

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS
Board of Education
Upper Marlboro, Maryland

0105
Policy No.

BOARD OF EDUCATION POLICY

BASIC COMMITMENTS

Parent, Family, and Community Involvement

I. Policy Statement

- A. The Prince George's County Board of Education (Board) acknowledges that students have their best chance to succeed when parents, family, community members, and staff work together. Only when innovative content, targeted needs-based instruction, and supportive programs are combined with support for learning at home and throughout the communities will all students achieve at high academic levels. The support of everyone in our community is essential to the success of our schools and students, and this success enriches our community.
- B. The Board believes that family and community engagement is a shared responsibility and essential component for improving the academic outcomes of our students. We acknowledge that strong family-school and community partnerships should function as effective instructional strategies that work to complement high-quality teaching and learning. Furthermore, staff at all levels must demonstrate a clear commitment to strengthening family-school partnerships that support student achievement.
- C. The Board is committed to promoting the involvement of all parents of students in Prince George's County Public Schools (PGCPS) regardless of race/ethnicity, color, national origin, citizenship status, religion, socio-economic status, culture, disability, gender identity, marital status, sex, sexual orientation, age, primary language, parent/family education, geographical location or any other factor that may limit a parent's involvement. The Board is also committed to collaborating with the community as participants in school governance and as active partners in facilitating the school system's core values, vision, and mission.

II. Purpose

The purpose of this policy is to establish the framework and responsibilities for the implementation of strategies to provide a more responsive and inviting school climate and increase the level of parent, family, and community involvement in PGCPS.

III. Definitions

- A. *Community* – Prince George's County at large which includes, but is not limited to, businesses, government officials/agencies, non-profit service agencies, faith-based organizations, other organizations, and individuals.

B. *Family* – A child’s primary caregiving unit.

C. *Parent* – Any one of the following individuals who are legally responsible for a student:

1. Biological parent – A natural parent whose parental rights have not been terminated.
2. Adoptive parent – A person who has legally adopted the student and whose parental rights have not been terminated.
3. Custodian – A person or agency appointed by a court as the legal custodian of the student and granted parental rights and privileges.
4. Guardian – A person who has been placed by a court in charge of the affairs of the student and granted parental rights and privileges.
5. Caregiver – An adult resident of Prince George’s County who exercises care, custody or control over the student, but who is neither the biological parent nor legal guardian.
6. Foster parent – An adult approved to care for a child who has been placed in their home by a State agency or a licensed child placement as provided by Section 5-507 of the Family Law Article.

D. *Parent Community Advisory Council (PCAC)* – A citizen advisory committee established by the Board that reflects, to the extent practicable, the geographic, racial, ethnic, cultural, and gender diversity of Prince George’s County.

E. *Stakeholders* – Parents, families, students, and the community.

IV. Standards

A. Effective school-family-community collaboration

1. Effective school-family community collaboration assures that parents, family, and community members have the opportunity to effectively work together and participate in the decision-making process at all levels in support of improved academic performance for all students. To achieve this goal the Board establishes the following standards:
 - a. All PGCPS employees will demonstrate a commitment to parent, family and community involvement in the education process;
 - b. All PGCPS employees will interact respectfully with parents and families so they are involved in their child’s education and assume a vital role in ensuring success in school for their children;
 - c. PGCPS will use all reasonable efforts to provide parents who are incarcerated information about their child’s progress in school.

- d. PGCPS will use all reasonable efforts to address concerns from parents, families and community members in a proactive and restorative manner;
- e. PGCPS will furnish information regarding services which are provided by PGPCS, eligibility for these services and how to apply for them (food services, transportation, health services, remediation, special education services, English Language Development for multilingual learners (ELD));
- f. PGCPS will provide parents with information concerning expectations for their child with regard to the educational program, attendance and expected behavior (Student Rights and Responsibilities Handbook);
- g. PGCPS will provide parents access to information concerning their child's instructional program, including but not limited to, course of study or curriculum and the grading criteria;
- h. PGCPS will furnish parents with access to their child's education records and assurance of confidentiality of their child's records in accordance with state and federal laws and regulations;
- i. PGCPS will provide opportunities for parents, family and community members to participate in decision-making related to district-wide and school-based issues;
- j. Each school and the district will offer training and promptly provide materials to help parents and families monitor and support the academic achievement of their children. Materials and information sent home to parents shall be provided in clear and understandable format and language;
- k. PGCPS shall comply with the requirements of the Elementary Secondary Education Act (ESEA) related to parent, family and community involvement, including:
 - 1) Meaningful consultation with parents of children participating in PGCPS schools to plan and operate programs, activities, and procedures for the involvement of parents consistent with Section 1116 of the Elementary and Secondary Education Act (ESEA) ; and
 - 2) An annual review of this policy in their schools.
- l. The Board and the Superintendent will consult regularly, but not less than quarterly, with the Parent Community Advisory Council (PCAC) and may meet more frequently by mutual agreement.
- m. PGCPS will conduct an annual climate and culture survey to understand the perspectives of parents, students and staff regarding educational excellence,

excellence in equity, workforce and operational excellence and mental health;
and

