

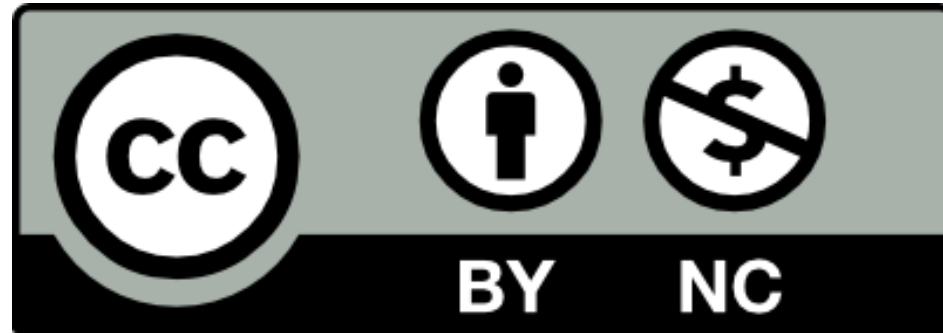


# District Communication Plan

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# Getting Organized

## Materials

- Participant Workbook
- Communication Plan Example MCS
- Communication Plan Example NWCS



# Group Agreements

## We are Responsible

- Return on time from breaks
- Take care of our needs

## We are Engaged

- Share “air time”
- Plan to participate in multiple ways
  - Chat, breakout rooms, polls, reactions, unmute
  - Ask questions

# Training Effectiveness

- At the end of the session, you will be asked to provide feedback on today's training
- Results will be used to make improvements to professional learning and for reporting to TA Center stakeholders
- One of the feedback questions you will see is related to promoting and positively portraying diversity among educators and learners (e.g., focus on asset-based language, positive representation of multiple identities)

# Purpose

This session supports districts to develop or refine a communication plan to support implementation of MTSS.

# Intended Outcomes and Agenda

Intended Outcomes	Agenda
<ul style="list-style-type: none"><li>• Explain the purpose of and identify the components of a communication plan</li><li>• Explain how to effectively use a communication plan to support implementation of MTSS</li><li>• Develop a communication protocol for a critical partner or group</li></ul>	<ol style="list-style-type: none"><li>1. Review</li><li>2. District Communication Plan</li><li>3. Next Steps</li></ol>

# 1.0 Review

# Foundational Elements

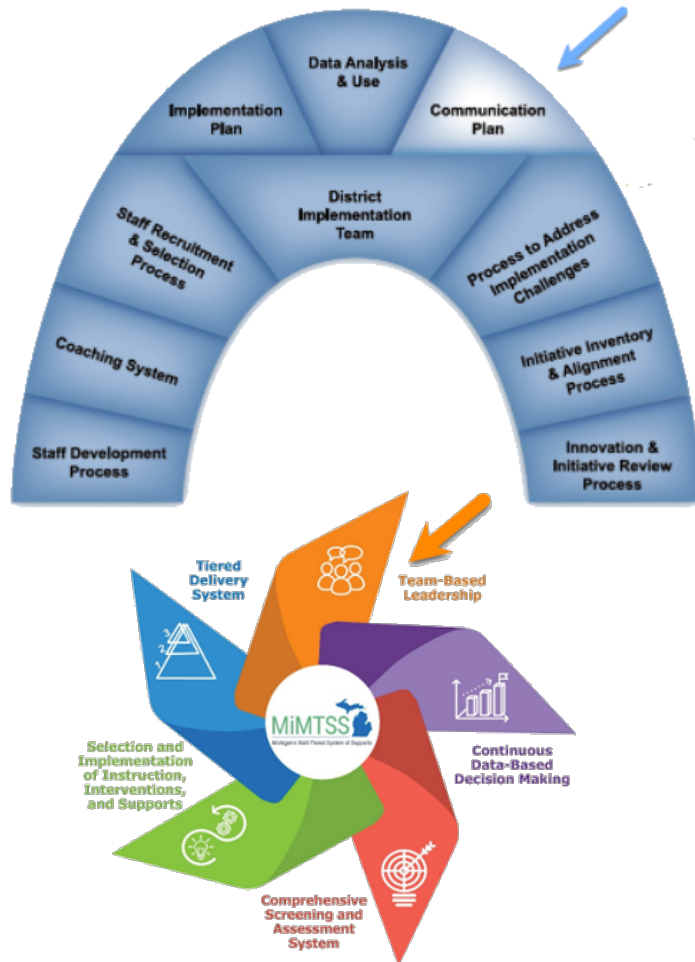
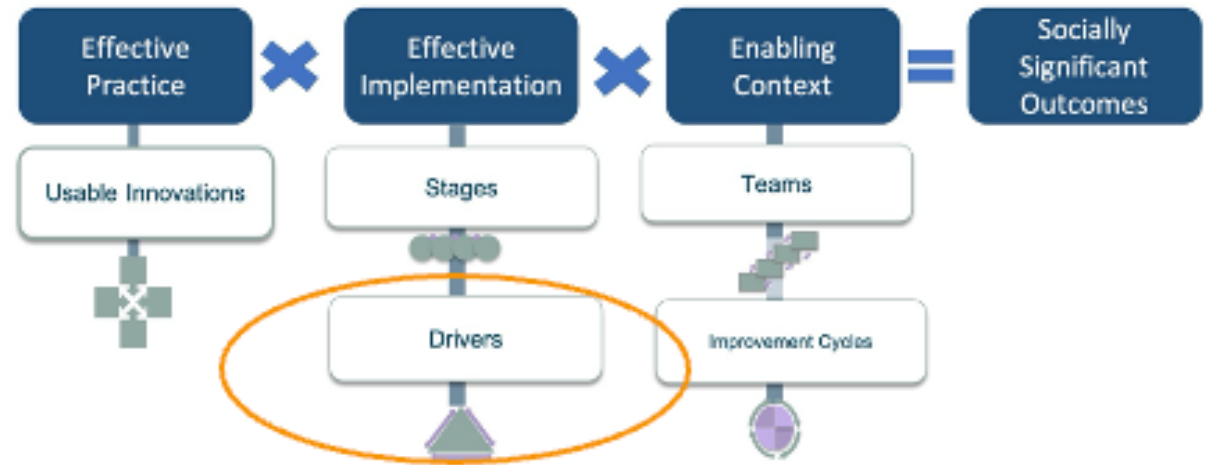


