*School Name

Welcoming Families Communication Plan

Last Updated: *Date

*** INSTRUCTIONS**

* This document accompanies the Welcoming Families Communication Toolkit and Strengthening Partnerships Family Engagement Framework.It is recommended to develop this plan in consultation with families, educators, and administrators from your school or district community. Instructions and items to be customized are in dark red and have an asterisk at the start. Please delete these instructions as you go.

Vision for Family Communications

*In collaboration with stakeholders from the school, write 1-2 sentences about what you are trying to accomplish with this communication plan. Examples might be: Our school will engage in meaningful, two-way communication with all families. All families of our school will have a voice and will have equal access to important information for their children's learning.

Goals

***What will families be able to do as a result of your communications? What will other audiences be able to do? We've added a couple of examples. Diverse families will have a voice in decisions made by our school.

- *Educators will have the tools they need to communicate with families.
- *Diverse families will feel welcomed by our school
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School Identity

*Insert logo, mascot, or insignia for your school here

Our Students and Families

*What cultures and languages are represented by students and families in your school?

When families arrive at our school they will see:

*Use your Environmental Inventory to identify specific elements of the environment that you will have in place to communicate your identity and a message of welcome to families.

Colors & Fonts we use in communications

*Click the boxes and then locate the bucket button that will allow you to change the shading of each cell. Change the color using the Hex# and write the Hex# below the box.

#Hex	#Hex	#Hex	#Hex	#Hex

*Type the name of the font and change the font

Headers: Font Name

Subheaders: Font Name

Body Text: Font Name

School Identity Action Plan

*List any activities required to ensure the identity described above will be understood and actualized. Make sure to include any resources that need to be developed as well as any staff training or communication to staff that will be required.

Activity	**Person Responsible**	**Deadline**
*Example: Staff will be provided with a clear procedure for greeting families and other visitors when they see unknown adults entering the building.		
*Example: We will order a banner with our school name and the word Welcome in [Languages]		

Ongoing Communications Strategy (Tier 1)

*Transfer the activities from your Balanced Communications worksheet into the table below. Make note of the person responsible for the activity. List the frequency of the activity or specific deadlines during the semester or school year.

Type	Activity Description	Person Responsible	Deadline / Frequency
👂	*Example: “Tell us about your child” forms		
📢	*Example: Parent updates - email, backpacks, text		

Accessibility Procedures (Tier 2)

*Review the procedures you identified under Tier 2 in your Tiered Communication worksheet and use what you identified to customize the first column in the table below. Then, state the contact person who will coordinate this activity and the estimated turnaround time.

Accessibility Procedures	Contact Person	Turnaround Time
Language Translation (Documents)		
Language Interpreters (Meetings & Events)		
ASL Interpretation (Meetings & Events)		
ADA / Section 508 Compliance (Documents)		
Working with Cultural Brokers (Events)		
Document Readability Review & Support		

Communication of Accessibility Procedures:

*How and when will these procedures be communicated to your faculty and staff?

Direct Outreach Strategies (Tier 3)

*Break down the steps involved to implement the procedure you identified under Tier 3 in the Tiered Communication worksheet. Add details for the strategy or strategies you identified. Customize this template to fit your resources, procedures, and needs

We will take the following steps to ensure we are connecting with all families at least *[frequency] time*[s] per year.

Identifying Families in Need of Personal Outreach

- *Source of information
- *Who will identify a list of families
- *When will they do this

Matching families to a connection point at the school based on knowledge of the child, language spoken, community-based connections, expertise/role of staff members

- *Who will coordinate outreach and match-making:
- *Who is available to make personal outreach:
    - *List of names, roles, phone extensions

Our shared talking points with families *(Customize provided example)

- *Introduce self and role at the school
- *We are reaching out to families to get to know you a little better. We think of families as an important partner and member of their children's learning team.
- *We'd love to hear from you - is now a good time to talk?
- *Say something positive about the children'
- *Questions to explore with the family member:
    - *How is the child feeling about school?
    - *Do you have any questions about the school?
    - *Is there anything you'd like us to know about your child or your family, that will help us support your child's learning even more?
    - *If we need to reach you - what's the best way?

We will share basic information from these calls with *[list roles] by *[state procedure - for example, fields in Student Information System]

Evaluation

*Returning to your Goals, how will you know if you are reaching them? Choose 1-3 data points that you can easily collect to determine the impact of your

What You Will Measure	Start of This School Year	Mid-Year	End of This School Year
*Example: Non-English Speakers participating in a particular event or leadership role			