

THE SCHOOL-LEVEL COMMUNICATION PLAN

Each school participating in the district's multi-tier systems of support (MTSS) will develop and implement a communication plan to share project outcomes and successful implementation strategies across the school and with families.

Each school communication plan will include at least two (2) components:

- 1. Public communication component, and*
- 2. Parent communication component*

Utilizing these components in a communication plan will encourage transparency and provide educational stakeholders with information concerning the programs and supports available to all students. Additionally, it will provide parents with student specific information regarding their children as they progress through the MTSS.

Component 1: Public Communication

- ❖ **Level 1:** Shares data internally with administrators, teachers and other school staff (It is important for all school staff to be informed of MTSS and the progress being made by students.)
 - Specifies the frequency of this communication
 - Includes at a minimum, the following information and data:
 - A list of grade levels participating in MTSS
 - Summary of overall progress monitoring results in reading and math
 - Summary of grade level results in reading and math
 - Clear behavioral expectations for students and a summary of behavioral data collected through MTSS process (specifies what behavior data is collected and results by grade level
 - *No child specific data or personally identifiable information is shared publicly
 - The school-level team chooses whatever mechanisms for communicating this information works best for their school and can be embedded into existing communication structures. This could include sharing information through:
 - Data Walls/Rooms;
 - Professional Learning Communities (PLCs) by grade level or content area;
 - Email blasts to staff; and/or
 - Other mechanisms the school has in place
- ❖ **Level 2:** Provides communication to the district-level team based on:
 - District-level team specified frequency of this communication
 - Specific data requested by district-level team

The school-level team can use this communication avenue to demonstrate the high quality instructional and behavioral strategies provided to all students and the resulting progress. Since this district level communication will be provided to the Local Board of Education, it is a good method of providing the community with insight into the successes at the school level.

Component 2: Parent Communication

❖ Level 1: Introduction of the MTSS program and what parents can expect

This introduction provides an overview of the MTSS program, including a description of the academic and behavioral areas, tiers of support and description of progress monitoring and data to be collected. Informing parents of the MTSS program and ways it will benefit their child can alleviate concerns and answer many questions up front, potentially reserving staff time and energy for the business of providing needed supports to students. An open and informative communication with parents also sets the stage for building meaningful family/school partnerships. This introduction:

- Includes a description of the benefits students and staff will receive by participating in MTSS, such as:
 - Students participating in MTSS have access to team support that predicts which students may struggle and connects them to high quality instruction and practices that are proven to produce academic and behavioral success.
 - Focus is on providing support before students experience failure.
 - It helps create a supportive learning environment for all and builds respectful relationships that are needed for optimal student growth.
 - It provides clear behavioral expectations for all and supports to help student achieve those expectations.
 - Students already receiving services due to an identified disability benefit from participation in MTSS in the areas not included in their IEPs and through the clear behavioral expectations established for all students.
 - MTSS provides teachers with specialized expertise in high quality instruction that is tailored to meet the needs of all students. Growing experts and building capacity of staff is a benefit to the school and community.
 - The school-level team can identify and communicate additional benefits that students and staff will receive.
- Informs parents how and when they will be provided information regarding their child's participation and progress in MTSS
- May need to include a statement about confidentiality safeguards being followed as with all other educational programs and services
- Should specify how Level 1 communication will be provided. Below are some suggested methods:

- Included in student handbook disseminated at start of the school year
 - Included in school newsletter at beginning of the school year or each semester
 - Provided through a parent brochure (sample developed)
 - Disseminated through FRYSC and/or at open house
 - Provided on the school's webpage
 - Provided through additional parent communication mechanisms already in place
- ❖ **Level 2:** Parent communication of child specific information as child proceeds between the different tiers of support
- The school-level team determines the information for this child specific communication. The following questions can serve as a guide in developing this communication process:
 - Will the school use a specific report format to communicate with parents?
 - At what point will parents receive this communication? Ex. when student enters Tier 2, when student enters Tier 3, etc.
 - Will this communication include the child's progress data alone or will it also include a description of the academic and/or behavioral supports the student will receive?
 - Will child specific information be included at open house or other individual parent meetings?
 - Will parents receive information on how to help their child at home? Ex. suggestions for practicing or reinforcing the school supports within the home and/or community setting.
 - Will parents be provided information on length of time the different support systems will be implemented before determining if the child is progressing adequately?
 - Some parents may have additional questions. Will parent communication include contact information?

The communication plan the school develops and implements can set the stage for fostering a successful family/school partnership and building a supportive learning environment needed for optimal student growth.