




Priority:


The school system will implement a strategic communications plan to connect with every student daily, provide feedback on student work at least weekly, and help families understand their role in supporting their child’s continuous learning.

Introduction:

This guidance provides strategies for staff and student communication plan implementation and aligns resources educators may use to provide students and families with support during modified learning times. This document supports the [Guidance for Staffing and Student Monitoring](#) to identify a communication platform for your school.

Action Steps		Resources and Examples
	<p>Setting up a schoolwide schedule</p>	<p>Each school should develop a staff plan that details a communication schedule for contacting students and families.</p> <ul style="list-style-type: none"> Identify a team lead and an intervention team to address both academics and student well-being. Team members may include administrators, teachers, instructional coaches, paraprofessionals, counselors, district staff, etc. Establish a communication schedule that details which staff members will contact students on a daily basis. Administrative and central office staff may also be included in the rotation depending on the number of students per school. Meet at least weekly with teams to review reports and discuss strategies to determine if further intervention is needed for specific students. (See section on <i>“Using data to inform next steps”</i>.) Initiate communication with all stakeholders to set the stage for continued communication throughout the school year (Allen Parish: Reopening Video Message) <p>Examples of communication templates:</p> <ul style="list-style-type: none"> Google spreadsheet Instruction Partners: Special Populations Engagement Template Instruction Partners: Student/Family Engagement Template Instruction Partners: Student Communications Template
	<p>Facilitating contact with students and keeping families informed</p>	<p>Regular contact with students and families should:</p> <ul style="list-style-type: none"> Check in on the student. Assess both academic needs and/or student well-being. Document contact and next steps. <p>The following template is a possible guide for developing a communications plan: Sample School Reopening Communications Plan</p> <p>In preparation for student and family outreach, consider the following in planning for each call:</p>

		<ul style="list-style-type: none"> ● Ensure that all staff have access and have been trained to use the platform to monitor student outreach. ● Establish clear expectations for contacting students, including adherence to student privacy guidelines. ● Develop thresholds for virtual learning attendance. (University View Academy: Sample Online Attendance Policy) <ul style="list-style-type: none"> ○ minimum log in time ○ minimum lesson/unit completion ● Create a letter to send to parents and students to communicate virtual learning expectations for staff, students, and parents. (Gonzales Middle School: Sample Parent Letter) ● If the primary home language is not English, ensure staff has access to someone that can assist with communication. ● Consider using a guided script or set of questions to assist in assessing needs or keeping families informed; for example: <ul style="list-style-type: none"> ○ <i>“Hi, this is Mrs. Smith from ABC Elementary School. How are you today?”</i> ○ <i>“Last week you told me you were having trouble in English. Did you find the extra ELA support helpful?”</i> ○ <i>“Is there anything you or your family need right now?”</i> or <i>“Is there anything the school can help you with?”</i> ○ <i>“It was so good to talk to you. I’ll connect with you again around this time tomorrow.”</i> ● Provide staff with suggestive guidelines for student feedback, such as: <ul style="list-style-type: none"> ○ Be timely and consistent. ○ Include specific, detailed directions for improvements and to keep students on target for achievement. ○ Be sensitive to the needs of students. <p>Additional Resource: Stand.Org 2020 Advisors For All Students Guide</p>
	<p>Addressing needs of the family</p>	<p>Develop clear guidance for addressing expressed needs of students and families. Consider all needs that may come out of student outreach: resources, academics, social/emotional/behavioral health, diverse learning, etc.</p> <ul style="list-style-type: none"> ● Establish a school system or schoolwide plan with actionable steps. Create teams to support each step in the process. ● Within the plan, develop a notification/escalation system or similar means based on the established number of days of no contact or if an immediate need arises during the contact. Examples: <ul style="list-style-type: none"> ○ If a student has not been contacted for three days by at least one staff member, an alert would be sent to the school leader. ○ If a student is struggling with an assignment, a note should be sent immediately to the appropriate staff member. ○ Notifications could also be sent out by automated emails from the local SIS or LMS. ● Document the expressed need and follow up steps to be taken by appropriate staff. Create a resource guide for staff to use to provide immediate answers to a particular concern/need.

		<ul style="list-style-type: none"> ● Respond to any concerns a family expresses. Escalate those concerns immediately to the appropriate team lead. ● Leverage internal resources and involve intervention teams that were identified as part of your staffing plan. <p>Based on the expressed needs above, the following resources are available to support school systems/schools in addressing certain needs.</p> <p>Continuous Education for Students With Disabilities Direct Services Guide to Supporting the Well-being of Students and Staff</p> <p>Supporting English Learners (ELs) During Distance Learning</p> <p>Addressing Unfinished Learning Gaps</p>
	<p>Using data to inform next steps</p>	<p>Data collected from student and family contact is a critical asset to school systems and schools. It should be reviewed regularly and guide next steps with students and families.</p> <p>Create a process for data review:</p> <ul style="list-style-type: none"> ● School systems and school leaders should identify a team to meet and review student/staff monitoring data and generate/review reports. Individuals on this team should include the school administrator, data specialists, master teachers, and other interventionists. ● Teams should review student monitoring data at least weekly. Identify trends in the data and set goals for the following week (e.g. increase contact with students/families by 10 percent; increase number of staff participation in student outreach by 20 percent). Use the quantitative data from reports and the qualitative data from teachers and staff to insert notes that will provide a better image of at-risk behaviors. ● Teams should regularly review data collection procedures and discuss what is working and what needs to be adjusted. Adjustments should be made and staff trained on the new process (i.e., adjust start time of calls to 10:00 a.m. instead of 8:00 a.m. due to inconsistency in reaching families; request from vendor for an additional escalation step to aid in workflow). <p>Examples:</p> <ul style="list-style-type: none"> ● (New) Sample Meeting Agenda ● (New) Sample No Contact Report ● Calcasieu Parish: At-Risk Students Procedures Example ● CCSSO Webinar Early State Approaches to Track and Encourage Attendance 7.16.20