

PRINCE GEORGE’S COUNTY PUBLIC SCHOOLS
Board of Education
Upper Marlboro, Maryland

1100
Policy No.

BOARD OF EDUCATION POLICY

COMMUNITY RELATIONS

Community Schools

I. POLICY STATEMENT

- A. Through this policy, the Prince George’s County Board of Education (Board) affirms the belief that community schools offer the school system the optimum opportunity to focus on academics, physical, mental, and emotional health services, youth development, expanded learning opportunities, and family and community support to ensure students are ready and able to learn.
- B. The Board is committed to Community schools serving as an effective educational and holistic strategy to address concentrated poverty, to remove barriers to academic success, and to achieve equitable outcomes for all students.

II. PURPOSE

- A. The purpose of this policy is to provide standards for the development of Community schools with Prince George’s County Public Schools (PGPCS) to help students and families overcome the in-school and out-of-school barriers that prevent children from learning and succeeding over the course of their lives by having an integrated focus on academics, health and social services, youth and community development, and family and community engagement.
- B. Community schools create positive conditions for learning in both schools and communities in partnership with families, governmental leaders and agencies, businesses, as well as nonprofit and faith-based organizations.

III. DEFINITIONS

- A. *Chair* – The Community School Director (CSD) serves as the Chair of the Community School Steering Committee (CSSC) and develops the agenda, facilitates meetings, and serves as the liaison to the CSSC.
- B. *Community school* – A public school that establishes a set of strategic partnerships between the school and other community resources that leverage shared accountability, collaborative leadership, capacity building, and authentic family and community

- engagement, using a student-centered framework to promote inclusive student achievement, positive learning conditions, and the well-being of students, families, educators, and the community through a variety of engaging practices including the provision of wraparound services.
- C. *Community School Coordinator (CSC)* – An individual assigned to a school and employed full-time by PGCPs, or a lead partner through a Memorandum of Understanding, who is highly qualified and trained to facilitate the established Community school framework in partnership with PGCPs' CSD, their assigned school principal, administrative leadership team, staff, and larger school community. The *CSC* shall be selected through input from the CSD, principal, teachers, families, and other key stakeholders. The *CSC* is a member of the school's leadership team and may be provided access to student records as authorized and appropriate under federal and state law.
 - D. *Community School Director (CSD)* – An individual employed full-time by PGCPs that serves as the central office administrative leader for the entire listing of community schools. The duties and responsibilities of the *CSD* include, but are not limited to, fostering collaboration between Community schools, preparing new schools to become Community schools, coordinating any necessary and appropriate training of staff, working with the principal of the school and Human Resources to hire and place Community School Coordinators, and the professional development of Community School Coordinators.
 - E. *Community School Steering Committee (CSSC or Steering Committee)* – A public body created to support the vision, policy, and resource alignment for the Community school strategy at the district level.
 - F. *Lead partner* – A community-based organization approved by the Community School Steering Committee to co-lead with PGCPs the Community school strategy at designated schools through a cost-sharing partnership. The *lead partner* shall be selected through input from the principal, teachers, families, and other key stakeholders.
 - G. *Needs assessment* – A systematic process led by the Community School Coordinator (CSC) in partnership with school and community stakeholders to review school and community data, including academic, non-academic, quantitative, and qualitative, to determine the needs of students in the Community School for appropriate wraparound services to enhance the success of all students in the school and the specific assets, needs and interests of the school community. The results of the assessment will address key challenges and measure progress of the school.
 - H. *Parent-teacher organization (PTO)* – A school-based organization composed of parents, teachers, and school staff members who collaborate to support the school and its students.
 - I. *School-based strategic plan* – A comprehensive strategy facilitated by the individual

school's CSC that, in conjunction with the Board's approved Strategic Plan for PGCPs, seeks to remove barriers to academic success and strengthen opportunities for learning and enrichment during and beyond the school day through strategic, results-focused, school-community partnerships. The *school-based strategic plan* is based on the school's defined vision, addresses the results of a comprehensive needs assessment, and is supported by a school-based team including the CSC, principal, educators and other school staff, parents, community partners, and students.

