

# REGULATION

## MONTGOMERY COUNTY PUBLIC SCHOOLS

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**Related Entries:** ABA, ABA-RA, ABC, BMA, FAA, IEA, IEB, IED, IFB, IGP-RA, IRB-RA  
**Responsible Office:** Deputy Superintendent

### Parent Involvement

#### I. PURPOSE

To ensure a strong home-school partnership, promote and increase effective, well-structured, and comprehensive parental involvement practices, and ensure that parental involvement efforts reflect the cultural and linguistic diversity of local school communities

#### II. RATIONALE

Involving parents in their children's education results in mutually supportive relationships among students, parents, and staff that will guide and enhance the intellectual and social development of students.

#### III. DEFINITION

The term "parent" is intended to include parents, guardians, and other family members involved in supervising the child's schooling.

In this regulation, "comprehensive parental involvement" is intended to include research-based, Six National Standards for Parent/Family Involvement Programs as follows:

1. Communicating
2. Parenting
3. Student Learning
4. Volunteering
5. School Decision-making and Advocacy
6. Collaborating with Community

#### IV. PROCEDURES FOR SCHOOLS

All MCPS employees are expected to convey a commitment to parent involvement. School staff are expected to take the initiative to reach out to parents in a variety of ways to encourage parent participation.

In addition, local schools are encouraged, in collaboration with their parent community, to develop a local school statement which articulates a shared responsibility and strategies to support: student learning and high achievement; effective, frequent two-way communication between school and home; and family, school, community partnerships aligned with school improvement plan goals.

- A. Each local school will include on its school improvement team: school staff, parents, and students (when appropriate) who reflect the rich linguistic and cultural diversity of the local school community.
- B. The school improvement team should consider how parental involvement is incorporated into its School Improvement Plan.
- C. Each local school should work in cooperation with parents, parent groups and PTAs, to develop and maintain a clear, regular two-way communication system that:
  - 1. Provides information on issues such as: local school and school system policies, practices and regulations, including discipline procedures, instructional programs, opportunities for collaboration, school or system initiatives, regular student progress reports, assessments, and parent-teacher conferences, through a variety of traditional and non-traditional means such as, but not limited to, newsletters, school-parent orientation programs, checklists, web sites, and list serves
  - 2. Solicits and considers parent comments and concerns, and makes use of parent talents
  - 3. Strives to ensure that staff are accessible for parent-teacher communications
  - 4. Uses the resources of the community and central offices
- D. Work in cooperation with the PTA and other parent groups to support programs for parents to learn how to create and sustain a home learning environment by:
  - 1. Sharing information, materials, and programs about how parents can:
    - a) Recognize that they have an essential role to play in their children's education by supporting, encouraging, and assisting their children to learn

- b) Get information on “parenting” topics such as nutrition, health, self-esteem, parent/child communication, motivation, discipline, child development, and other topics relevant to the specific population
  2. Providing space for parent training and parent materials, as feasible
  3. Ensuring that parenting information is provided to parents on a regular, systematic basis by using such forums as parenting sections in newsletters, discussion groups, conferences, workshops, web sites, and list serves, etc. Parenting information should be translated, as appropriate and feasible.
- E. Assist parents in playing an integral role in student learning by:
  1. Providing appropriate information for staff to work effectively with parents in order to support the concept of learning at home, including such topics as:
    - a) How to support academic and behavioral expectations
    - b) How to share curriculum content with parents
    - c) How to facilitate parent participation in children’s learning at home
  2. Providing materials on what their child is learning and how to expand on school learning at home, as well as suggestions about available resources
  3. Suggesting ways that parents can enrich and support the curriculum
- F. In accordance with regulation IRB-RA *Use of Volunteer Services*, encourage parents to volunteer in the classroom, in other areas of the school, and/or at home by:
  1. Providing information for staff use in the development of jobs for volunteers
  2. Maximizing opportunities for parent volunteer participation, including the participation of parents with special needs or limited English proficiency, and parents of students with special needs or limited English proficiency
  3. Providing orientation and training for parent volunteers, seeking support from central office personnel when appropriate
  4. Identifying a member of the school staff to work cooperatively with the PTA, and other parent groups to encourage parent participation

- G. Respect the right of parents to serve as advocates and support this advocacy by:
  - 1. Recognizing that advocacy requires that people understand issues, and have information about the processes for addressing these issues, including due process rights
  - 2. Encouraging parents to participate in the development, monitoring, and evaluation of the school improvement plan
  - 3. Providing leadership/advocacy information for parents
  - 4. Encouraging the growth and development of parent groups, PTAs, and other community groups that reach out within the school community, as well as participating in county, state and national efforts for children and for education
  
- H. Collaborate with local community resources and informing families about those resources by:
  - 1. Identifying resources that serve families within the community
  - 2. Informing school staff of the resources for families available in the community
  - 3. Involving community members in school volunteer and mentor programs
  - 4. Providing information about community agencies that provide family support services and adult learning opportunities
  - 5. Developing partnerships with local business and service groups to advance student learning and to assist schools and families

**V. PROCEDURES FOR CENTRAL OFFICES**

All MCPS employees are expected to convey a commitment to parent involvement and demonstrate respect for parent involvement. To support this commitment and to ensure implementation of the parent involvement policy and regulation, appropriate staff in central offices will encourage and assist:

- A. Local schools in their comprehensive parent involvement efforts and in the use of interpreter and translation services whenever feasible

- B. Communication with parents about school system policies, practices, regulations, and other general information
- C. Development of parenting programs and materials for all parents including those who are English language learners or have special needs. This may include the use of cable television, pamphlets, adult education courses, parent resource areas, parent information centers, and programs designed to orient new parents to MCPS by:
  - 1. Providing materials and resources to inform staff and parents
  - 2. Helping parents with school-related issues, resolving problems, and finding resources
  - 3. Informing parents about the organization and function of the MCPS system
  - 4. Disseminating information about school and community resources to parents and staff
  - 5. Identifying and sharing successful parent involvement programs, plans, and activities for use by local schools
- D. Countywide volunteer opportunities by providing appropriate information
- E. The development of parent leadership through PTAs and other recognized groups
- F. Collaboration with businesses, organizations, and other government agencies to gain support and assistance for parent involvement efforts
- G. Information and training by:
  - 1. Providing information for staff and parents to enable them to understand and support effective parent involvement
  - 2. Providing training for parents and staff to develop positive communication skills, including cultural competence and collaboration skills, and parent outreach strategies
  - 3. Including rationale for parent involvement in A & S training, as well as new principal and new staff training

- H. Work with colleges and universities that prepare teachers and administrators to support the inclusion of school and family involvement practices in their training programs
- I. Development of methods to accommodate and support parent involvement for all parents with special circumstances, including those who are English language learners, those with disabilities, and those living in poverty
- J. Local schools to use the data obtained from a variety of sources, including such things as the MCPS parent surveys to develop their school improvement plans

*Regulation History:* New Regulation, August 21, 1991; revised July 21, 2003.