Figure 1. MDE's five essential components of a Multi-Tiered System of Supports (MTSS) framework



## DISTRICT CAPACITY ASSESSMENT

Item 10, 11, and 12

# Activity 1.1 Connecting Infrastructure to AIF

## Fill the blank

- To get to outcomes a district must have an \_\_\_\_\_ practice, effective \_\_\_\_\_, and provide an \_\_\_\_\_ context.
- There are \_\_\_\_ components that make up a district infrastructure which support effective implementation.
- The enabling context includes \_\_\_\_\_ and improvement cycles.
- District \_\_\_\_\_ and the MDE \_\_\_\_\_ Practice Profile are connected and have intentional overlap.
- Communication is essential to support \_\_\_\_\_.

Word Bank MTSS teams enabling  
ten effective infrastructure implementation

## 2.0 District Communication Plan

# Why?

Effective communication is essential to the success of any initiative in a district.



# Activity: Communication Factors

Reflect and discuss

- What factors have led to positive communication experiences?
- What factors have contributed to poor communication experiences?

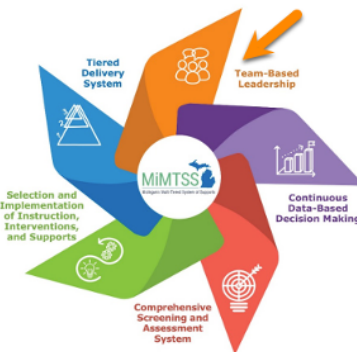
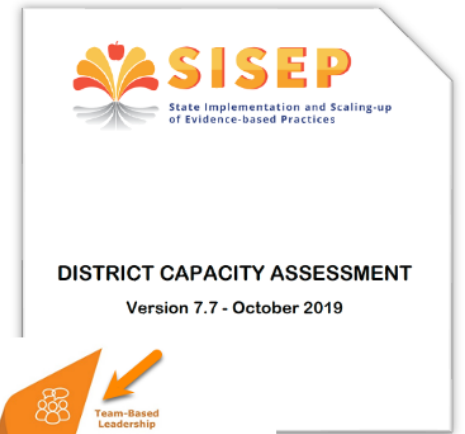
Use the table on page 4 to record your ideas

Do more of this	Do less of this

# Activity MTSS Communication Plan (How)

- Go to page 5 and find the table
  - Team-based Leadership 1.4 & DCA #10
- Notice how the process and protocols are monitored in the DCA.

