

COMMUNITY RELATIONS: Community Involvement

Parent/Guardian and Family Involvement

I. PHILOSOPHY AND PURPOSE

A. Comprehensive programs of parent/guardian, family, and community involvement require schools to promote and support communicating, parenting, student learning, volunteering, school decision-making and advocacy, collaborating with the community, and building partnerships at all grade levels in a variety of roles. The [S]Superintendent will designate appropriate staff to ensure the following criteria:

1. Communicating

- a. Publicize the school's commitment to parent/guardian, family, and community involvement.
- b. Promote clear, two-way communication between school and home concerning school programs and students' progress.
- c. Provide processes for addressing the concerns of parents/guardians, families, and community members.

2. Parenting

- a. Help parents/guardians and families enhance parenting skills and foster conditions that support students' learning.

3. Student Learning

- a. Provide opportunities for parents/guardians, families, and community members to develop and refine the knowledge and skills needed to support students' academic achievement, including activities and resources that connect to what students are learning in the classroom.

4. Volunteering

- a. [Promote effective use of volunteers in instructional and non-instructional roles.] RECRUIT, ENCOURAGE, AND RECOGNIZE PARENTS/GUARDIANS, FAMILIES, AND COMMUNITY MEMBERS AS VOLUNTEERS.

- b. PROMOTE EFFECTIVE USE OF VOLUNTEERS IN INSTRUCTIONAL AND NON-INSTRUCTIONAL ROLES.

5. School Decision-Making and Advocacy

- a. Make parent/guardian and family involvement an integral component of the school improvement process.
- b. Support parents/guardians and families as decision-makers and promote their leadership in advisory and advocacy roles.

6. Collaborating with the Community

- a. Work cooperatively with community agencies that provide assistance to students as well as to parents/guardians and families.
- b. Seek partnerships with interested businesses and community organizations to promote student success.

7. Building Partnerships

- a. Provide an inviting and welcoming environment where parent/guardian, family, and community involvement is valued and respected.
- b. Encourage the use of professional development opportunities and resources to support effective parent/guardian, family, and community involvement.

II. Compliance

- A. All school-based and central office staff shall comply with the Parent/Guardian and Family Involvement Policy 1270 by implementing the strategies, activities, and measures cited in the Baltimore County Public Schools (BCPS) Master Plan, Goals 6 and 7, regarding parent/guardian and family involvement in the educational process.
- B. Schools shall seek involvement from all parents/guardians regardless of their educational attainment, race/ethnicity, gender, socio-economic status, primary language, marital status, sexual orientation, or disability.
- C. The Department of Professional Development and the Office of Title I will annually convene a group of parents and community stakeholders to review

the BCPS Parent/Guardian and Family Involvement policy, rule and administrative procedures.

D. VOLUNTEERS SHALL BE RESPONSIBLE FOR COMPLETING ALL TRAINING AND BACKGROUND INVESTIGATION PROCESSES.

Legal References: 20 U.S.C. §6301 [18] ET SEQ., [(*No Child Left Behind Act of 2001*)]
Annotated Code of Maryland, Education Article §4-112, *ADVISORY COMMITTEES*

Related Policies: Board of Education Policy 1100, *Communication with the Public*
Board of Education Policy 1200, *Community Involvement*
Board of Education Policy 1220, *Citizens Advisory Committee*
Board of Education Policy 1240, *Visits to Schools*
Board of Education Policy 1250, *Participation in the Local School by Community Members*
Board of Education Policy 1260, *School Volunteers*

Rule

Superintendent of Schools

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