Component # 7 - Fostering Positive Relationships and Communication: Stakeholders relate and communicate effectively and respectfully in support of their common goals and vision.

Structures to Support School-wide Practices	Evidence	Principal Behaviors	Principal Attitudes and Habits of Mind
Staff Convenings (Staff meetings, coaching cycles, grade-level meetings, School Site Council & ELAC meetings, individual interactions): All communication supports the work of the group and sustains positive relationships.	1. Routine procedures are followed for communicating with staff. 2. Structures and processes are in place and understood in order for staff to contribute to decision-making. 3. Staff collaborates in establishing norms and creating a trusting environment in which they routinely reflect on their practice. Sufficient time is allocated for this reflection and discussion. 4. Members of self-managing groups use effective facilitation strategies. 5. Staff members listen and treat each other with respect. 6. Staff members report feeling valued by their colleagues. 7. Staff members recognize that positive relationships are the foundation for building trust, acceptance and respect.	1. Models respectful and open communication. 2. Works to strengthen their own emotional intelligence. 3. Is easily accessible to all staff. 4. Consistently maintains a professional, calm and welcoming demeanor. 5. Practices active listening. 6. Attempts to adapt own listening style to communication and thinking style of speaker. 7. Fashions communications to suit the audience or individual. 8. Is directive or nondirective as the circumstances require. 9. Communicates both good and bad news in a timely fashion. 10. Clearly communicates roles in decision making. 11. Has a routine procedure for building and distributing the calendar of events 12. Studies and practices effective group facilitation strategies and skills for processing opposing views. 13. Is professional and considerate in communicating difficult messages. 14. Maintains a neutral demeanor when seeking to resolve a conflict. 15. Seeks opportunities to talk with individuals about their interests, strengths and personal needs. 16. Communicates fairly and equally with all staff, avoiding establishment of on an 'in-group'. 17. Knows when to ignore some communications.	1. Recognizes that effective communication enhances personal relationships. 2. Understands that positive personal relationships are essential to effective leadership. 3. Recognizes that the school community takes on the demeanor of the leader. 4. Understands that there are various communication styles. 5. Is conscious that one's body language communicates to others, sometimes in unintended ways. 6. Is willing to share some of their own struggles and challenges. 7. Manages distractions and stress in order to allow themselves to genuinely relate to others. 8. Understands when multi-tasking gets in the way of positive relationships. 9. Honors dissenting views. 10. Is aware of informal groups and relationships among staff and among parents.
Parent Convenings (Back to School Night, Open House, Community/Parent Meetings, PTA, Author's Night/Student Celebrations, School Site Council and ELAC meetings, individual interactions): All communication supports the work of the group and sustains positive relationships.	1. Events related to the vision are provided to engage and inform the parent community. 2. Community members and parents are aware of structures and processes for input. 3. During parent and community meetings, participants have time to reflect, discuss and respond to communications. 4. Opportunities for parents to participate in governance of school are provided and parents understand how they may participate. 5. Members of self-managing groups use effective facilitation strategies. 6. Individual parents are contacted for the purpose of conveying good news and/or to establish relationships. 7. Communication tools are routinely evaluated for effectiveness and usefulness in communicating messages. 8. Parents report feeling respected and valued by the school staff.		
Communication Tools (memos, hallway displays and postings, calendar, public relations pamphlets, classroom newsletters, written communication plan, community newsletters, student/classroom publications, Site Plans): All communication tools are thoughtfully created to respectfully and efficiently convey a message that supports the vision of the school.	1. All necessary information is communicated to individuals and groups (calendar, schedule, announcements, etc.) in a timely and accessible way. 2. Communications to the community are provided in the languages of the community. 3. A variety of communication tools are used to ensure that stakeholders have access to information.		