

ADMINISTRATIVE REGULATIONS

BALTIMORE CITY PUBLIC SCHOOLS

FAMILY AND COMMUNITY ENGAGEMENT

I. Guidelines

- A. Each school will develop, for school staff, a professional development program on the family and community engagement policy and family and community engagement strategies. Parents in each school shall be involved in developing and presenting some training each year for staff on parent involvement and communication.
- B. City Schools will develop an annual plan of coordination, assistance, training and support for school staff and parents, with input from the Parent and Community Advisory Board (PCAB) and other organizations that work with parents. This plan will support parent involvement activities and will be shared with parents at the district level through the City Schools website and other means. This annual plan will include training and support for principals and teachers of Title I schools on the importance of and practical tools for effectively working with parents as partners and on other topics as requested by parents and schools.
- C. The organized parent group will:
 1. meet at least four times a year;
 2. provide notice of all meetings to all parents/families;
 3. consist of at least ten active members, inclusive of the elected officers and one representative of the special education population and one representative of the largest English Language Learner (ELL) population in schools where ELL populations exist;
 4. make efforts to increase in membership each subsequent year; and
 5. work collaboratively with the School Family Council (“Council”) and the school’s parent and community team.
- D. Except as otherwise specified in this policy, the Council shall have the same membership, structure and duties as the School Improvement Team established under Circular No. 27 Series 2006-2007 and any subsequent and superseding guidance. The Council may be given a different name at the school level.

1. The Council will meet at flexible times throughout the school year, including times that are convenient to the parent and community members of the Council.
2. Council meetings shall be open to the public. Meeting dates and times shall be publicized to the school community and minutes shall be made readily accessible to parents and community members.
3. All Council members will collaborate with the recognized organized parent group.
4. Schools will provide interpreters when requested for ELL parents who serve as members of the Council.
5. The Council will include a minimum of three parent representatives, selected through an open elective process convened by the recognized organized parent group and in which all parents are eligible to participate. All parent representatives must be parents of children currently in the school and at least one of the parent representatives must be a member in good standing of the recognized organized parent group. The Office of Partnerships, Communications and Community Engagement shall develop guidelines for this elective process for recognized organized parent groups. If there is no functioning recognized organized parent group as defined in this policy, with approval from the Office of Partnerships, Communications, and Community Engagement, the Council may convene the process in order to select the parent representatives. Organized parent groups are encouraged to recruit families with an interest or background in special education.
6. The Council will include a minimum of two community members selected by the Council, one of whom may be a business partner. Potential community members should provide information to the Council about why they wish to serve and what expertise they can offer. Councils are encouraged to recruit community members with an interest or background in special education.
7. Every parent and community member of the Council will be a part of the Council decision-making process, including participating in the development of the School Improvement Plan and offering agenda items for Council meetings. Parent and community members of the Council are expected to seek input from other families and community members and to have some first-hand knowledge of the school by volunteering or otherwise being active in the school.
8. Each principal, in consultation with the Council, shall identify a team or committee of persons (referred to herein as the “engagement team”) who, with the support of the principal, will be responsible for developing the family and community engagement program for the school and implementing the requirements of the City Schools family and community engagement policy. The

engagement team shall include the family and community members of the Council and may involve additional members of the Council or other stakeholders.

9. An advisory team composed of the parent and community members of the Council, along with additional parent and community members that they identify and recruit, shall carry out the following functions after conferring with families, community members, the principal, and other Council members. For purposes of carrying out these functions, the parent and community members of the Council may add additional parents and community members as they deem appropriate and shall identify and recruit at least one parent representing parents of special education students at the school, at least one parent of participating Title I students at the school, and where 10% of the school's total enrollment is ELL, at least one additional parent member representing the ELL population. Any additional parent or community members beyond the parent and community members of the Council who participate in the functions listed below are not members of the Council and are not required to participate in the carrying out the other functions of the Council:
 - a. Provide direct advisory input to the principal and the CEO, according to a process and criteria established by the CEO , on the priorities reflected in the school's budget and major proposed amendments to the school's budget and on the degree of parent and community support for those priorities. As part of the budget process, the principal shall share information about the budget with parent and community members and the school community, and shall provide opportunities for parent and community input on the school's budget priorities. The principal remains responsible for determining what is included in the budget which is submitted to the CEO for approval and nothing in this policy shall be construed to alter that responsibility.
 - b. Participate in and engage other parents in the development of school-level strategies for school budget funds allocated for Parent Involvement, including, where applicable, the Title I Parent Involvement Allocation, and provide direct advisory input to the principal and the CEO on the use of those resources according to a process and criteria established by the CEO. At each school, the principal, after seeking input from parents on potential uses of funds for parent involvement, remains responsible for determining what is submitted in the budget for parent involvement and nothing in this policy shall be construed to alter that responsibility.
 - c. Provide direct advisory feedback to the CEO through a uniform rubric established by the CEO on how the school is meeting the goals of the school improvement plan and how the principal's leadership is supporting the effective implementation of that plan. This advisory feedback shall be incorporated into the information included in the CEO's review of the school and the school's leadership.

- d. Provide direct advisory feedback to the CEO in the selection of a new principal according to a process and criteria established by the CEO.
- E. Each school's public meeting(s) each year should explain and discuss: yearly school and student progress data; school program plans to increase the academic achievement of all students; financial program information; and the school's implementation of its family and community engagement plan. For Title I schools, the meeting(s) shall include information about the school's participation in Title I and specifically about requirements of Title I and the parents' rights to be involved. Information about Title I will be provided on the City Schools website.
- F. City Schools will provide parents with information about Title I on the City Schools website and will offer parents publications and training on Title I requirements, State and local academic assessments, and how parents can work with schools to improve student achievement.
- G. The Home School Compact is to be developed by a group comprised of all stakeholders, including parents. The Compact shall also address communication between teachers and parents on an ongoing basis.
- H. The principal and Council shall promote widespread participation in the climate survey. Individual Councils may implement additional school-specific surveys if they so choose.
- I. The training and materials to help parents/families monitor and support the academic achievement of their children shall include workshops and materials on literacy, using technology and parenting to support learning at home.
- J. The complaint process/procedure will include a tracking system with a complaint number. Responses to those availing themselves of the complaint process must be translated into the person's spoken language. The complaint process procedure will acknowledge the means of appeal found in the Annotated Code of Maryland, Education Article, § 4-205, and in the Code of Maryland Regulations ("COMAR") 13A.01.05.
- K. Parents shall be asked for input on relevant issues pertaining to the Master Plan through the City Schools website, discussions with parent advocacy groups, and participation of parent representatives in Master Plan review.
- L. City Schools will meet and communicate regularly with community-based organizations, business, and faith-based organizations to coordinate workshops, trainings, and working partnerships that promote parent involvement.

II. References

Related Policies and Administrative Regulations:

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