
Working Conditions Standard 3—Community Support and Involvement

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

Parents, guardians, and community members contribute to successful learning for students through regular involvement in classrooms and at school. Educators reach out to parents, guardians, and community members in multiple ways using clear communications to be proactive and engage them in contributing to student learning by sharing classroom and school information. Parents, guardians, and community members are regularly involved in two-way, multi-tiered communications through a variety of communication styles and methods designed to reach the diverse school community.

Parents and guardians are influential decision-makers in the school. The School Improvement Team informs, solicits input from, and engages in substantive ways to shape school practice parents, guardians, and community members. Involved parents and guardians reflect the demographics of the school community. The parent organization is actively involved in a wide range of classroom and school wide activities that support effective teaching and quality learning.

Working Conditions Standard 3: Community Support and Involvement

- 3a Parents, guardians, and community members support the teachers and school.
 - ✓ Parents, guardians, and community members contribute to the success of students.
 - ✓ Clear communications to parents, guardians, and community member inform and engage them in classrooms and at school.

- 3b Parents, guardians, and community members are knowledgeable about classroom and school policies and practices.
 - ✓ Proactive communication with parents, guardians, and community members is available.
 - ✓ Multiple systems, formats, and languages are used to reach all parents, guardians, and community members and ensure understanding.
 - ✓ Parents, guardians, and community members are informed about school issues.
 - ✓ Parents, guardians, and community members provide input and substantively engage in shaping school practice.

- 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 provided.
 - ✓ 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.
 - ✓ Parent organizations are involved in classrooms and the school to support effective teaching and quality learning.

Working Conditions Standard 3—Community Support and Involvement

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Element	Developing	Proficient	Accomplished	Distinguished
<p>3a Parents, guardians, and community members support the teachers and school.</p> <p><i>North Carolina Teacher Working Conditions Survey Questions to Inform Reflection: 4.1F, 4.1G, 4.1H</i></p>	<p>There is minimal or no engagement of parents, guardians, or community members in classrooms or at school-wide events.</p> <p>There is a lack of clarity in the role parents, guardians, and community members can play in classrooms and at the school.</p>	<p>Parents, guardians, and community members support many classroom and school activities.</p> <p>Some areas are clearly identified where parents, guardians, and community members can participate in meaningful ways in classrooms and at the school.</p>	<p>Parents, guardians, and community members contribute to the success of students through regular classroom and school involvement.</p> <p>School educators clearly communicate in multiple ways to parents, guardians, and the community members about how they can support the classroom and the school.</p>	<p>Parents, guardians, and community members are systematically integrated in classrooms and school activities in ways that ensure success for students in all classrooms.</p> <p>Parents, guardians, and community members collaborate with teachers and school leadership to maintain high levels of consistent support of classrooms and involvement at school.</p>
<p>3b Parents, guardians, and community members are knowledgeable about classroom and school policies and practices.</p> <p><i>North Carolina Teacher Working Conditions Survey Questions to Inform Reflection: 4.1B, 4.1D, 4.1E</i></p>	<p>School educators disseminate some information that reaches some parents, guardians, and community members.</p> <p>The amount and accuracy of communications about the classroom and school are inconsistent and tend to be reactive and sporadic. Limitations to communication disenfranchise many parents and community members.</p>	<p>School educators disseminate accurate information about the school and about individual classrooms at regular and reliable intervals.</p> <p>A variety of communication systems are in place to promote accuracy of information to better reach most parents, guardians, within the school and community members.</p>	<p>School educators take a proactive approach to sharing classroom and school information with parents, guardians, and community members.</p> <p>Regular two-way communications utilize a multi-tiered system with multiple formats designed to reach all parents, guardians, and community members and meet diverse needs (i.e. newsletters, open houses, website, e-blasts, social media, etc.).</p>	<p>School educators have an integrated approach to communicating information that values an on-going and collaborative relationship among all stakeholders.</p> <p>Consistent and accessible two-way communication occurs systematically between the school and all parents, guardians, and community members.</p>

Working Conditions Standard 3—Community Support and Involvement (continued)
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Element	Developing	Proficient	Accomplished	Distinguished
<p>3c Parents, guardians, and community members are provided opportunities to influence the success of the school.</p>	<p>Little or no formal opportunities are in place for parents, guardians, and community members to participate in decision making at the school.</p> <p>School educators communicate information to parents and guardians regarding meetings, but there is no established system to promote participation. Communication with community members does not encourage their inclusion in school activities.</p> <p>There is no School Improvement Team and/or the School Improvement Team is not equitably representative of parents, guardians, teachers, and school leadership.</p> <p>The parent organization at the school rarely meets and has limited participation.</p>	<p>Parents, guardians, and community members are aware of the school improvement processes and have some opportunities to participate.</p> <p>School educators have established some partnerships with community members and communicate to parents, guardians, and community members in ways that encourage participation.</p> <p>The School Improvement Team follows state guidelines and statutory requirements, providing educators and parents and guardians with multiple opportunities to provide input and influence school practice.</p> <p>There is an established parent organization at the school that meets regularly and makes efforts to have participation representative of school populations.</p>	<p>Parents, guardians, and community members are engaged in the school improvement processes and participation reflects the demographics of the school community.</p> <p>School educators are proactive in providing ongoing opportunities for the full range of parents, guardians, and community members to participate in school improvement processes.</p> <p>The School Improvement Team informs parents, guardians, and community members about school issues, solicits input, and engages participants in substantive ways that shape school practice.</p> <p>The parent organization is active and engaged in a wide variety of classroom and school wide activities that support effective teaching and successful learning.</p>	<p>Parents, guardians, and community members are valued and essential partners in dialogue and decision making to ensure successful outcomes for students and the school through the school improvement process.</p> <p>Relationships with community members are an integral part of the school’s ongoing success. Participation of parents, guardians, and community members in the school improvement process is fully representative of the school community.</p> <p>The School Improvement Team is a vehicle for community members, school leadership, and teachers to design and implement policies and practices that promote high levels of student learning and to resolve issues openly through respectful discussion.</p> <p>The parent organization is comprehensively engaged in classrooms and school programs and is included in decision making where appropriate. The parent organization advocates for the staff and students within the community.</p>
<p><i>North Carolina Teacher Working Conditions Survey Questions to Inform Reflection:4.1A, 4.1C</i></p>				