



COMMUNITY RELATIONS: Community Involvement

Relationship with Parent Teacher (Student) Associations

- I. Parent-Teacher-(Student) Associations (PT(S)A) play an important role in improving schools by fostering broad understanding of school programs; encouraging public support for program improvements; building positive relationships among school staff members, students, parents, and community; and keeping the school informed about community needs and concerns.
- II. PT(S)A are independent organizations that maintain close working relationships with schools. Both the school and its PT(S)A exist to promote the education of each student. Under most PT(S)A bylaws, the principal serves as a member of the PT(S)A Board of Directors.
 - A. The principal is legally responsible for the school's program and, in this capacity, serves as the educational leader and final decision-maker at each school.
 - B. The principal should collaborate with the PT(S)A in a manner that supports effective exchange of information and aids in decision making.
- III. Activities to support collaboration should include:
 - A. Providing comprehensive, current information about Board policies, Superintendent's rules, local school procedures, and advising PT(S)A so that PT(S)A activities are in compliance with all policies, rules, and procedures.
 - B. Offering recommendations to the PT(S)A about ways the organization can support school goals and be an effective community advocate for the school and school system.
 - C. Encouraging total community support for the PT(S)A and its programs.
 - D. Engaging in discussions with the PT(S)A when there are community concerns about aspects of the school program and/or operations and keeping the PT(S)A informed about progress toward resolution of concerns as appropriate.

- E. Informing the PT(S)A about how the curriculum, instructional methods, and operations of the school meet student needs.
 - F. Encouraging the PT(S)A nominating committee to select a slate of officers that is as representative as possible of the entire membership, including new parents and those from diverse geographical, racial, and socio-economic backgrounds.
 - G. Assisting the membership committee with opportunities to promote PT(S)A membership.
 - H. Reviewing PT(S)A communications and assisting as appropriate with the distribution of PT(S)A information. All PT(S)A materials should be identified as such, and editorials or other articles of opinion shall be signed by their author(s).
 - I. Providing access to interoffice mail and a school mailbox designated for PT(S)A use only.
 - J. Assisting in the development of the PT(S)A budget by suggesting ways to enhance the school program. Final determination of the budget and methods for fundraising are the responsibility of the PT(S)A, except when these decisions may conflict with or duplicate school programs. When PT(S)A funds are provided for the principal to spend on school projects, he/she keeps accurate records and makes periodic reports on these expenditures to the PT(S)A.
 - K. Establishing a PT(S)A in a new school with the assistance of the PTA Council of Baltimore County (PTACBC).
- IV. The principal should become familiar with the following to aid in his/her understanding of the PT(S)A and to develop positive working relationships:
- A. General knowledge of national, state, and county PT(S)A policies and the bylaws of the school PT(S)A.
 - B. The PTA Council of Baltimore County, its publications, training and workshop opportunities, and the role of the PTACBC.

Related Policies: Board of Education Policy 1260, *School Volunteers*
Board of Education Policy 1270, *Parent/Guardian and Family Involvement*
Board of Education Policy 1300, *Use of School Facilities*
Board of Education Policy 2342, *Teacher attendance at PTA meetings*
Board of Education Policy 2361, *Student Carriers*

Rule
Approved: 2/10/77
Edited: 7/23/79
Revised: 2/26/81
Revised: 6/10/08

Superintendent of Schools