprehensive Educational Plan (DCEP), District 100.11 Plan, and NCLB Addendum, including the District Parent Involvement Policy (DPIP). (Note: While there is no federal requirement to form a District Parent Advisory Council or DPAC, Chancellor's Regulation A-655 does allow for representation from the DPAC on the District Leadership Team. In those cases where parents decide that Title I consultation will be facilitated through the District Presidents' Council it is not necessary to form a DPAC).
 - h. Ensure that the Title I parent governance structure selected by parents for Title I consultation and planning is in place and receives support and ongoing professional development opportunities to help build their capacity and parent leadership within our schools and district.
 - i. Ensure that the DPIP is translated in the dominant languages spoken by parents in the district and distributed widely to all schools within the district receiving Title I funding;
 - j. Facilitate the annual review and evaluation of the DPIP to determine the effectiveness of the policy and make revisions when necessary to improve the policy and the quality of parental involvement;
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- k. Provide and facilitate multiple opportunities for parents throughout the year to provide input regarding the District Parental Involvement Policy at public district meetings (e.g., District Leadership Team meetings) or other forums (with translation and interpretation support as needed) in collaboration with the Division of Family & Community Engagement and or Family Leadership Coordinator.
2. Community School District Five, in collaboration with the State/Federal Education Policy & School Improvement and other offices as appropriate, will ensure that district schools receiving Title I funds take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - a. Provide timely access to information regarding NCLB requirements, Adequate Yearly Progress (AYP) made by schools, low performing schools, school choice, supplemental educational services, teacher qualifications, and other critical information related to Title I programs and school improvement initiatives to local leadership structures that represent parents and families such as: District Leadership Teams, Community and Citywide Education Councils, Borough and District Presidents' Councils, and Title I District Parent Advisory Councils (if applicable) at regularly scheduled public meetings, and through the school or district website (if applicable).
 - b. Inform parents of the process describing how and why schools are identified for school improvement interventions;
 - c. Provide parents of children attending such schools with the following information in a timely manner:
 - 1) an explanation of what the identification means, and how the school compares in terms of academic achievement to the other elementary, intermediate or secondary schools served by the LEA and the State educational agency involved;
 - 2) the reasons for the identification;
 - 3) an explanation of how the parents can become involved in addressing the academic issues that caused the school to be identified for school improvement;
 - 4) an explanation of the parents' option to transfer their child to another public school, including the provision of transportation to the new school, and information on the academic achievement of the school or schools to which the child may transfer.
 - d. Publish and disseminate to parents and to the public, information regarding any actions taken by the district to address the problems that led to the identification of the school for improvement including:
 - 1) an explanation of what the district is doing to address the problem of low achievement;
 - 2) an explanation of what the school is doing to address the problem of low achievement; and,
 - 3) A description of corrective action or restructuring plans.
 - e. Provide parents with information on the professional qualifications of teachers and paraprofessionals.
 - f. Provide parents with graduation expectation such as courses need to meet requirements.
 - g. Our Parents are invited to our bi-monthly parent meetings, and are given access to the State website for additional instructional material.
 - h. Our Parent Leaders are versed on the state mandates of teacher certification; we encourage conversation through the SLT to converse on this matter.
 - i. CSD5 DCEP SMART Goals are made available to our parent community as a working document and a matter of accountability and expectations these goals are posted on our district website.
 - j. District 5 Newsletter is disseminated to our school community with articles, resources and information from our superintendent, principals, parents, teachers and community members and other administrators.
 3. Community School District Five will with the assistance of its schools provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance in support of district schools receiving Title I funds by taking the following actions:

- a. Collaborate with the State/Federal Education Policy & School Improvement to provide professional development opportunities for administrators and staff in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build partnerships between parents and the school;
 - b. Collaborate with the State/Federal Education Policy & School Improvement to provide professional development opportunities for Title I parents and families in how to work with educators to improve student achievement and school quality;
 - c. Seek assistance from the Division of Family & Community Engagement and or Family Leadership Coordinator to ensure that one of the following options (if applicable), in addition to the Parent Association or Parent Teacher Association⁴ for Title I Governance Structure (e.g., subcommittee of the Parent Association, parent subcommittee of the Parent-Teacher Association, Parent Advisory Council) is formed in each district school receiving Title I funding;
 - d. Ensure that school and parent leaders have access to resources and guidance which will allow them to become more knowledgeable about the provisions of Title I and NCLB legislation through support, materials and training;
 - e. Collect, review, and maintain on file (in collaboration with the Division of Family & Community Engagement and or Family Leadership Coordinator) copies of parental involvement policies and School-Parent Compacts from each school;
 - f. Collaborate with the Division of Family & Community Engagement and or Family Leadership Coordinator to ensure that each District Title I school conducts the required Title I Parent Annual meeting each fall and shares information with parents about the school's Title I status and program, their right to be involved, and the requirements under Title I, Part A;
 - g. Communicate with District schools to ensure that the information related to school and parent programs, meetings, and other activities is sent to parents in a format and, to the extent practicable, in a language the parents can understand using the school's Translation and Interpretation allocation.
 - h. Create an atmosphere conducive to learning by making CSD5 Tech Center accessible and viable to parents.
 - i. Continue to provide targeted professional development workshops that will strengthen the home school partnership.
 - j. Continue collaboration with Learning Leaders Inc. (October- June). Preparing and empowering parents to be instrumental in the classroom after completing the Learning Leaders training program.
 - k. Our parents are invited and continue to receive information on the NYC Schools Account and how to navigate the changes provided to better accommodate their children's learning styles.
 - l. Evaluation and assessment is a constant at our bi-monthly meetings we use the findings of the evaluation to design strategies for more effective parent involvement.
4. Community School District Five will encourage its schools with early childhood grades to coordinate and integrate parental involvement strategies under programs such as: Head Start, Reading First, Early Reading First, Even Start, Parents as Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs, with other parent involvement programs by:
- a. Partnering with Early Childhood staff at the central, borough and school level to plan and facilitate meetings and other activities for parents and families;
 - b. Collaborating with Pre-K Borough Director, Pre-K Borough Instructional Manager, Pre-K Family Worker and Pre-K Social Worker to conduct extensive outreach to parents and families providing salient Pre-K information regarding enrollment, program standards, comprehensive services, school-age programs and other specific supports as requested by the parent or family;

⁴ In Title I schools, parents elect parent members to represent them on the School Leadership Team (SLT) through the Parent Association or Parent-Teacher Association structure. The role of these elected parent members is to participate in the decision-making process regarding the development of the comprehensive educational plan and the alignment of the school's budget to support the plan. However it is still the responsibility of the school through the SLT structure to ensure that information regarding decisions made by the SLT are communicated in a timely way and shared with the entire school community including all parents of students participating in the Title I program.