**How will strengthening and systematizing communication support your MTSS efforts?**



1. MDI's five essential components of a Multi-Tiered System of Supports (MTSS) framework

# Communication Plan

A written document which outlines the protocols (process) for communicating to and gathering information from internal and external groups/teams whose work would be impacted by the selection and use of effective innovations across the district



# Communication Plan Components

1. Identified Groups / Teams (e.g., internal, external)
2. Designee/persons responsible for communication with each group
3. Protocol (process) for **what information** needs to be gathered and disseminated to each group / team, **in what format**, and in **a pre-determined timeframe**
4. Communication survey and the dates to assess the effectiveness of communication

# Benefits

“Effective communication is the best way to prevent and solve problems.”

(Adapted from Bradford Winter)

# Impact on Student Outcomes

*To facilitate and sustain practitioner use of an innovation, organizations need to create new ways of working, a hospitable environment, and they must remove implementation challenges*

(Nilsen & Birken, 2020)

- To do this requires communication!
- When implementation improves, so do student outcomes



# Activity 2.3 District Communication (What)

- Let's explore information the district is responsible for communicating
- Turn to page 6 in the participant workbook
- Review the selected key actions
  - Make a note if and how you are currently communicating with staff
  - This is to give an idea of what the district communicates to support an MTSS framework

# Communication Methods/Formats

## Informal Communication Methods

- Texts
- Phone Calls
- Hallway Conversations
- In context of another meeting
- As needed

## Formal Communication Methods

- Written Guidance
- Checklists
- Calendars
- Scheduled Reminder Messages
- Newsletters / Updates
- School Board Updates / Annual Reports
- Scheduled check in meetings

See participant workbook page 7



## Activity 2.4 Communication Methods

1. Read through the examples of informal and formal communication methods (page 7, workbook).
2. Reflect on your current methods of communication regarding any initiatives you have recently installed and implemented.
3. What have you used?
4. How do you gain feedback from your critical groups and partners that the method works for them?
5. Which have been successful?
6. Are there methods you may want to consider to use in the future?

