

District Communication Plan & Process for Addressing Barriers

Version 1.0

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District Communication Plan & Process for Addressing Barriers

The District Implementation Team (DIT) is an essential component of the district’s implementation infrastructure that assists in the selection and successful use of effective innovations. To ensure effective innovations are used with fidelity, scaled-up across the district, and sustained, communication to and from the DIT must occur on a regular basis. Supporting the use of effective innovations also means the DIT needs to know about the barriers schools and staff face when working to use the effective innovation components. For this reason, embedded within the communication plan is the district’s process for addressing barriers. The purpose of this document is to provide a template and when necessary, worked examples of communication plan components and a process for addressing barriers.

Part 1: Groups/Teams

Communication Plan

Complete the blank fields below to identify through whom and how communication will occur between the various groups and teams involved.

Groups/Teams: Internal and external to intentionally communicate	Designees	Linking Communication Protocol? (Y/N)	Date to Survey (Groups/teams, about effectiveness of communication)
Regional Implementation Team (RIT)	DIT: RIT:		
Central Office	DIT: Liaison:		
Administrative Team	DIT: Administrative Team:		
School Coaches names	DIT: School names and coach or coach-coordinator names:		

Groups/Teams: Internal and external to intentionally communicate	Designees	Linking Communication Protocol? (Y/N)	Date to Survey (Groups/teams, about effectiveness of communication)
Building Teams	DIT: School names and designees:		
Add others as needed	DIT: (other group designee)		

Communication Protocols

District Implementation Team and Regional Implementation Team (RIT)

Gather and disseminate information that the District Implementation Team and RIT need to know to support the use of the identified EI within an MTSS framework

Component	From: RIT	To: RIT
Information Necessary to be Gathered and Communicated	<p>Professional learning information / updates:</p> <ul style="list-style-type: none"> Upcoming training dates/details for your district team and school cohorts, including reminders to register <p>Data (measures, data system, data coordination capacity)</p> <ul style="list-style-type: none"> Timelines for installation of measures Changes to the required measures or training expectations Data collection windows (measures, timeline for administering, and data entry) <p>District Team Infrastructure Development / Refinement:</p> <ul style="list-style-type: none"> Monthly prompting and planning for District Team meeting agenda items / areas of work for the team to focus 	<p>Implementation challenges:</p> <ul style="list-style-type: none"> Barriers encountered that are difficult to remove <p>Team Logistics</p> <ul style="list-style-type: none"> Staffing changes: <ul style="list-style-type: none"> District Team membership Leadership District Coordinator Meeting schedule Dates for district events / presentations to build knowledge and / or communicate implementation efforts <p>Existing and new initiatives / programs:</p> <ul style="list-style-type: none"> Impact on district resource allocation (time, personnel, etc.) for the integrated behavior and reading MTSS work

Component	From: RIT	To: RIT
	<p>efforts</p> <p>State suggestions for removing implementation barriers</p> <ul style="list-style-type: none"> Statewide policy and funding opportunities to strengthen the MTSS implementation effort 	
Team Designees	Name of RIT Designee(s):	Name of DIT Designee
Format for Gathering Necessary Information		
Timelines for Responding to and Addressing Barriers	<p>Possible options:</p> <ul style="list-style-type: none"> Timelines for responding to challenges and acting on challenges are determined as they are identified 	Insert agreed-upon timelines for responding to challenges and acting on challenges. (e.g., 5-10 days)
Format for Responding to Barriers	Email communication regarding how challenges are being responded to and the status of the action	Email communication regarding how challenges are being responded to and the status of the action

Communication Protocol: District Implementation Team and Central Office

Gather and disseminate information the District Implementation Team and central office need to know, to support, scale-up, and sustain the use of effective innovations

Component	From: Central Office	To: Central Office
Information Necessary to be Gathered and Communicated	(Add suggestions generated during the central office meeting)	(Add suggestions generated during the central office meeting)
Team Designees		
Format for Gathering Necessary Information		
Timelines for Responding to and Addressing Barriers		
Format for Responding to Barriers		

Communication Protocol: District Implementation Team and Administrative Team

Gather and disseminate information the District Implementation Team and administrative team need to know, to support the selection, successful use, scalability, and sustainability of effective innovations

Component	From: Administrative Team	To: Administrative Team
Information Necessary to be Gathered and Communicated	(Add suggestions generated during the meeting with administrators)	(Add suggestions generated during the meeting with administrators)
Team Designees		
Format for Gathering Necessary Information		
Timelines for Responding to and Addressing Barriers		
Format for Responding to Barriers		

Communication Protocol: District Implementation Team and Building Teams

Gather and disseminate information the District Implementation Team and school leadership teams need to know, to support the effective use and sustainability of effective innovations

Component	From: Building Teams	To: Building Teams
Information Necessary to be Gathered and Communicated		
Team Designees		
Format for Gathering Necessary Information		
Timelines for Responding to and Addressing Barriers		
Format for Responding to Barriers		

Communication Protocol: District Implementation Team and School Coaches

Gather and disseminate information the District Implementation Team and school coaches need to know, to support the coaches in their efforts to assist school leadership teams and staff in successfully using effective innovations

Component	From: School Coaches	To: School Coaches
Information Necessary to be Gathered and Communicated		
Team Designees		
Format for Gathering Necessary Information		
Timelines for Responding to and Addressing Barriers		
Format for Responding to Barriers		

Communication Effectiveness Survey

Sent out to the group/team during the designated timelines listed on the Communication Plan (page 3).

Introduction statement: The District Implementation Team continues to be focused on effective communication to help support your school's use of MTSS. We would like to hear from you about how effective communication to and from our team has been.