- c. Facilitating home-school connections;
- d. Working with classroom staff/teacher to engage parents and build their capacity to support their children's education;
- e. Facilitating activities that will raise the literacy level of families in partnership with internal and external partners (e.g., Community Based Organizations) that provide GED and ESL classes and other related services);
- f. Coordinating transition activities at two levels: a) home to pre-school and b) pre-school to school age (e.g., workshops, fairs, conferences) (utilizing combined school-level resources with district Title I schools, Pre-K/Head Start program and community partners) to build relationships and capacity and create a seamless transition for children and their families;
- g. Facilitating the sharing of student information with parents including (e.g., results of initial screening and ongoing progress/monitoring);
- h. Providing materials for parents to support their children's education;
- i. Facilitating the translation of materials and other resources in the dominant languages spoken by parents;
- j. Encouraging and supporting parents in full participation in the education of their children by (monitoring attendance, homework completion, and positive use of extra-curricular time); and
- k. Providing for the health and well-being of their children including, but not limited to discipline, nutrition, and hygiene.
- l. Providing workshops for parents on "Domestic Violence" facilitated by the New York City Mayor's Office to Combat Domestic Violence.
- m. Providing workshops on understanding the Role and Responsibilities of the Parent Association/Parent Teacher Association, School Leadership Team & Title I Parent Advisory Council.
- n. Encourage Families to participate in the District Wide STEM Expo (Science, Technology, Engineering & Math) this in an annual Expo showcasing over 100+ Hands-on activity booths, student-led projects, Chess Tournament and Math Competition
- o. Encourage District 5 Families to participate in our Family Day.
- p. Providing Families with information at our annual Family Institute for Diverse Learners.
Presentations include:
 - The Ruler Approach: Helping Parents and caregivers Manage Challenging Behavior
 - Parenting a child with Learning Differences
 - Gifted and Talented School-wide Enrichment
 - Response to Intervention (RTI): Understanding RTI
 - Specialized High School Exam
 - Bilingual and Dual Language Learning
 - Childhood Development
 - Common Core Learning Standards
 - Navigating the Special Education Process
 - Helping Parents and caregivers Manage the Behavior of Children with Autism (Spectrum Disorders)
 - English Language Learners
- q. District 5 Schools will provide our families with yearly Oral Health examinations with free give-a-way including not limited to toothbrush and toothpaste.
- r. Health Screenings is a much appreciated services provided to our families: Blood pressure, cholesterol, and glucose screening/ health information.
- s. Third annual District-wide "Spelling Bee" to support students and their families in vocabulary acquisition.
- t. Community Schools District 5 schools will host an OPEN HOUSE once a month for parents and the community.
- u. Community Schools District 5 teachers are available each Tuesday, for parent consultation regarding their child's progress.

5. Community School District Five will with the assistance of its schools take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies in support of district schools receiving Title I funds and:
 - a. Provide, to the extent feasible, full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school and district reports in a format and, to the extent practicable, in a language the parents can understand:
 - b. Offer flexible meeting times for parents, such as meetings in the mornings, or evenings to accommodate parent schedules:
 - c. Present the District Parental Involvement Policy annually in a format and, to the extent practicable, in a language the parents can understand during regularly scheduled District Leadership Team meetings; Involve parents, in an organized, ongoing, and timely way for the opportunity to review and respond in writing to the Parental Involvement Policy evaluating its content and effectiveness; and
 - d. Use the findings of the evaluation of the parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary, with the involvement of parents, its parental involvement policies.
 - e. The District Leadership Team goals and objectives are made available to all of our schools. We refer to the content at our monthly meetings as a 'living document' with benchmark and with total transparency.

6. Community School District Five will with the assistance of its schools collaborate with the State/Federal Education Policy & School Improvement and the Division of Family & Community Engagement to help schools build capacity for creating effective parental involvement models, and support the partnership among the schools involved, parents, and the community to improve student academic achievement by taking the following actions:
 - a. Provide assistance to parents in understanding such topics as the Common Core Learning Standards, State's academic content standards and State student academic achievement standards, State and local assessments, the requirements of Title I, Part A and how to monitor a child's progress and work with educators to improve the achievement of their children.
 - b. Provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.
 - c. Provide training for parents and parent leaders of Parent Associations, Parent-Teacher Associations, District and Borough Presidents' Councils, School and District Leadership Teams, school and district Title I Parent Governance Structures and Community and Citywide Education Councils;
 - d. Disseminate timely information about conferences, workshops and symposiums to parents, citywide parent leadership structures and Parent Coordinators;
 - e. Provide such other reasonable support for parental involvement activities under this section as parents may request.
 - f. Provide parents with tools to enable better communication such as: "Questions to Ask at a Parent-Teacher Conference", such as: What is my child expected to learn, know and, do at this grade level based on the Common Core? How is this assessed? How do you challenge my child when he/she is doing well at something? A list of such questions will be provided by the District to schools for distribution to parents and caregivers aimed to provoke stimulating conversation between parents and teachers during consultations.
 - g. Collaborates with many Community Based Organizations, where homework help has proven beneficial. Our partnership with "Dial-A-Teacher" (212 777-3380) continues to prove advantageous to our school community.
 - h. We have provided also collaborated with Community Based Organizations to provide workshops on creating a Bully free School. Strategies were provided for teachers and parent coordinators this is an ongoing Series.

