

## **Communication Plan and Timelines for Collaborating with Parents on Understanding Data and Existing Supports**

The information teachers must share with parents/caregivers during the school year is listed below. Additional information not listed on the chart may be shared if desired.

<b>Information to Share with Parents/Caregivers</b>	<b>When/How Information is Shared</b>	<b>Who is Responsible?</b>	<b>How a record of the communication is kept</b>
<b>All Students - Assessment Information to be Shared</b>			
AIMSweb Benchmarking Assessment Results ("Pathway" or "Reading Improvement Report" - "box and whiskers")	Three times yearly: 1. Fall assessment report shared with an oral explanation at parent/teacher conferences in October 2. Winter Assessment Report sent home within first two weeks of February <b>OR</b> shared with parents/caregivers at March conferences 3. Spring Assessment Report sent home with end-of-year report cards	Grades K – 5 Classroom Teachers	1. Parent/Teacher conference notes; Parent/Caregiver Communication Checklist 2. Parent/Caregiver Communication Checklist 3. Parent/Caregiver Communication Checklist
Measures of Academic Progress (MAP) Assessment Results	Once yearly: 1. Spring information sent home with end-of-year report cards	(Who runs the reports?) Grades 2 – 5 Classroom Teacher	1. Parent/Caregiver Communication Checklist 2. Parent /Caregiver Communication Checklist
Minnesota Comprehensive Assessment Student Report	1. Final Spring MCA results are organized by the district and sent out by the schools in the following fall. 2. Winter MCA series of assessment reports sent home within two weeks of availability of results <b>AND/OR</b> shared with parents at March conferences?	District Curriculum personnel; Building Personnel; Classroom Teachers	3. Parent/Caregiver Communication Checklist
<b>Some Students – Intervention Information to be Shared</b>			
Parent/Caregiver Notification of Intervention (what the intervention will	Information can be shared in one of the following ways <b>prior to the start of the intervention:</b> 1. Parent/Caregiver Notification of Intervention is sent home (may be sent with the AIMSweb "box and	The teacher providing or responsible for the	1. Parent/Caregiver Communication – Intervention Checklist

involve) and Diagnostic Assessment Information (Diagnostics are not required with Standard Protocol Interventions.)	<p>whiskers” report), along with a brief note explaining the results of diagnostic assessment information (if completed)</p> <ol style="list-style-type: none"> <li>2. Parent is emailed or telephoned by the interventionist or classroom teacher who explains the intervention and diagnostic assessment information (if completed), and then the Parent/Caregiver Notification of Intervention is sent home</li> <li>3. Interventionist and/or classroom teacher meet with the parent/caregiver and the Parent/Caregiver Notification of Intervention and diagnostic assessment information are explained</li> </ol>	interventions and/or the Classroom Teacher	
How the Parent/Caregiver can help their children with reading skills at home	<ol style="list-style-type: none"> <li>1. Parents/Caregivers of students receiving interventions are notified of general strategies (read-alouds, paired reading) for helping students at home. These can be accessed on the district website, or parents may be given handouts.</li> <li>2. Specific intervention strategies are under development. When developed, they are to be shared at the teacher’s discretion.</li> </ol>	Interventionist and/or Classroom Teacher	1. Parent/Caregiver Communication – Intervention Checklist
Progress Monitoring Reports	<p>Progress Monitoring information can be shared in one of the following ways <b>either weekly or twice a month (depending on how often the child is being progress monitored) during the intervention:</b></p> <ol style="list-style-type: none"> <li>1. AIMSweb Progress Monitoring Report is sent home along with a brief note of explanation from the interventionist</li> <li>2. Parent is emailed or telephoned by the interventionist, who explains the progress monitoring results, and then the Progress Monitoring Report is sent home</li> <li>3. Interventionist meets with the parent/caregiver and the Progress Monitoring Report is explained.</li> </ol>	Interventionist	1. Parent/Caregiver Communication – Intervention Checklist

Change of Intervention Information/Progress Monitoring Reports/Diagnostics or other Data	<p>When a change of intervention is necessary, information can be shared in one of the following ways <b>prior to the change:</b></p> <ol style="list-style-type: none"> <li>1. A brief note from the interventionist explaining the change in intervention is sent home</li> <li>2. Parent is emailed or telephoned by the interventionist, who explains the change in intervention</li> <li>3. Interventionist meets with the parent/caregiver and the change in intervention is explained.</li> </ol>	Interventionist	1. Parent/Caregiver Communication – Intervention Checklist
Termination of Intervention; Final Assessment/Data Results	<p>When an intervention is to be ended, information can be shared in one of the following ways <b>prior to the termination:</b></p> <ol style="list-style-type: none"> <li>1. A brief note from the interventionist explaining why the intervention is to be terminated is sent home, including what the next steps will be</li> <li>2. Parent is emailed or telephoned by the interventionist, who explains the reasons for the termination and what the next steps will be</li> <li>3. Interventionist meets with the parent/caregiver and explains the reasons for termination and what the next steps will be.</li> </ol>	Interventionist	1. Parent/Caregiver Communication – Intervention Checklist
<b>Some Students – Child Study Team/Problem-Solving Process</b>			
Special Education Due Process Forms	Follow Special Education/CST protocol	Classroom Teacher and/or Interventionist	Special Education Procedures