**Action Steps for Sustainability Partnerships**

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| **Action Steps** | **Evidence and Artifacts** | **Person(s) Responsible** |
| * Partners should refer to the shared values, mission, or purpose. The mission can be a sounding point to match leadership talent in a school to the appropriate partnership group. |  |  |
| * Delineate which members of the partnership will take respon- sibility for speciﬁc arenas for decision making, with clear expec- tations on what types of reporting will be shared with other partnership groups regarding progress. |  |  |
| * Communicate with the larger community of educators on an ongoing basis. Create open lines of communication for agenda setting in each arena. |  |  |
| * Seek out or stimulate opportunities to make a difference—that is, to innovate, to design new forms, and to create social change. |  |  |
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| * Formally create and forge meaningful networking with families and community members. Engage students in sharing the ongoing work and projects in the school via media. A parent webinar series is an example of how partnership groups can share their vision, practical accomplishments, and local ﬁeld study opportunities for learners. |  |  |
| * Create retreat and in-depth learning experiences to bond a group and to work through any “glitches” in communication. The key is the relationship between the partnership members and the groupings of members working on speciﬁc topics associated with the school. For example, in a partnership school there may be ﬁve members in the facilities and safety group and ﬁve in the program group. To support communication and ﬂow of information, the partnership may host a retreat for each group to learn about their respective topics as well as invest time in learning how to effec- tively communicate with one another. |  |  |