7. The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement in support of district schools receiving funds under this part, by:
 - a. Encouraging schools to donate time, materials, and other resources to support District-wide parent involvement activities and events;
 - b. Providing access to space, where feasible, to support parenting and adult education classes (e.g., ESL, GED, job readiness);
 - c. Offering access to District-wide training to parents regarding the use of NYC Schools Account to track their children's progress;
 - d. Offering access to District-wide training for parents regarding the use of state and city accountability tools;
 - e. Establishing a parent resource center or area within the District to house resources (e.g., computers, educational materials and/or publications, professional development materials and handouts);

8. Community School District Five will, with the assistance of its schools, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and schools in support of district schools receiving funds under this part, by taking the following actions:
 - a. Hosting, in collaboration with the State/Federal Education Policy & School Improvement, CFN, the Division of Family & Community Engagement and New York State Education Department, an annual district orientation for principals, teachers, staff and parents regarding Title I programmatic requirements;
 - b. Sharing professional development materials and other resources and guides made available by the Department of Education and New York State Education Department with school communities; and
 - c. Hosting annual District-wide Science Technology Engineering and Mathematic (STEM) Expo at the 369 Harlem Armory. This event provides an environment for the entire Community School District 5 school community to celebrate and share best practices.
 - d. *Collaboration with over 60 organization, corporation and community board organization. Including: Abyssinian Development Corporation, Harlem Commonwealth Council, EEOC Job Training and Placement, YMCA, Department of Health, Woodside Fencing, Harlem Hospital, True Control Fitness, Chef Chris Daly, Sports and Arts Foundation, United Federation of Teachers, Morningside Area Alliance, Boys and Girls Club, National Urban Technology Center, PAL, Inc., 369th Harlem Armory, Pfizer, North General Hospital, Hip 4 Kids, Beat the Streets, Children and Family Services. The Chad Foundation, Learning Leaders, The Virginia House of Hope, St. Luke's Hospital, Dial-A-Teacher, The Apollo Theatre, Children's Aid Society, Columbia University, The Bronx Zoo Education Department, Madison Square Garden, Center for Food & Environment, Teachers College, Cell Motion BioBus, New York Hall of Science, The JASON Project, American Museum of Natural History, National Geographic, Dolan DNA Learning Center/ Harlem DNA Lab, Wildlife Conservation Society/ Bronx Zoo Education Department, Kumon, Bank Street College, Head Start West, New York Cares, Barnard College STEP Program, Abyssinian Development Corporation, Google, Sesame Street, Harlem Renaissance Education Pipeline (HREP) and many other community organizations and individuals too many to mention.*

PART III. DISCRETIONARY DISTRICT-WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS

NOTE: The District Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in district-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- establishing a District-wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- Providing other reasonable support for parental involvement activities under section 1118 as parents may request

IV. Adoption

This District Parental Involvement Policy for Community school District 5 has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs and the District Leadership Team, as evidenced by district-level meeting notices, attendance sheets, minutes, feedback forms and/or surveys from meetings where the District Parental Involvement Policy was shared and discussed. This evidence will remain on file in the District Office and be subject to review and/or audit by city, state or Federal officials or their representatives.

This policy was adopted by the District Leadership Team for Community School District 5 on November 19, 2015 and will be in effect for the period of 2 years. The school District will distribute this policy to all schools for distribution to all parents of participating Title I, Part A children in the dominant languages spoken by parents in District 5 schools receiving funds under Title I, Part A on or before December 19, 2015. The final version of this policy will also be included as an attachment to the DCEP and NCLB Addendum and be translated in the dominant languages spoken by parents in District 5.

*** Original District Parental Involvement Policy (DPIP) signature page is retained at the District Office.

