

1 Related Entries: ABA, ~~ABA-RA~~, ~~ABC-RA~~, **ACA**, ACG, BFA, BMA, FAA,
2 IEA, IEB, IED, IFB, IGP--~~RA~~, **IRB-RA**, **KBA**, **KBA-**
3 **RA**, ~~IRB-KLA~~, **KLA-RA**

4
5 Responsible Office: **Office of Communications; Office of School**
6 **Support and Well-Being; Office of Well-Being,**
7 **Learning, and Achievement**

8
9 **Family-~~Outreach-School Partnerships~~**
10 **~~Parent and Family Involvement~~**
11

12 A. PURPOSE

- 13
14 1. ~~The Board of Education (Board) is committed to~~
15 ~~promoting~~**To establish inclusive, culturally responsive,**
16 **and antiracist processes for parent/guardian engagement**
17 **in decisions¹ affecting their students and their**
18 **students' schools**
19
20 2. **To affirm a framework for family-school partnerships in**
21 **alignment with the National Standards for Family-School**
22 **Partnerships and in compliance with federal requirements**
23 **for building the capacity of parents/guardians/families**
24 **and school staff to engage in meaningful, two-way**

¹ For the purposes of this policy, the terms “parent/guardian” and “family” are not always interchangeable, and have been intentionally used in the following ways: “parent/guardian” is used where there is a reference to the legal authority to make educational decisions on behalf of a child; “family” is used where there is a reference to the many roles family members, in addition to the student’s legal custodian, perform on behalf of children and their school communities.

25 **partnerships to support the education and well-being of**
26 **all children**

27 ~~meaningful family-school partnerships as an essential~~
28 ~~component to students' academic success.~~

29 ~~2. The Board encourages parent and family involvement~~
30 ~~in the school community to support children's education,~~
31 ~~healthy development, and well-being. Montgomery County~~
32 ~~Public Schools (MCPS) will take actions to promote~~
33 ~~family involvement efforts that encompass the diversity~~
34 ~~of the community.~~

35

36 B. ISSUE

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38 **Families are children's first teachers, and as students reach**
39 **school age, families and school staff have the opportunity to**
40 **become partners working towards the shared goal of nurturing**
41 **the development of healthy, resilient, and competent young**
42 **adults.**

43

44 D. POSITION

45

46 **1. The Board is committed to a strength-based approach to**
47 **family engagement that recognizes and leverages**
48 **students' and families' experiences to achieve every**
49 **student's best outcomes.**

50

51 **2. The Board expects all Montgomery County Public School**
52 **(MCPS) employees to promote and demonstrate a commitment**

53 to high expectations for achievement for all students in
54 partnership with their families.

55 ~~2. All MCPS employees are expected to promote and~~
56 ~~demonstrate a commitment to parent and family~~
57 ~~involvement.~~

58 ~~Research indicates that family involvement in education~~
59 ~~has a positive effect on student learning and healthy~~
60 ~~development and is an important strategy in reducing~~
61 ~~achievement gaps. Additionally, meaningful and~~
62 ~~effective home-school partnerships help to ensure a safe~~
63 ~~and respectful learning environment.~~

64
65 3. The Board **affirms the following six principles to guide**
66 **family-school partnerships** ~~supports the development of~~
67 ~~parent and family involvement programs and services that~~
68 ~~are comprehensive and linked to~~ **for** ~~student learning~~
69 ~~and~~**success** ~~based on, but not limited to, the~~ **National**
70 **Parent/Teacher Association's National Standards for**
71 *Family-School Partnerships:*

72
73 a) ~~a) Welcoming~~**Welcome** ~~all families: into the school~~
74 ~~community families are active participants in the~~
75 ~~life of the school~~

76
77 **MCPS and local schools and will create welcoming,**
78 **responsive, and inclusive environments where -**

79
80 (1) **families and students** ~~feel welcomed,~~**heard and**
81 ~~respected~~**valued,** ~~and~~ **enjoy a sense of**
82 ~~belonging and connectedness~~ **connected to**

83 ~~each~~**the community** ~~other, to school staff, and~~
84 ~~to what students are;~~

85
86 (2) **the diverse needs, abilities, cultural and**
87 **linguistic backgrounds of families are valued;**
88 **and**

