

1 Related Entries: ABA, ~~ABA-RA~~, ~~ABC-RA~~, **ACA**, ACG, BFA, BMA, FAA,
2 IEA, IEB, IED, IFB, **IGK**, ~~IGP-RA~~, ~~IRB-RA~~, **KBA**,
3 **KBA-RA**, ~~IRB-KLA~~, **KLA-RA**
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5 Responsible Offices: **Office of Communications; Office of School**
6 **Support and Well-being; Office of Well-being,**
7 **Learning, and Achievement**
8

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

12 A. PURPOSE
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- 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.~~

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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.**

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44 C. POSITION

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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 Schools**
52 **(MCPS) employees to promote and demonstrate a commitment**

53 to high expectations for achievement for all students,
54 in 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*:

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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 **As affirmed in Policy ACA, Nondiscrimination,**
78 **Equity, and Cultural Proficiency, the Board**
79 **promotes the engagement of all parents/guardians in**
80 **their children's education and works to remove**
81 **barriers that impede their active participation**
82 **without regard to actual or perceived personal**

83 **characteristics². MCPS and local schools ~~and will~~**
84 **create welcoming, responsive, and inclusive**
85 **environments where -**

86
87 **(1) families and students** feel welcomed, ~~heard and~~
88 **respected** ~~valued,~~ and **enjoy a sense of**
89 **belonging and connectedness** ~~connected to~~
90 ~~each the community other, to school staff, and~~
91 ~~to what students are;~~

92
93 **(2) the diverse needs, abilities, personal**
94 **characteristics, and backgrounds of families**
95 **are valued; and**

96
97 **(3) family engagement activities are high-**
98 **quality, relevant, and connected to supporting**
99 **student social, emotional, and academic**
100 ~~learning and doing in class~~ **development.**

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102 **b) Communicating** *Communicate effectively: families*
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104 **To promote early and thorough awareness for**
105 **families, MCPS and local ~~and~~ school staff and**
106 **families will** engage in regular, meaningful two-

² Personal characteristics include race, ethnicity, color, ancestry, national origin, nationality, religion, immigration status, sex, gender, gender identity, gender expression, sexual orientation, family structure/parental status, marital status, age, ability (cognitive, social/emotional, and physical), poverty and socioeconomic status, language, or other legally or constitutionally protected attributes or affiliations.

107 way communication about student learning **and**
108 **development through multiple, strategically**
109 **implemented mechanisms and tools.**

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111 (1) Through effective, inclusive, culturally
112 responsive, and antiracist communication
113 strategies, all families will be provided
114 opportunities to learn the critical
115 educational benchmarks, course sequences,
116 service-learning requirements and
117 opportunities, timelines, and applications
118 processes required for their students to
119 access rigorous instruction and educational
120 opportunities (e.g., magnet, gifted and
121 talented, language immersion, and dual
122 enrollment programs; courses leading to
123 college and career readiness, including
124 industry-recognized career credentials and
125 other professional certification;
126 scholarships; and leadership—development
127 opportunities).

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129 ~~(1)~~(2) Consistent with Board Policy KBA, *Policy*
130 *on Public Information*, the Board promotes
131 accessibility of information to the broadest
132 community possible.

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134 ~~(2)~~—.

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

- (1) The Board is committed to building families' capacity to advocate effectively for their children⁷ and also building MCPS staff members' capacities for effective, inclusive, and culturally and linguistically competent family engagement.
- (2) As set forth in the federal *Every Student Succeeds Act*³, the Board is consistently mindful of parents/guardians who may need additional support to advocate for their students without enhanced communication, interpretation or 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.

³ 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.

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(4) In critically examining engagement activities, Board members and staff will consider timing and participation options that account for the range and variety of parent/guardian work schedules.

~~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:**

MCPS and local schools staff will encourage efforts of families, are empowered to students, and staff to advocate for their children, to ensure that students recognize and eliminate bias in family engagement practices, and to advocate are for fair treatment ed fairly and have equitable access to learning opportunities that will support and supports for all students their success.

~~(1) —.~~

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

(1) **Families** and school staff are important and valued partners with unique information

188 regarding decisions that affect children.
189 ~~Families and S~~school staff **will consult and**
190 **collaborate with families and students to**
191 ~~together inform, influence, and create~~ **school**
192 ~~policiies~~**rules,** practices, and programs,
193 including ~~full engagement in the school~~
194 improvement ~~process~~**planning, using methods**
195 **appropriate to the participation goals.**

196 ~~(1) who are~~

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198 (2) **As set forth in Board Policy ABA, *Community***
199 ***Engagement*, schools will actively seek the**
200 **participation of parents/guardians who are**
201 **representative of the school community in**
202 **school improvement planning and innovation**
203 **processes, as well as community engagement in**
204 **Board decision-making processes. ~~developing~~**
205 ~~and revising school system policies, strategic~~
206 ~~planning, budget development, and~~
207 ~~implementation of school district initiatives~~

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209 **f) ~~f) Collaborating~~**Collaborate with community:-**
210 ~~families~~**

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212 (1) **MCPS and local school staff encourage student**
213 **involvement in student-led organizations,**
214 **such as student government and**
215 **interest/advocacy groups which benefit**

216 student academics, interests, and personal
217 development. MCPS and local schools will
218 engage with student leaders and members of
219 such organizations in school-related
220 decisions aligned with their interests using
221 methods appropriate to the participation
222 goals.