J. *School-community partnership* – A partnership between PGCPs or an existing public school and a community-based organization or agency for the purpose of planning and implementing a Community school.

K. *School Family Council* - A group of parents, school staff, students and community partners who work together to foster a strong partnership between the school and the community ensuring that families have a voice in school decisions.

L. *Secretary* – A member of the CSSC who records notes and votes, and assists in correspondence to committee members.

M. *Trauma-informed intervention* – A method for understanding and responding to an individual with symptoms of chronic interpersonal trauma or traumatic stress.

N. *Vice-Chair* – A member of the CSSC who assists the Chair in their duties related to leading the committee, including developing the agenda, facilitating the meeting in the absence of the Chair, and outreach to committee members.

O. *Wraparound services* –

1. Extended learning time, including before and after school, weekends, summer school, and an extended school year;
2. Safe transportation to and from school and off-site learning opportunities, including apprenticeship programs;
3. Vision, hearing, and dental care services;
4. Establishing or expanding school-based health center services;
5. Additional social workers, mentors, counselors, therapists, psychologists, and restorative practice coaches;
6. Enhancing physical wellness, including providing healthy food for in-school and out-of-school time and linkages to community providers;
7. Enhancing behavioral health services, including access to mental health

practitioners and providing professional development to school staff to provide trauma-informed interventions;

8. Providing family and community engagement and supports, including informing parents of academic course offerings, language classes, workforce development training, opportunities for children, and available social services as well as educating families on how to monitor a child's learning;
9. Establishing and enhancing linkages to Judy Centers and other early education programs that feed into the school;
10. Enhancing student enrichment experiences, including educational field trips, partnerships, and programs with museums, arts organizations, and cultural institutions;
11. Improving student attendance;
12. Improving the learning environment at the school; and
13. Any professional development for teachers and school staff to quickly identify students who are in need of these resources.

IV. STANDARDS

A. A Community school shall:

1. Promote active family and community engagement, including educational opportunities for adults and family members of students at the school who live in the neighborhood of the school;
2. Have at least one CSC to coordinate support programs that address out-of-school learning barriers for students and families.
3. Implement, in a manner responsive to the needs assessment required under § 9.9-104 of the Education Article of the Annotated Code of Maryland, expanded and enriched learning time and opportunities provided after school, during weekends, and in the summer that emphasize mastering 21st-century skills through practical learning opportunities and community problem-solving;
4. Implement collaborative leadership and practices that empower parents, students, teachers, principals, and community partners to build a culture of professional learning, collective trust, and shared responsibility using strategies such as site-based leadership teams and teacher learning communities;
5. Have a parent teacher organization or a school family council; and

6. Have a Community school leadership team, including members who represent the school's students, families and educators.

B. Each Community school shall have an experienced and qualified CSC who shall:

1. Complete a common needs assessment, which is developed and provided by the State director of Community schools, in collaboration with the principal, school health care practitioner, parent teacher organization, and members of the community schools leadership teams.
2. Develop an implementation plan in collaboration with other interested stakeholders which is based on the results of the needs assessment;
3. Coordinate support programs that address out-of-school learning barriers for students and families, including:
 - a. Wraparound services; and
 - b. As appropriate:
 - 1) tutoring;
 - 2) English language learner courses;
 - 3) early childhood development and parenting classes;
 - 4) college and career advising;
 - 5) employment opportunities;
 - 6) citizenship education;
 - 7) food pantries;
 - 8) rental assistance, in accordance with § 9.9-104.1 of the Md. Code Ann., Educ.; and
 - 9) school-based behavioral and physical health services;
4. Review the implementation plan, which must contain measurable goals that will be measured at least once every two years.
5. Submit data to the Superintendent/designee annually regarding the numbers of students requiring wraparound services; the numbers of students and families provided with wraparound services and the types of services provided; families,

organizations, and community members who volunteered; rates of chronic absenteeism and student disciplinary actions; and strategies for reducing the rate of chronic absenteeism.

