



## Leadership System - *Build Positive Relationships*

District and building leaders leverage students, staff, and community to strengthen relationships, develop messaging, and promote the goals and actions of the district.

### **PRACTICE 5**

#### ***Indicator 5a - Audience Specific Groups Provide Feedback***

#### **PREPARATION**

##### **GETTING AWARE**

District leaders develop a list of critical perspectives for seeking feedback on implementation or suggestions for programming for issues around instruction, student support, and staff development and retention, among other topics. District leaders seek out exemplars for community engagement as potential models for gathering advisory input from staff, students, and the community.

##### **GETTING READY**

District leaders apply the list of critical perspectives for major instructional programming or student support initiatives to identify the perspectives needed to provide feedback for program design or improvement. District leaders identify and recruit key students, staff, community members, or organizations to provide critical perspectives for such initiatives.

#### **PROGRESS INDICATORS**

##### **GETTING STARTED**

District leaders establish advisory committees or working groups to support the creation of district policies or implementation strategies for academic or student support programs. These committees identify or designate students, staff, and/or community members as participants.

##### **GETTING BETTER**

District and building leaders establish multiple representative working groups for students, staff, parents, and community members for ongoing policy advising and program review. Each group is representative of that specific community, and is tasked with specific expectations and outcomes focusing on representation and communication with specific groups within the district community.

##### **KEEP IMPROVING**

District and building leaders establish multiple representative working groups for students, staff, parents, and community members, and they incorporate these perspectives in leadership groups that make district decisions. Members of these groups change every 1-2 years to incorporate new perspectives. Such individuals are trained in facilitation and data review strategies to support effective participation.

## ***Indicator 5b - Engaging Individuals to Disseminate District Communications***

### **PREPARATION**

#### ***GETTING AWARE***

District leaders inventory groups that are representative of students, staff, and/or community members that have a focus related to the mission and vision of the district. Inventories include information about group focus, membership (both quantity and demographic), and meeting frequency, among other information.

#### ***GETTING READY***

District leaders identify potential groups based on the inventory that would potentially partner with the district in providing communication channels for district messaging and gathering of feedback. District leaders reach out to these groups to propose such partnerships for current, future, or ongoing initiatives.

### **PROGRESS INDICATORS**

#### ***GETTING STARTED***

District and building leaders engage students, staff, and community members in contributing to and/or reviewing school communication strategies and messaging. These members provide feedback on policies and programs, and might be included in communication delivery efforts.

#### ***GETTING BETTER***

District and building leaders partner with student, staff, and community member organizations or groups to create and provide feedback on district communications regarding policies and programming of the district. Leaders use common messaging focused on different audience needs and delivery platforms used by these organizations.

#### ***GETTING BETTER***

District and building leaders establish two-way communication networks with constituent groups that include students, staff, and community members. District leaders establish communication protocols to ensure that all groups have a common understanding and expectations, and then engage these networks to provide and respond to messaging around specific policies and programs of the district.

## RESEARCH REFERENCES FOR THIS PRACTICE:

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