



**MCCPTA draft Advocacy Priorities for the 2024-2025 School Year**

*MCCPTA prioritizes the following advocacy objectives, directed at the appropriate authorities and decision makers (including Montgomery County Public Schools, the Montgomery County Board of Education, the Montgomery County Council, the Montgomery County Executive, the Maryland State Department of Education, the Maryland State Board of Education, the state legislature, and the Governor). These priorities address an overarching need to rebuild trust and accountability in the school system and to promote equity and consistency of experiences.*

**LEARNING SAFELY:**

- 1) Update the student code of conduct to include parents' and/or caregivers' legal obligations regarding the secure storage of firearms in coordination with law enforcement on applicable resources. Notify parents/caregivers about the importance of secure gun storage and the legal obligations to protect minors from accessing irresponsibly stored guns (manufactured and ghost gun components) of any kind.
- 2) Improve enforcement at the system and school levels of Regulation COG-RA, Personal Mobile Devices. Notify caregivers about the harms of excessive mobile device use and impact of inadequate sleep, to reduce digital distractions and support healthy, bullying-free school and home environments, and responsible, age-appropriate use of technology.
- 3) Publish safety audits by school, as the 2018 Maryland Safe to Learn Act dictates, and update and strengthen policies and protocols behind COF-RA, Alcohol, Tobacco and Other Drugs. Establish a detailed and specific plan on how MCPS will prioritize and partner with MCPD, DHHS and DJS to disrupt and dismantle drug trafficking on MCPS properties.
- 4) Ensure that MCPS distributes resources at system and school levels to recognize, respond to, and redress hate, bias, bullying, harassment and discrimination, and help staff and families recognize the harmful behaviors of hate-bias and bullying. Establish a reporting mechanism to provide assurance to staff, students and parents/caregivers that each school principal implements practical guidance on responding effectively to such incidents at their school and that students and staff are held accountable.

LEARNING COHESIVELY:

- 5) Develop and publish a multiyear budget roadmap to support high-quality instructional materials adoption, which shall include specific Special Education, English Language Development, Gifted Education, and other enrichment supports and modifications, for all on-level core subjects and advanced/honors courses.
- 6) Complete and publish benchmarking of program evaluation models to clearly communicate goals and key performance indicators for new and existing academic pilots and programs, in support of timely and publicly available program evaluations that correlate to academic success.

LEARNING INCLUSIVELY

- 7) Clearly communicate fair, transparent and research-based selection policies (such as use of achievement and ability measures) and resource allocations, including transportation at safe and healthy bell times, to provide equitable and accountable access to school and countywide programs, extracurricular activities (including STEM, fine arts and athletics) and enriched and accelerated courses.
- 8) Revise class size guidelines to reduce class sizes in elementary schools to 2023-24 levels, and increase classroom staffing, particularly for Title I and Focus schools in instances where budgetary restrictions prevent a systemwide policy change.

LEARNING RESPONSIBLY

- 9) Establish and publish timeline and methods for gathering community stakeholder input in school boundaries and/or geographic student choice assignment plans to include stakeholder input in programming decisions for large-scope Woodward and Crown boundary studies; ensure data (including transportation time and cost) and input is adequately collected, published, and analyzed prior to the development of specific options to be put forward for stakeholder engagement and thereafter for inclusion in any recommendations submitted to the Superintendent and Board of Education.
- 10) Educate families about the process and opportunity to register concerns and complaints without fear of retaliation under Regulation KLA-RA, Concerns, Complaints, and Appeals to the Superintendent of Schools, and improve accountability by publishing reports at least annually to the public about complaints and their resolution at the county and school levels.
- 11) Use personnel data analysis to explore variation in principal turnover and identify schools with greatest need for support, stability and best-practice sharing, as a first step of assessing the feasibility of incentive structures to increase mobility of school principals at highly-performing middle and high schools.