

Collaborative Relationships

Key Action – Build **collaborative relationships** with political and business leaders in your state and community with a focus on developing a consensus for student success as a top community priority.

Self Assessment – Indicate the degree to which your board/district has achieved the following elements of collaborative relationships for improving student achievement

| Fully Achieved | Mostly Achieved | Partially Achieved | Beginning to Achieve |
|---------------------------|----------------------------|-------------------------------|---------------------------------|
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We as Board members understand that collaboration begins with us

We treat each other, the superintendent, staff, students, parents and community members with mutual respect

We take time to reflect on and improve our own internal and external relationships

We view our communication with staff and the community as a two-way process

We provide opportunities for community input into key actions of the Board

Our priorities and student performance standards reflect community needs and interest

We build partnership with the business community and others that promote high student achievement as the top priority

We support staff efforts to build collaborative relationships with other agencies (e.g., Social Services, Police, Juvenile Justice) to provide child and family centered services

We recognize, as a Board, that our leadership responsibilities extend beyond the district to included state and national issues

We communicate regularly with other elected officials to promote public schools that maintain student achievement for all students as their top priority

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Questions the School Board Should Ask Itself

- Do we provide leadership and take an active role in establishing collaborative relationships?
- What alliances and collaborations would most advance student achievement goals and objectives – teachers, teacher unions, social service agencies, colleges and universities, businesses?
- How can collaborative relationships be built and sustained?
- What are appropriate levels of stakeholder involvement?
- Is the community engaged in student achievement plans and initiatives at the district and school levels -- surveys, forums, meetings, committees, school-based management councils?
- Is the community well informed about the district's vision, achievements, difficulties, and plans for improvement?

Questions the School Board Should Ask the Superintendent and Staff

- What collaborative initiatives are currently in place, what are their purposes, and who are the participants?
- What efforts are made to collaborate with groups with whom the district differs?
- Is there adequate outreach to various government agencies, education associations, and universities to keep current on education issues?
- How many outreach and student achievement speaking opportunities are on the events calendar?
- How does the district relate to the media?
- How are collaborative and engagement initiatives managed – definition of appropriate roles, responsibilities, expectations, decision making parameters?