89
90 (3) **family engagement activities are worthwhile**
91 **and connected to supporting student social,**
92 **emotional, and academic** ~~learning and doing in~~
93 ~~class~~**development.**

94
95 b) ~~Communicating~~**Communicate effectively: families**

96
97 **MCPS and local** ~~and school staff and families will~~
98 **engage in regular, meaningful two-way communication**
99 **about student learning and development through**
100 **multiple, strategically implemented mechanisms and**
101 **tools.**

102
103 (1) **Through effective, inclusive, culturally**
104 **responsive, and antiracist communication**
105 **strategies, all families will be provided**
106 **opportunities to learn the critical**
107 **educational benchmarks, course sequences,**
108 **timelines and applications processes required**
109 **for their students to access rigorous**
110 **instruction and educational opportunities**

111 (e.g., magnet, gifted and talented, language
112 immersion, and dual enrollment programs;
113 courses leading to college and career
114 readiness, including professional
115 certification; scholarships; and leadership
116 development opportunities). -

117
118 ~~(1)~~(2) Consistent with Board Policy KBA, *Policy*
119 *on Public Information*, the Board promotes
120 accessibility of information to the broadest
121 community possible.

122
123 ~~(2)~~—.

124
125 a)c) ~~Supporting~~**Support** *student success: families*

126
127 (1) The Board is committed to building families'
128 capacity to advocate effectively for their
129 children, and also building MCPS staff
130 members' capacities for effective, inclusive,
131 culturally and linguistically competent
132 family engagement.

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(2) As set forth in the federal Every Student Succeeds Act², the Board is consistently mindful of the needs of parents/guardians who are economically disadvantaged or disabled; or have limited English proficiency, literacy or technology access, or need additional support to advocate for their students in a large school system without enhanced communication, translation, meeting facilitation or support.

(3) Normative engagement practices shall be critically examined to identify and develop alternatives to traditional practices that may exclude identifiable groups from meaningful family engagement in student learning decisions, school-home communication, and school community life.

~~and school staff continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.~~

d) ~~d) Speaking~~ **Speak up for children—every child:**

² Federal Every Student Succeeds Act (ESSA; 2015) Title I, Title III, and Title IV programs, such as those for low-income and migrant students and emergent language learners, include specific requirements for building the capacity of parents/guardians/families and school staff to engage in regular, two-way, and meaningful communication involving student academic learning.

159
160 **MCPS and local schools staff will encourage efforts**
161 **of families, ~~are empowered to~~ students, and staff**
162 **to ~~advocate for their children, to ensure that~~**
163 **students ~~recognize and eliminate bias in family~~**
164 **engagement practices, and to advocate ~~are for fair~~**
165 **treatment ~~ed fairly and have~~ equitable access to**
166 **learning ~~opportunities that will support~~ and**
167 **supports for all students ~~their success.~~**

168 ~~(1)~~.

169
170 e) ~~e) Sharing~~ **Share** power: families

171
172 **(1) Families** and school staff are important and
173 valued partners with unique information
174 regarding decisions that affect children.
175 ~~Families and Sschool staff~~ **will consult and**
176 **collaborate as appropriate with families and**
177 **students to ~~together inform, influence, and~~**
178 **create school ~~polieies~~rules, practices, and**
179 **programs, including ~~full engagement in the~~**
180 **school improvement ~~process~~planning.**

181 ~~(1) who are~~

182
183 **(2) As set forth in Board Policy ABA, Community**
184 **Engagement, schools will actively seek the**
185 **participation of parents/guardians who are**
186 **representative of the school community in**

187 school improvement planning and innovation
188 processes, as well as community engagement in
189 Board decision-making processes, when
190 requested by the Board ~~developing and revising~~
191 ~~school system policies, strategic planning,~~
192 ~~budget development, and implementation of~~
193 ~~school district initiatives.~~

194
195 f) ~~f) Collaborating~~ **Collaborate** with community:-
196 families

197
198 **MCPS and local** ~~and school staff will~~ collaborate
199 with community ~~members~~ **organizations, who are**
200 **representative of various cultural and linguistic**
201 **practices, traditions, and abilities of Montgomery**
202 **County,** to connect students, families, and staff to
203 expanded ~~learning~~ **opportunities for learning,**
204 community services, and civic participation.