Directions: Please complete this brief survey. The data will be used by the District Implementation Team to refine our communications and improve how effectively we communicate to you!

Select your primary role:

- Central office administrator
- Administrator
- Building Team member
- Coach
- RIT Member
- ISD Staff
- (Add any other group / team roles that are included in your communication plan)

1. I am kept informed about critical aspects of the MTSS work (RIT collaboration with our district and schools).
 - Agree
 - Disagree
 - Strongly Disagree
2. I feel the level of communication with my District Implementation Team designee is adequate.
 - Agree
 - Disagree
 - Strongly Disagree
3. What other feedback about communication with the District Implementation Team would you like to share?

Part 2: Process for Addressing Implementation Barriers

Implementation barriers are listed as a “need to know” within each linking communication protocol outlined in the District Implementation Team communication plan. While the linking communication protocol provides a regular opportunity for implementation barriers to be shared with District Implementation Team designees, it does not outline the steps that will be taken from the point at which the barrier is communicated to the point at which it has been confirmed that the barrier has been removed.

(Insert District name) will take the following steps to address implementation barriers once the District Implementation Team is made aware of a barrier impeding implementation efforts. Listed on the next page are individuals with the highest level of decision-making authority required to remove barriers and the assigned District Implementation Team designee who will be responsible for communicating with those individuals. This information is critical for initiating specific steps within this process.

(Design your district’s process. We’ve provided you with example language as a starting point.)

Steps to Address Implementation Barriers

Step 1: Implementation barrier is communicated to the District Implementation Team. It is added to the Barrier Log, so its status can be monitored on a regular basis.

Step 2: A District Implementation Team designee is assigned to speak with the person who has the appropriate level of decision-making authority to remove the barrier. If the District Implementation Team designee does not have direct access to the person with the appropriate level of decision-making authority, then the designee is assigned to speak with an alternate person recommended by (insert District Liaison name). The alternate person will be responsible for arranging a meeting with the person with the appropriate level of decision-making authority to discuss the barrier-impeding-implementation efforts. A portion of that meeting time can be allocated for the District Implementation Team designee to accurately describe the barrier and surrounding context if necessary.

Step 3: Once the person with the appropriate level of decision-making authority understands the barrier, this person will outline the subsequent steps that need to be taken to remove the barrier and the anticipated timeline for the steps to be completed. An example of what this person would say includes:

- It (should **or** should not) take long to remove this barrier. The steps that will need to be taken to address it include:
 1. Insert first step
 2. Insert second step
 3. Insert third step (etc.)

Understanding the incremental steps toward resolution will allow the District Implementation Team to plan their status updates in accordance with anticipated timelines for barriers to be addressed. It is possible it may take several months to remove a barrier. The steps outlined and anticipated timelines will be communicated back to the District Implementation Team designee who initiated the communication of the barrier.

Step 4: The District Implementation Team allocates time at the beginning of every meeting to provide a status update for any barriers listed on the Barrier Log. The update includes a brief reminder of the barrier and identification of which steps (2, 3, 5, or 6) of the process the barrier is in, given the process outlined by the district to remove a barrier.

Step 5: The barrier has been addressed. This information is provided to the District Implementation Team designee who initiated the communication of the barrier and is subsequently recorded on the Barrier Log. Communication is made back to the group / team or individual who originally raised the barrier to the District Team, using the linking communication protocol.

Step 6: One month after the removal of the barrier, the group/team or individual who originally raised the barrier to the District Implementation Team will be asked if the way in which the barrier was addressed has been sufficient. This means, whatever the barrier was that was preventing the group/team or individual from being able to do their work, has been resolved.

District Personnel to Address Implementation Barriers

(In the table below, select options that are applicable to your district and put appropriate names in the fields. Depending on your district’s configuration and size, it is likely you might collapse decision types. It is important to remember to be clear when describing the decision types, so District Team members can accurately identify who is best equipped to address the barrier.)

Funding

Decision Types	Person with Decision-Making Authority	District Implementation Team Designee Assigned to Communicate
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Decision Types	Person with Decision-Making Authority	District Implementation Team Designee Assigned to Communicate
Title I questions related to appropriate use of funds		N/A
Approval for use of any type of funds (excluding IDEA)		
Requests for flexible use of state or federal funds (requiring MDE approval)	<p>MDE Staff (OES or OSE) (add person name) would be the designee from district to initiate a request</p> <p>Determine if the request goes to the appropriate ISD leadership (e.g., superintendent or assistant superintendent), who in turn makes the request on the district's behalf</p>	<p>Insert name of District Team designee who would bring the barrier to the attention of the executive leader with the highest level of authority</p>

Special Education

Decision Types	Person with Decision-Making Authority	District Implementation Team Designee Assigned to Communicate
Learning Support Services (LSS)		

Curriculum, Instruction, and Assessment

Decision Types	Person with Decision-Making Authority	District Implementation Team Designee Assigned to Communicate
Secondary curriculum and instruction		
Science and social studies curriculum and instruction (PreK-12 th Grade)		
Literacy and mathematics curriculum (PreK-4 th grade)		
PreK-12 assessment		

Student Behavior

Decision Types	Person with Decision-Making Authority	District Implementation Team Designee Assigned to Communicate
Behavior interventions and code for student conduct		

Human Resources

Decision Types	Person with Decision-Making Authority	District Implementation Team Designee Assigned to Communicate
Personnel issues concerning general education staff		
Personnel issues concerning special education staff		

Technology

Decision Types	Person with Decision-Making Authority	District Implementation Team Designee Assigned to Communicate
Access to supports for district-approved technology		