# Activity 2.5 District Communication Plan

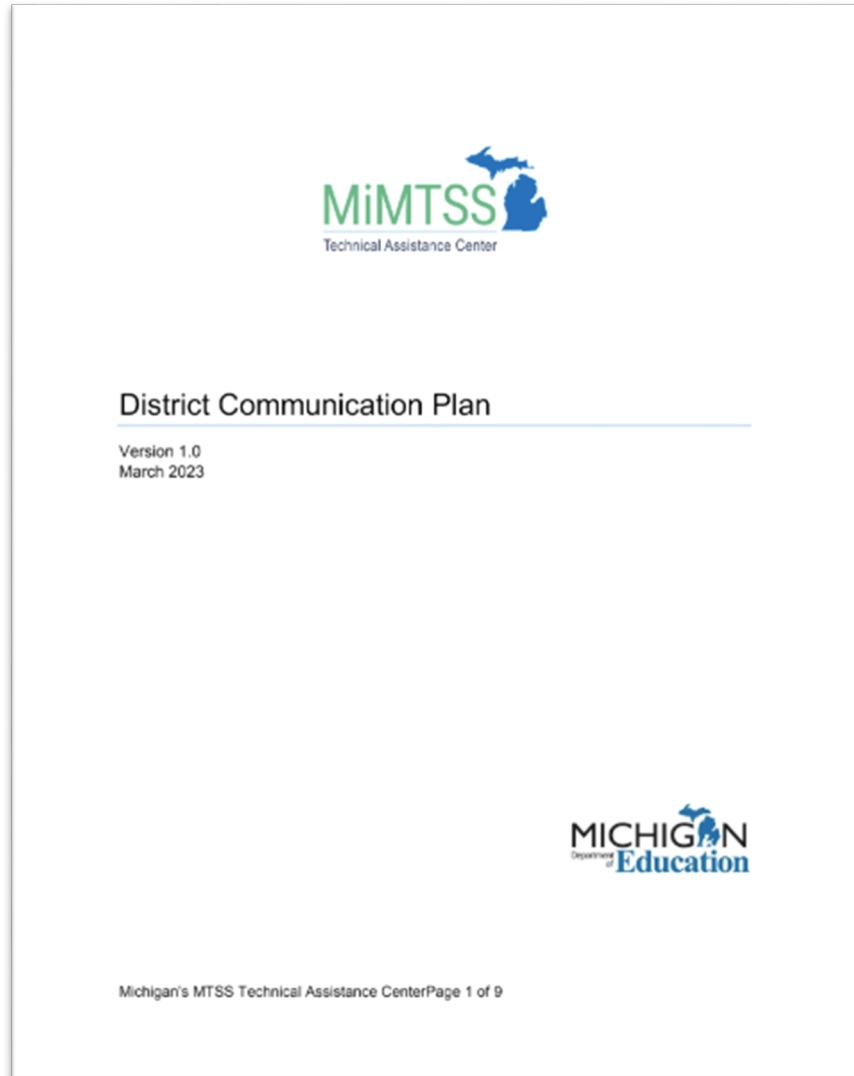
## Putting the pieces together

- Review both communication plan worked examples
- Reflect on the critical components
- Identify areas that you may want to include

## Recall Critical Components

- Written
- Identifies
  - Critical Groups / Teams
  - Designees / Contacts
- Protocol
  - Information
  - Method to /from
- Survey for effectiveness

# Formalizing a Communication Plan



- Does your district already have a communication plan that serves this purpose?
- If your district does not have something in place, might the MiMTSS TA Center template be useful?
- Are there other ideas for how to develop a district Communication Plan?

# Practice Writing Communication Protocols

## District-wide Communication Norms

Communication norms are agreed upon guidelines and expectations for how communication will occur across all groups within the district. Acceptable district timelines for responding to communication is 48-72 hours. Acceptable methods for communication include meetings, email, phone, and newsletter updates. Specifics about the frequency and method can be added to the corresponding column in the protocol.

Table 2. Communication protocol contents adapted from Hastings Area Schools communication plan (2019)

Groups/ Teams	Need to Knows: From DIT	Need to Knows: To DIT	Designees (Name & Role)	Frequency/ Method
Critical Group 1				
Critical Group 2				

← Example 1

## Date of Discussion:

Table 1. Complete the fields below to capture communication opportunities to critical groups and partners.

Critical Group/Partner	Types of Information to be Communicated	To Whom/By Whom	When	How/Format

Example 2 →

# Modeling how to write a Communication Protocol

	<b>Designees/ Contacts</b>	<b>Information</b>	<b>How/Format</b>
<b>Critical Group</b> School Board	Entire School Board	1. MTSS General Updates	1. Monthly- Board Packet or Presentation
	Superintendent	2. Data Overviews	2. Monthly- Board Packet
	and/or MTSS Coordinator	3. Curriculum Requests	3x year Presentation  3. As needed- Presentation

# Activity 2.6 Draft a Communication Protocol

## Your Turn

1. Select one group or team to focus on
2. Can you name the point person that communication or messaging currently flows through?
3. What is the critical information?
4. How (format and frequency)?
5. Partners share protocols with each other
6. Provide feedback to one another



Administrators  
Coaches



ISD/RESA  
Statewide Taskforce



Families/Caregivers  
Community Partners



School-based Teams

# Using the Communication Plan

- As the district continues its MTSS work, the district Communication Plan will be used to ensure efficient and effective communication to all critical groups and partners.
- Examples of consistent use include:
  - Standing agenda
  - Team role: Communication Liaison
  - Communication surveys
  - Review and update Communication Plan annually
  - Practice with communication scenarios

# Formal District Communication Examples

## Staff Version

Workbook page 11

## Family/Caregiver Version

Workbook page 12-13

Same information two ways



## 3.0 Big Ideas and Next Steps

# Big Ideas

- Effective communication is essential to the success of any district initiative
  - Effective Practice x Effective Implementation x Enabling Context = Outcomes
- Communication should be intentional and systematic
- A plan ensures efficient and effective communication to critical groups and partners
- District communication includes developing and supporting guidelines to enact an MTSS framework



# Assignment Communication

Access the details of the assignment on page 14 of the participant workbook

1. Continue to inventory the programs and strategies to related to the selective effective practice within the MTSS framework
2. Recruit and select members for various teams
3. Create Communication Protocols
4. Formalize your Communication Plan

# Evaluation

# References

- Nilsen, P., & Birken, S. A. (2020). *Handbook on Implementation Science*. Northampton, MA: Edward Elgar.
- National Implementation Research Network (n.d.). *Organizational Drivers*. Retrieved from <https://nirn.fpg.unc.edu/module-1/implementation-drivers/organizational>
- National Implementation Research Network (n.d.). *Lesson 9: Communication Protocol-Linking Teams*. Retrieved from <https://nirn.fpg.unc.edu/resources/lesson-9-communication-protocol-linking-teams>

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