

**Policy Statement #8123 (Community) of the Board of Education
Regarding Parent, Caregiver, and Community Involvement**

I. Purpose

- A. To recognize that parents, caregivers and the community play an important role in the education and achievement of students; and to encourage parental, caregiver, and community involvement through a variety of opportunities while providing the means to keep school safe, orderly, and focused on learning
- B. To ensure that all staff support families
- C. To encourage businesses and community organizations to engage with the district as advocates, allies, and partners to improve equity, access and educational outcomes for all students
- D. To encourage an active volunteer program which enhances students' educational experiences and increased parental and community involvement
- E. To encourage an active and robust work-based learning continuum which enhances students' career connected learning experiences through a range of activities from shadowing and internships up to and including registered- apprenticeship.
- F. To encourage community members to meet with Board members to provide feedback on district initiatives outside of board meetings and participate in Board of Education and District Committees.

II. Definitions

- A. Family Engagement - Family engagement refers to the meaningful and active participation of families in their child's education and development. This engagement includes communication, involvement in learning, participation in school activities, and advocacy and support for students.
- B. Volunteer – any person at the request of the principal or designee, who provides services for the Calvert County Public School System without receiving monetary compensation
- C. Internship – a work experience offered by a business or organization for a limited period of time; student may or may not complete hands-on experience in the field during the internship.
- D. Apprenticeship – a work experience, guided by requirements through the Maryland Department of Labor, that detail a specific “learn at work” setting in which students learn specific technical skills within an industry or profession through on-the-job training and related coursework.

Community #8123

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Revised: 4/19/07; 8/13/09; 8/16/12; 9/10/15; 10/10/19; 12/8/22; 1/15/26

Reviewed without any changes:

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- E. Mentorship – a relationship in which a volunteer works with student(s) providing advice and support for vocational and education outcomes
- F. Partnership – association of two or more parties taking part in some activity in common with one another or others, working toward the same outcomes
- G. Shadowing – an opportunity for a student to experience a specific job, job-setting, or industry through observation only.
- H. Work-based learning – any environment in which a student learns skills related to a specific career or skills that are generally transferrable to multiple employment settings. Work-based learning is an umbrella that includes school-based and community-based experiences.

III. Policy Statement

- A. The Board of Education believes that students achieve their highest potential when schools, families, and the broader community work in partnership. The Board endorses meaningful family engagement and partnerships among schools, parents/guardians caregivers, businesses, and community organizations, and expects their participation on district and school committees. The Board is committed to creating welcoming school environments, building two-way communication systems, encouraging active participation, and ensuring all families regardless of background have access to engagement opportunities. In addition, the Board welcomes and encourages parents, caregivers, and community members to volunteer in schools and at school-sponsored events.
- B. The Board also recognizes the importance of providing opportunities for community members to meet with board members and provide feedback on district initiatives outside of board meetings.
- C. The Board further recognizes the importance of creating and maintaining a learning environment which is safe, orderly, and focused on learning.
- D. To that end, the Board requires CCPS to involve parents and caregivers of children of all ages, grade levels and abilities by providing a variety of types and degrees of parent, caregiver, and community involvement. Each school will have an active volunteer program that complies with a centralized process of screening and training.

IV. Delegation of Authority

- A. The Superintendent is directed to develop administrative procedures to implement this policy in accordance with all local policies and local, state and federal laws and regulations and to communicate this policy and accompanying procedures to all relevant parties.

V. Exceptions

- A. There are no exceptions to this policy. However, the Board, by majority vote, may temporarily suspend all or part of this policy. Suspension of all or part of this policy, however, in no way relieves the Board of its obligation to comply with the pertinent

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local, state and federal laws and regulations or the rules and regulations of the Maryland State Board of Education and the Maryland State Department of Education.

VI. Review

- A. This policy will be reviewed at the end of three years, or sooner, if approved by majority vote of the Board of Education in public session.

VII. Effective Date

- A. This policy is effective January 15, 2026.

Citations

State Law:

State Reg.:

Federal Law:

Adm. Reg.:

Neg. Agr.:

Other Citations:

Related Policy

1100 Policy Regarding Communications

1110 Policy Regarding Board of Education Meetings

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