205
206 D. DESIRED OUTCOME
207
208 All MCPS staff will **effectively** collaborate with **all** families
209 to build strong family-school partnerships **towards the shared**
210 **goal of nurturing the development of healthy, resilient, and**
211 **competent young adults.**

212
213 E. IMPLEMENTATION STRATEGIES
214

215 1. The superintendent of schools will ~~review existing~~
216 ~~policies and procedures, and develop necessary~~ **engage**
217 **parents/guardians as equal partners in student learning**
218 **and family-school partnerships through effective,**
219 **inclusive, culturally appropriate and antiracist**
220 **practices, as follows:**

221
222 a) **Develop and implement** regulations and procedures to
223 support this policy, **including but not limited to**
224 -

225 (1) **a definition of documents that are vital to**
226 **families' access to their students' education**
227 **program, in alignment with federal and state**
228 **law; and**

229
230 (2) **the provision of language interpretation**
231 **services.**

232 a)
233 b) **Develop goals, indicators and metrics for effective**
234 **and inclusive family engagement; monitor the**
235 **milestones and data points annually; and identify**
236 **barriers to participation with particular attention**
237 **to parents/guardians who are economically**
238 **disadvantaged, or disabled, or have limited English**
239 **proficiency, literacy or technology access; or**
240 **experience with school systems such as MCPS.**

241

242 ~~2. The superintendent of schools and the Board of Education~~
243 ~~will monitor the milestones and data points associated~~
244 ~~with Goal 3: Strengthen Productive Partnerships for~~
245 ~~Education in the MCPS Strategic Plan.~~

246 c) Designate staff responsible for providing
247 coordination, technical assistance, and other
248 support necessary to build the capacity of MCPS
249 staff to plan and build effective family-school
250 partnerships to improve student academic
251 achievement and school performance.

252
253 d) Consult and collaborate, as appropriate, with
254 parents/guardians and families to develop -

255
256 (1) professional learning for staff, regarding the
257 value and utility of contributions of
258 families, and in how to reach out to,
259 communicate with, and work with
260 parents/guardians,

261
262 (2) models for relevant and effective family
263 outreach programs, including those for
264 families who arrive at different times
265 throughout the school year, or who may have
266 little familiarity with MCPS,

267
268 (3) well-publicized structures for two-way
269 communication with families who do not speak
270 English, and other assistance for

271 parent/guardians to make informed choices
272 about their students' academic programs,
273 school activities, understand key academic
274 milestones and options and implications those
275 decisions, and access available resources. ~~of~~
276 ~~our diverse community is integral to The Board~~
277 ~~provides opportunities for parents and other~~
278 ~~members of the public to provide feedback~~
279 ~~through public comments at Board meetings,~~
280 ~~written and e-mail correspondence, service on~~
281 ~~advisory committees, and participation in~~
282 ~~public hearings and community forums.~~
283 ~~Feedback from a broad spectrum~~

284 the

285 e) Develop templates and tools for school use that
286 effectively communicate the following information
287 to families in a form and, to the extent
288 practicable, in a language they can understand:

289
290 (1) This policy and school improvement plans.

291
292 (2) State academic standards, state and local
293 academic assessments, and tools for monitoring
294 a child's progress.

295
296 (3) Student rights and responsibilities, student
297 codes of conduct, critical educational
298 benchmarks, academic planning information and

299 course sequences, timelines and applications
300 processes ~~of~~ required to access rigorous
301 instruction and educational opportunities
302 (e.g., magnet, gifted and talented, language
303 immersion, and dual enrollment programs;
304 courses leading to college and career
305 readiness, including professional
306 certification; scholarships; and leadership
307 development opportunities).

308
309 (4) Information related to school and
310 parent/guardian/family programs, meetings,
311 and other activities, such as parent/guardian
312 councils and school events.

313
314 F. REVIEW AND REPORTING

315
316 This policy will be reviewed in accordance with the Board of
317 Education policy review process.

318
319 **Related Sources:** **Every Student Succeeds Act (ESSA; 2015) Title**
320 **I, Title III, and Title IV**~~National Standards~~
321 ~~for Family School Partnerships, 2022~~

322
323 Policy History: Adopted by Resolution No. ~~669-90~~**66990**,
324 November 13, 1990; reformatted September 1996; amended by
325 Resolution 489-02, October 28, 2002, amended by Resolution 417-
326 10, July 26, 2010. ~~—~~; **amended** .

ABC
Committee Recommended Draft
2/7/23

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