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224 (2) MCPS and local school staff value the support
225 of the many organizations that represent and
226 build relationships among families of students
227 and their essential contributions to student
228 development, parent/guardian advocacy, and
229 school community vitality. The Board seeks
230 every effort to provide equitable experiences
231 for students. MCPS and local schools will
232 engage with the leaders and members of such
233 organizations in school-related decisions and
234 decisions related to their focus area(s),
235 using methods appropriate to the participation
236 goals.

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238 (3) MCPS and local ~~and~~ school staff will
239 collaborate with community ~~members~~
240 organizations in order ~~to~~ connect students to
241 service learning and career readiness
242 opportunities, as well as to connect families ~~and~~
243 and staff to ~~community services~~.

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D. DESIRED OUTCOME

All MCPS staff will **effectively** collaborate with **all** families to build strong family-school partnerships **towards the shared goal of nurturing the development of healthy, resilient, and competent young adults.**

E. IMPLEMENTATION STRATEGIES

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

a) **Develop and implement** regulations and procedures to support this policy, **including but not limited to**
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(1) **a definition of documents that are vital to families' access to their students' education program, in alignment with federal and state law; and**

(2) **the provision of language interpretation and translation services.**

a)

272 b) Develop goals, indicators, and metrics for
273 effective and inclusive family engagement; monitor
274 the milestones and data points annually; and
275 identify barriers to participation, with particular
276 attention to parents/guardians who may need
277 additional support to advocate for their students
278 without enhanced communication, such as
279 interpretation or translation.

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282 ~~2. The superintendent of schools and the Board of Education~~
283 ~~will monitor the milestones and data points associated~~
284 ~~with Goal 3: Strengthen Productive Partnerships for~~
285 ~~Education in the MCPS Strategic Plan.~~

286 c) Designate staff responsible for providing
287 coordination, technical assistance, and other
288 support necessary to build the capacity of MCPS
289 staff to plan and build effective family-school
290 partnerships to improve student academic
291 achievement and school performance.

292

293 d) Consult and collaborate, with parents/guardians and
294 families, using methods appropriate to the
295 participation goals, to develop -

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297 (1) professional learning for staff, regarding the
298 value and utility of contributions of
299 families, and in how to reach out to,

300 communicate with, and work with
301 parents/guardians,

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303 (2) models for relevant and effective family
304 outreach programs, including those for
305 families who arrive at different times
306 throughout the school year, or who may have
307 little familiarity with MCPS,

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309 (3) well-publicized structures for two-way
310 communication with families who do not speak
311 English, and other assistance for
312 parent/guardians to make informed choices
313 about their students' academic programs, and
314 school activities; understand key academic
315 milestones, options, and implications of those
316 decisions; and access available resources. ~~of~~
317 ~~our diverse community is integral to The Board~~
318 ~~provides opportunities for parents and other~~
319 ~~members of the public to provide feedback~~
320 ~~through public comments at Board meetings,~~
321 ~~written and e-mail correspondence, service on~~
322 ~~advisory committees, and participation in~~
323 ~~public hearings and community forums.~~
324 ~~Feedback from a broad spectrum~~

325 the

326 e) Develop templates and tools for school use that
327 effectively communicate the following information

328 to families in a form and, to the extent
329 practicable, in a language they can understand:

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331 (1) This policy and school improvement plans.

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333 (2) State academic standards, state and local
334 academic assessments, and tools for monitoring
335 a child's progress.

336
337 (3) Student rights and responsibilities, student
338 codes of conduct (including restorative
339 justice processes), critical educational
340 benchmarks, academic planning information and
341 course sequences, timelines and applications
342 processes ~~of~~ required to access rigorous
343 instruction and educational opportunities
344 (e.g., magnet, gifted and talented, language
345 immersion, and dual enrollment programs;
346 courses leading to college and career
347 readiness, including industry-recognized
348 career credentials and other professional
349 certification; scholarships; and leadership
350 development opportunities).

351
352 (4) Information related to school and
353 parent/guardian/family programs, meetings,
354 and other activities, such as parent/guardian
355 councils and school events.

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357 F. REVIEW AND REPORTING

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359 This policy will be reviewed in accordance with the Board of
360 Education policy review process.

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362 **Related Sources:** *Every Student Succeeds Act (ESSA; 2015) Title*
363 *I, Title III, and Title IV*~~National Standards~~
364 ~~for Family School Partnerships, 2022~~

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366 Policy History: Adopted by Resolution No. ~~669-90~~**66990**,
367 November 13, 1990; reformatted September 1996; amended by
368 Resolution 489-02, October 28, 2002, amended by Resolution 417-
369 10, July 26, 2010.—; **amended** .

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