6. The Superintendent/designee shall submit to MSDE each community school's data on an annual basis.
7. Alter the implementation plan, using the results of the common needs assessment and the provision of wraparound services to address changes in students' needs. The altered implementation plan must be approved by the Superintendent/designee and then submitted to the Maryland State Department of Education (MSDE) for review.

C. Community School Steering Committee (CSSC) Charge, Membership and Meeting Requirements

1. The CSD will serve as the Chair of the Steering Committee. In collaboration with the Board and PGCPS, the CSSC will make recommendations on how many Community schools should open each year and which should be approved. The CSSC will also oversee the entire PGCPS Community schools initiative and CSSC members will be selected through a nomination process as set forth in Administrative Procedure 1100-Community Schools. CSSC will meet every other month and the CSD will provide regular reports on the progress of the Community schools initiative including, but not limited to, the number of Community schools, how many were created and ended during the specific period, and objective outcomes for Community schools that had their status considered for renewal at the end of their term. Meeting notices shall be publicized on the PGCPS website and open to the public.
2. Decisions will be made by majority vote if a quorum is present. At the first meeting of the CSSC, a Vice-Chair and Secretary will be elected for a two-year term. The CSSC will provide input in the criteria for application and employment of Community School Coordinators; as well as provide substantive input in the development of the administrative procedure regarding implementation of this policy.
3. There will be a total of 21 members on the CSSC. A quorum is 11 members. The overall composition of the CSSC membership should reflect the rich diversity present throughout PGCPS and include:
 - a. Two (2) representatives from the Board;
 - b. Three (3) principals – one (1) elementary school principal, one (1) secondary school principal, and one (1) charter school principal.
 - c. The student member of the Board or a PGCPS student selected by the Board's

student member to serve as their representative;

- d. One (1) representative from the Prince George's County Department of Social Services;
- e. Three (3) representatives from PGCPs, including the restorative practices coordinator;
- f. Six (6) members from the nonprofit, business/higher education, philanthropic, faith-based, education advocacy, and/or community coalition group sectors;
- g. Four (4) members from the collective bargaining units that represent PGCPs employees, with at least one (1) representative from each unit; and
- h. One (1) parent from the Board's Parent and Community Advisory Council (PCAC), selected by simple majority vote of the PCAC members.

D. Community School Application, Selection, Professional Development, Evaluation, and Continuation Process

- 1. Pursuant to this Board policy, and under advisement of the CSSC, the CSD shall develop a Community school application process, and selection rubric.
- 2. Utilize the MSDE evaluation tool to assess progress made on the implementation plan's measurable goals of the established Community school.
- 2. The CSD shall also establish proper employment criteria for the CSCs and create templates for the school-based strategic plan and needs assessment.
- 3. A school is determined to be a community school if it receives a Concentration of Poverty Grant, which is based on a four (4) year average of the percentage of the school's students living in poverty, i.e., the number of students receiving free and reduced price meals.

E. The Superintendent/designee may expend up to 50% of the funds received for Community Schools only if a plan is developed in consultation with the eligible community schools that ensures the provisions of the plan are consistent with the requirements of Education Article §9.9 of the Annotated Code of Maryland. Expenditure of the funds must directly benefit an eligible school, including to:

- 1. Provide central support to effectively manage program funds;
- 2. Enter into contracts with outside services providers that support at least two (2) community schools;

3. Coordinate spending on behalf of the community schools; and
4. Any other administrative cost as defined by MSDE regulations.
5. Once a school is determined to be a Community school, the term of approval for operation shall have an effective term of five (5) academic years with an initial evaluation after three (3) years.

V. IMPLEMENTATION RESPONSIBILITIES

The Superintendent shall establish an administrative procedure implementing this policy for the support and implementation of a Community Schools Initiative that provides high-quality teaching, integrated social supports, and family and community engagement in order to improve educational outcomes and the well-being of PGCPS students.

VI. REFERENCES

A. Legal

MD CODE ANN., EDUC. §§ 5-223; 9.9-101 through 107

B. Superintendent's Administrative Procedures

Administrative Procedure 1100 – Community Schools

VII. HISTORY

Adopted 06/07/18

Policy Amended 11/18/21 (Effective Date: 07/1/22)

Policy Amended 12/01/25