Name *(first and last, please)*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_

**Notes: Compliance Communications Systems & Structures**

|  |  |
| --- | --- |
| **AIMs** | **Agenda** |
| SLWBAT to …* articulate a vision for compliance communications systems and structures, and
* evaluate their own and make a plan to improve compliance communications systems and structures.
 | * WHY
* Internal Communication
* External Communication
* Cheat Sheet
* Case Study
* Application
* Close Out
 |

**Do Now**: What is the case management structure at your school?

#1 - Check off who owns the following annual review responsibilities.

|  |  |  |  |
| --- | --- | --- | --- |
| **Annual Review Responsibilities** | **YOU** | **Case Managers** | **Someone Else** |
| Coordinates the teacher input forms |  |  |  |
| Drafts the PLOPs/GOALs pre-meeting |  |  |  |
| Communicates with parents before the meeting about logistics and what to expect |  |  |  |
| Facilitates / Leads at the IEP Meeting |  |  |  |
| Revise IEP at a Glance after the IEP meeting and send followup to teachers  |  |  |  |
| Updates IC after the IEP meeting |  |  |  |
| (CT and NY) Communicates directly w/the district (This SHOULD only be you. ☺) |  |  |  |

#2 – Which of the following best describes your school’s case management structure?

* Option 1 - YOU write and manage the IEP process using input from teachers.
* Option 2 – You MANAGE case managers to write IEPs using input from teachers.
* Option 3 – Something different! What is it:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

#3 – Strong communication structures clarify the work (who is responsible for what action step and by when) and provide a mechanism for accountability (did everyone do what they were supposed to do in the timeline they were supposed to do it). How strong are your authentic compliance communication structures? (Circle one.)

 1 2 3 4 5

Non-Existent Super Strong

**Internal Compliance Communication**

Directions:

1. Examine artifacts #1-3 in the Supplementary Packet.
2. Answer the questions below.
3. Compare your answers with a partner.

What is the power (impact) of sending out regular compliance communication?

These are solid to strong examples of internal (within school) communications. Develop your own Criteria for Success. List at least 4 elements that make these communications strong.

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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* (above and beyond) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

These blasts are sent monthly. What pre-planning is required in order to send these out monthly?

How is this different or similar to your current internal communication?

(if you finish early) Name 2 specific ways any of the communications could be improved.

**External Compliance Communication**

Directions:

1. Examine artifacts #4-5 in the Supplementary Packet.
2. Answer the questions below for your district.
3. Compare your answers with a partner.

**NY & CT SSLs:**

Both of these examples are weekly summaries sent to the CSE / District **in addition to** other individual communications. **What is the impact of batching all open loops and action steps into a single, clear weekly followup summary?**

How is this different or similar to your current communication?

**Rhode Island SSLs:**

You are your own district and you coordinate work across many non-AF stakeholders (e.g. psychologists, related service providers, etc.). Think about those stakeholders. What information do they need and how could you batch communication to them to increase your own efficiency?

***Authentic Compliance Communication Structures:* Feedback Cheat Sheet**

*Strong communication structures clarify the work and provide a mechanism for accountability.*

|  |
| --- |
| **Priority Point (focus on the mastery of this point first):**Every part of the communication has to be comprehensive and correct (e.g. annual review dates are accurately listed). |

|  |  |  |
| --- | --- | --- |
| **Criteria for Strong Compliance Communication**  | **Ask yourself …** | **Constructive Feedback (“Next time try…”)** |
| **Name Specific Action Steps** | Did you specifically name who has to do what and by when? | * Be specific about WHAT each person needs to do
* Assign action steps to individuals
* Assign deadlines
 |
| **Clearly Formatted – easy to read** | Is it easy to read? | * Action steps are bolded, underlined, highlighted
* Format meets function (e.g. using a table or bullets can help communicate complex information)
 |
| **Systematic / Follow a Routine** | Is it sent on a predictable, regular basis (e.g. weekly, 2x/month, monthly)? | * Specify how frequently it’s sent
* Specify the next time recipients will receive this
 |
| **Include an Exemplar or Model (to Clearly define the vision for the WHAT)** | Is there a link to a model / exemplar?  | * Link to an exemplar (e.g. teacher progress report, PLOP, IEP goal, etc.)
 |
| **Public Accountability**  | Is this sent to all key stakeholders? | * Sending outlook invites for due dates
* Ccing principal, coaches, grade level chairs (cc rules vary across schools)
 |
| **(NY/CT: for district communication) Include student and school identifiers**  | NY: Did you include the student’s OSIS and DOB? Did you include your DBN?CT: Did you include the student’s full name? | * NY: Include the OSIS / DOB
* NY: Include your DBN
* CT: Include the student’s FULL name
 |

**Compliance Communication Roll Out – A Case Study**

Directions: Read the following case study and answer the questions below. Then, skim the resources on the link if you have time.

Case Study based on real life:

* Jen Bursky is the SSL at Endeavor Elementary. Last year, she was sometimes frustrated by varying quality of the teacher input forms, progress report updates, and initial referral descriptions that she received. Some teachers completed these documents carefully, while other teachers sent her documents that looked rushed through (or didn’t send her reports at all).
* In preparation for this year, Jen decided that she was going to focus on improving the quality of these three documents which she is calling “the three special education” documents.
	+ Jen created a solid example of the teacher input forms, progress report updates, and initial referral descriptions that she expects.
	+ She also created non-examples of the above.
* During summer training, Jen spent approximately 30 minutes leading her staff through the documents. She first shared her model and asked them what made it strong. Then, she shared the non-example and asked, “What’s wrong with this? How could it have been made better?”
* This coming year, Jen has shared with her staff that she is going to send these documents back to teachers to redo if they she receives a document that does not meet the school expectations.
* You can find the materials that Jen created at the Authentic Compliance Hub.

**What problem was Jen trying to solve? What steps did she take to address it?**

It would have been easy for Jen to blame the teachers who did not fill in teacher input forms (or who didn’t fill them in well). Instead, she went back to clearly establish expectations. Think about your own school. **What are 1-2 compliance actions where teachers or case managers may have a skill gap?** (Examples of compliance actions: filling in teacher input forms, drafting PLOPs/GOALs, etc.)

**Application: 3 STEPS to Improved Authentic Compliance Communication Structures**

**STEP 1: Use Feedback cheat sheet to EVALUATE your own internal and external compliance communication.**

Recommendations:

* + Internal: Send internal school communication at least monthly.
	+ External: Send rolled up district communication at least 2x/month. (Weekly is better if your district is less responsive.)

**STEP 2: Create an IMPROVED TEMPLATE that you will use this year.**

(If you need exemplars, consult the authentic compliance hub first.)

**STEP 3: Draft your next communication.**

**IF YOU’RE DONE EARLY, TAKE IT TO THE NEXT LEVEL!**

\*\*\* Determine where your teachers or case managers may have a skill gap in completing a compliance action. (Use the following table to help.)

\*\*\* Using Jen B’s sample, make a plan for how you’ll build skill in this area.

|  |  |
| --- | --- |
| **Authentic Compliance Responsibilities****(for teachers and case managers)** | **Scale of 1-5, do the people who are doing each responsibility know how to do it well?** |
| Implement the IEP accommodations (focus here first) |  |
| Fill out teacher input forms |  |
| Draft the PLOPs/GOALs pre-meeting |  |
| Communicate with parents before the meeting about logistics and what to expect |  |
| Revise IEP at a Glance and re-send out |  |
| Update IC after the IEP meeting |  |
| Other (you fill in):  |  |