

**Role of Parents & Families
In the
District of Columbia Master Education Plan
DC Education Compact Strategic Priorities
Double the Numbers' 10 Point Plan
Mayor's Academic Plan
Key Issues of the Fenty Administration: Parental Involvement**

1. Become full partners in the education of all children. (MEP)
2. Participate in a variety of local school and community-based meetings to share your knowledge and concerns so that DCPS and other stakeholders can gain the widest possible expertise and advice from parents and other family members. (MEP, DCEC)
3. Be informed and stay updated on information about:
 - Basic school contact information
 - School addresses, maps and school boundaries
 - Student demographics and enrollment
 - School/community partnerships
 - Information on academic programs, including special education
 - Staffing
 - Test scores and other student achievement measures
 - Facilities information (MEP)
4. Send children to school ready to learn. (MEP)
5. Monitor student progress. (DTN)
6. Have high expectations for all students. (MEP)
7. Bring children into the system earlier. Extensive research confirms that well-designed and well-implemented early childhood education programs help prepare children to succeed in school. (MEP)
8. Parent involvement can take many forms: parent as teacher, helping their children at home; parent as volunteer, helping the school; parent as advocate; and parent as decision-maker, serving on Local School Restructuring Teams, for example. (MEP)
9. Provide a minimum amount of daily and weekly monitoring at school and support at home or through external service providers. (MEP)
10. Serve as a mentor and resource to another student and family in need. When a student connects, really connects, to a caring adult, it often unleashes the desire to achieve. When the caring adult helps remove or reduce the barriers to learning, students blossom. (MEP)
11. Youth in middle grades are experiencing the growing pains of adolescence while tackling increasingly difficult curricula. Students begin to drop out, some students who performed well in

elementary school have difficulty making the transition and some students fall further behind. Violence and bullying, alcohol, tobacco and other drugs, and lack of parental involvement become more prevalent during these years. Recent research indicates that high performing middle schools have the following key feature: Parent involvement in the teaching and learning process! (MEP)

12. Participate in the Parents as Partners program. Using a highly effective curriculum, up to 100 parents each semester will be trained in how to conduct quality student- and parent-teacher conferences, understand the requirements for graduation and college success, and encourage their children to read every day. (MEP)

13. Expand Parents as Partners program. Improve communication and collaboration with parents and stakeholders. (MAP)

14. Parent Guides to the new standards let parents know what their children should know and be able to do at each grade level in reading/ELA and mathematics. The guides are available in Amharic, Chinese, French, Spanish and Vietnamese as well as English. Use the resources available to you and ask for more. (MEP)

15. Be a part of a Student Support Team at a local school. These teams serve as an early warning system to help schools identify students who would benefit from academic and/or behavioral interventions (e.g., students who are academically not on grade level, chronically absent or truant, at risk for grade-level retention, etc.). Teams develop six-week intervention plans for individual students and/or groups of students with similar needs. Teams collaborate with city agencies, community groups and parents to provide services to students beyond the school day, if necessary. (MEP, DCEC)

16. There are several practices, which are said to improve a child's academics, which the Mayor's administration would like to see continued and expanded. These include: Parenting to help establish supportive home environment, the school administration more effectively communicating about progress between schools and home, and recruiting and organizing parent help and support. The administration would also like to support families so they can help students at home with school work and include parents in decision making and involve them as leaders. The administration recommends that community resources are used to strengthen schools. (Key Issues)

17. Recent research has demonstrated convincingly that when parents and caregivers are actively involved in their children's education, their children do better in school. Children whose parents are involved:

- Earn higher grades and test scores;
- Enroll in higher-level programs;
- Pass their classes and are promoted;
- Attend school regularly;
- Have better social skills; and
- Graduate and go on to postsecondary education.

Students whose parents are involved also are less likely to require special education, drop out of school, be arrested or require public assistance. (*A New Wave of Evidence, Southwest Educational Development Laboratory, 2002*) (MEP)

18. Research what other school districts have organized and developed a parent network of school support. For example, New York City now has a paid parent coordinator in every school; Boston has totally revamped and upgraded its parent involvement program; and districts such as Miami-Dade and San Diego have established parent academies to help train parents in a wide range of areas, from parenting skills to advocacy. (MEP)