

### **Teaching Conditions Standard 3: Community Engagement and Support**

*Parents, guardians, and community members are engaged in substantive ways to support and influence the school.*

**3a. Parents, guardians, and community members support the teachers and school.**

- ✓ Parents, guardians, and community members contribute to the success of students.
- ✓ Clear, two-way communication to parents, guardians, and community members is informative and provides opportunities for engagement.

**3b. Parents, guardians, and community members are knowledgeable about classroom and school policies and practices.**

- ✓ Communication with parents, guardians, and community members is informative and timely.
- ✓ Multiple systems, formats, and languages are used to inform all parents, guardians, and community members about school issues.
- ✓ Parents, guardians, and community members are substantively engaged in strategic action to achieve identified goals (e.g. SBDM Councils, committees, etc.).

**3c. Parents, guardians, and community members are provided opportunities to influence the success of the school.**

- ✓ Opportunities for participation in school improvement and other decision making processes are guaranteed via the SBDM Council and committees.
- ✓ Engagement of parents, guardians, and community members in school improvement processes and decision making processes is evident.
- ✓ Parents and guardians actively involved in the school reflect the demographics of the school community.
- ✓ School parent organizations are actively involved to support effective teaching and quality learning.

#### **COMMUNITY ENGAGEMENT AND SUPPORT**

Parents, guardians, and community members support classroom and school activities.

There is communication with parents, guardians, and community members that provides opportunities for engagement.

Communication with parents, guardians, and community members is accurate and disseminated at regular and reliable intervals.

Communication systems are used to inform parents, guardians and community members about school issues.

Parents, guardians, and community members are involved in school committees, etc.

Opportunities for participation in school improvement and other decision making processes are offered via the SBDM Council and committees.

There is evidence of engaging parents, guardians, and community members in school improvement and decision-making processes.

Parents and guardians involved in the school reflect the demographics of the school community.

School parent organizations meet regularly and make efforts to support effective teaching and quality learning.

**TEACHING CONDITIONS STANDARD 3—COMMUNITY SUPPORT AND INVOLVEMENT**

Parents, guardians and community members are engaged in substantive ways to support and influence the school.

<b>3a. Parents, guardians and community members support the teachers and school.</b> <i>Kentucky Teaching Conditions Survey Questions to Inform Reflection: 4.1.F, 4.1.G, 4.1.H</i>			
<b>Exemplary</b>	<b>Accomplished</b>	<b>Developing</b>	<b>Insufficient</b>
Parents, guardians, and community members are systematically integrated in classrooms and school activities in ways that ensure success for students.	Parents, guardians, and community members contribute to the success of students.	Parents, guardians, and community members support classroom and school activities.	There is minimal or no engagement of parents, guardians, or community members in classroom or at school activities.
Parents, guardians, and community members communicate with teachers and school leadership to maintain high levels of support and consistent engagement at school.	Clear, two-way communication to parents, guardians, and community members is informative and provides opportunities for engagement	There is communication with parents, guardians, and community members that provides opportunities for engagement.	There is occasional communication to parents, guardians, and community members about classrooms and the school.
<b>3b. Parents, guardians and community members are knowledgeable about classroom and school policies and practices.</b> <i>Kentucky Teaching Conditions Survey Questions to Inform Reflection: 4.1.B, 4.1.D, 4.1.E</i>			
Communication with parents, guardians, and community members is accurate, informative, timely, and occurs regularly.	Communication with parents, guardians, and community members is accurate, informative and timely.	Communication with parents, guardians, and community members is accurate and disseminated at regular and reliable intervals	The amount and accuracy of communications about the classroom and school are inconsistent and tend to be reactive and sporadic.
Multiple systems, formats, and languages are consistently used for two-way communication with parents, guardians, and community members about school issues.	Multiple systems, formats, and languages are used to inform all parents, guardians, and community members about school issues.	Communication systems are used to inform to inform parents, guardians and community members about school issues.	Limited communication formats and languages are used to inform parents and community members.
Parents, guardians, and community members are valued as influential decision makers in the educational process and are substantively engaged in strategic action to achieve identified goals (e.g. SBDM Councils, committees, etc.).	Parents, guardians, and community members are engaged in strategic action to achieve identified goals (e.g. SBDM Councils, committees, etc.).	Parents, guardians, and community members are involved in school committees, etc.	Parents, guardians, and community members have limited or no involvement in school committees, etc.

**TEACHING CONDITIONS STANDARD 3—COMMUNITY SUPPORT AND INVOLVEMENT (CONTINUED)**

Parents, guardians and community members are engaged in substantive ways to support and influence the school.

<b>3c. Parents, guardians and community members are provided opportunities to influence the success of the school.</b> <i>Kentucky Teaching Conditions Survey Questions to Inform Reflection: 4.1.A, 4.1.C</i>			
<b>Exemplary</b>	<b>Accomplished</b>	<b>Developing</b>	<b>Insufficient</b>
Parents, guardians, and community members are valued as integral partners in decision making to ensure successful outcomes for students and the school through the school improvement process.	Opportunities for participation in school improvement and other decision making processes are guaranteed via the SBDM Council and committees.	Opportunities for participation in school improvement and other decision making processes are offered via the SBDM Council and committees.	Little or no formal opportunities are in place for parents, guardians, and community members to participate in decision making at the school.
There is evidence of active and on-going engagement of parents, guardians, and community members in the school improvement and decision-making processes.	There is evidence of proactive engagement of parents, guardians, and community members in school improvement and decision making processes.	There is evidence of engaging parents, guardians, and community members in school improvement and decision-making processes.	Little or no evidence exists of engaging parents, guardians, and community members in school improvement and decision-making processes.
Parent and guardian involvement reflective of the demographics of the school community is encouraged and evident.	Parents and guardians actively involved in the school reflect the demographics of the school community.	Parents and guardians involved in the school reflect the demographics of the school community.	Parent and guardian involvement is not representative of the school community.
The school parent organizations are comprehensively engaged in classrooms and school programs and advocates for the staff and students within the community.	School parent organizations are actively involved to support effective teaching and quality learning.	School parent organizations meet regularly and make efforts to support effective teaching and quality learning.	The school parent organizations at the school rarely meet and have limited participation.