



# Relationship Building Conversations

## School and District Leader Considerations

*If you are interested in bringing the strategy of relationship building conversations to your district or community, use the questions below to plan your initiative. As a leader, you have the ability to put in place the systems and structures that will support teachers to easily adopt this powerful practice.*

### Expectations + Communication

- Who should be conducting a relationship building call (i.e. homeroom teachers, content teachers, let teams decide)?
- What are your expectations for support staff (special ed; non-homeroom teachers, etc.)?
- How do you ensure that families do not receive relationship building phone calls from multiple different teachers? (Tip: Consider having teachers make calls in pairs)
- What are your expectations for who receives a relationship building call (i.e. families who did not attend back to school night, new families, etc.)?
- When should relationship calls be completed?
- How will you communicate your expectations to staff? Will this happen in a staff meeting? A team meeting?

**TIP!** If you are bringing this practice to a community of teachers, consider modeling the call in a staff training! A role play is a great way to ensure that everyone knows exactly what is expected of them.

### Infrastructure + Support

- Who from the leadership team will be the point person for teachers who have additional questions or need support?
- How will you follow-up with staff and when?
- How do you want to track which families have a relationship building conversation?
  - What systems already exist that can be used to capture data?
  - What do you want teachers/staff to report on?
  - What are your expectations for data collection?
  - Who is responsible for inputting/ monitoring the data

### Additional Planning Questions

- What should teachers do if they can't reach a family?
- When will teachers have time to have these conversations? Is it expected to be done outside contract hours?
- Are teachers expected to use their own cell phones?
- Are language interpretation services available? Who should a teacher approach in if they need language support?
- What do teachers do with information from families that warrants immediate attention (i.e. a family says the bus never came on time last year and their student was often marked absent; a family says they are experiencing a crisis, etc.)?