- n. Treat parents and community members with courtesy and respect.

B. Two-Way Communication

1. The Superintendent shall develop and require schools to use effective communication methods to ensure that all parents and families, regardless of income, ethnic background, or language, whose children attend PGCPS, share and receive school-to-home, and home-to-school communications about district, school and classroom programs, and student progress. Such information shall be provided in a format and language that parents can understand;
2. PGCPS and each school will use effective communication methods to ensure regular two-way communication with stakeholders about district and school-level priorities.
3. These communications must be provided in a language and format that parents and families can understand.
4. PGCPS and each school will provide adequate notice about meetings to parents, families and the community.

C. Building Capacity

1. PGCPS and each school will provide assistance to parents and families in understanding academic assessments and how to monitor their child's progress, and how to work with teachers to improve the achievement of their children.
2. PGCPS and each school will provide materials and training to help parents work with their children to improve academic achievement.
3. PGCPS and each school will provide professional development to school personnel on how to work with parents as equal partners in their child's educational process.

D. Equity

1. Each school will ensure that family and community engagement strategies:
 - a. Are responsive, informed by stakeholder feedback, and reflective of the unique needs of students, families, and communities;
 - b. the culture, experiences, and humanity of students, parents, families, and communities;

- c. Include the diverse perspectives of students, families, and communities; and
- d. Provide interactions where all students, parents and families regardless of race/ethnicity, color, national origin, citizenship status, religion, socio-economic status, culture, disability, gender identity, marital status, sex, sexual orientation, age, primary language, parent/family education, geographical location are welcomed, empowered and engaged as equal partners in the full educational process.

E. Decision-Making

1. PGCPs will regularly engage stakeholders in district-wide initiatives, issues and programs.
2. Each school will regularly provide opportunities for parents, families and staff to participate in meaningful dialogue and decision-making related to school-level initiatives and programs.
3. Each school is encouraged to establish a recognized, organized parent group (parent-teacher association/organization) if one does not currently exist.
4. At least once every year, each school must hold a public meeting at a reasonable time at which all of its stakeholders will be invited to learn about school-level priorities, academic standards, and information that helps families become stronger partners in the education of their children.

F. Parents' and Families' Responsibilities

1. Ensuring that their child attends school regularly and arrives on time ready to learn;
2. Reviewing notices received from PGCPs and the school, and responding to requests for information and providing updated and accurate contact information in a timely manner;
3. Refraining from disruptive and disrespectful behavior and treating all members of the school, including students, with courtesy and respect;
4. Taking part in school and community programs that offer opportunities for parents to participate in educational decision making for their child;
5. Teaching their child to respect the safety, property and rights of others and the obligation to refrain from engaging in intimidating, harassing or discriminatory behavior; and
6. Maintaining contact with their child's teachers and the school principal about the progress of their child's education.

V. Implementation and Responsibilities

- A. The Superintendent is directed to develop strategies to encourage involvement of parents, family, and community in PGCPS. The Superintendent is further directed to implement this policy by enacting an administrative procedure.
- B. The Superintendent shall report to the Board annually, on or by July 31, on the implementation of this policy.

VI. References

- A. Legal
Every Student Succeeds Act (ESSA), 20 U.S.C. §§ 1116 and 1118
§§ 4-112 and 4-401, Md. Code Ann., Educ.
- B. Other Board Policies
Policy 1500 – Parent Community Advisory Council
AP 4217 – Parent, Family, and Community Involvement in Schools

VII. History

Policy Adopted as 1352
9/11/97

Policy Amended and Renumbered 105
2/25/00

Policy Amended and Renumbered 0105
5/12/03

Policy Amended
1/6/05

Policy Amended
9/21/05

Policy Amended
8/13/08

Policy Reviewed
3/14/12 No Revisions Required

Policy Amended
6/28/12

Policy Amended
03/21/2024