

Caregiver Communications Plan

CAREGIVER COMMUNICATIONS:

When examining my primary caregiver communication plan, I take into consideration the location of the school district (e.g., rural or urban), socio-economic status, reliable internet access, technological capabilities, and parent/caregiver demographic data. However, my goal is to build face-to-face relationships and follow-up additional communication through a variety of print and digital platforms. Thus, I develop a parent caregiver communication plan to support a wide range of caregiver needs and accessibility.

Additionally, I believe in communicating with caregivers consistently and often. Below, I provide purposeful communication examples followed by implementation strategies. When communicating with caregivers, I strictly abide by the Family Educational Right and Privacy Act (FERPA) laws and Children's Online Privacy Protection Act (COPPA) when choosing appropriate teacher-caregiver communication.

- Classroom information, newsletters, school community, and district updates.
- Assignment feedback and notifications.
- Classroom, school, and community volunteer opportunities and event notices.
- Schedule changes (e.g., daily, transportation, events, extracurricular)
- Continuous learning and enrichment opportunities
- Family and child "check-ins," conferences, outreach programs, and tutoring options.
- Positive behavior "shout-outs," behavior concerns, individual learning intervention programs.
- Any additional whole-class or individual updates.

Moreover, I believe the most critical aspect regarding teacher-caregiver communication is listening. One of my many strengths and character traits is listening and observing. Also, I feel creating trust-based relationships requires listening to caregivers and developing a co-accountability system for their child's success. Thus, it remains essential I actively listen to family concerns and discussions to assist each student during their learning journey.

1. Formal and Informal Face-To-Face Communication:

I promote caregiver communication and involvement not only during the beginning of the year meet and greets and through parent-teacher conferences but also create long-lasting relationships. The age-old saying, "It takes a village to raise a child," resonates with my classroom management philosophy. By building strong relationships through encouraging classroom involvement, volunteering, and creating an open outlet for discussion, I want caregivers to feel they can talk to me on a personal level about their children, lives, and concerns. Furthermore, understanding and empathizing with various family dynamics increases my ability to support a child's social-emotional challenges.

2. Personal Notes:

When digital communication is the "norm," I also believe providing caregivers hand-written personal notes. Depending on age and grade level, I love providing students and caregivers thank-you notes, positive behavior "shout-outs," or explaining why I enjoy teaching a child in the classroom. Thus, I want to ensure a caregiver knows I take thought, time, and interest concerning writing a personal note concerning their child.

3. E-Newsletters:

To promote a consistent method of external communication, I implement a classroom E-Newsletter. Utilizing e-newsletters in various school districts, it provides a productive and purposeful way to communicate internally and externally with teachers and caregivers. Moreover, many platforms integrate into learning management systems (LMS) and offer high-quality printable options ensuring caregivers receive information that lack reliable internet access (e.g., rural areas, low-income, or lack of technical ability).



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CAREGIVER COMMUNICATIONS (CONT.):

4. Social Media:

Overall, most caregivers possess a mobile device and tend to stay on top of information through social media (e.g., Facebook, Twitter, and YouTube). Using private groups provides collaboration among caregivers, teacher-caregivers, and quick response notifications. Furthermore, caregivers love to see pictures and videos throughout the day concerning their child's activities, academic achievements, and learning.

5. Mobile Device Apps:

Including district approved mobile apps into my communication plan remains a vital communication source. I utilize caregiver information to provide brief updates, announcements, newsletters, and schedule changes. For example, I use the Remind App and messaging for quick updates and Class Dojo to support teacher-caregiver communications. Thus, I've implemented a wide array of mobile apps to ensure digital cross-platform communication efforts.

6. Teacher Website:

Having worked in web development, programming, and design, I maintain a framework supporting classroom websites. By providing a website, I integrate social media, home learning activities, and extension activities. Hence, I create a purposeful and productive classroom website as an all-inclusive "go-to" to get any information regarding the classroom, study materials, tutoring, and outreach opportunities.

CAREGIVER COMMUNICATIONS - PROCEDURES:

In addition to the school and district communication systems, I guarantee to reach out to students and families throughout the year. I created a set of procedures and organization times by ensuring I stay in contact with student caregivers. At the beginning of the year, I encourage teacher-caregiver conferences and conversations to ensure we work together by building a trusting relationship and a student support system. I also provide timely interactions and multiple means of communication platforms and strategies through traditional and digital media.

1. Before School Starts - PROCEDURE:

Before the school year starts, I reach out to student caregivers and provide an "About Me" note, contact information, and present the opportunity to meet with the family. My goal is to offer the first touch, reach out, and offer the ability to meet the teacher before any scheduled "Meet the Teacher" events. In doing so, any ideas and conversations about a student will assist both teacher and caregiver and make any transitions flow smoothly.

2. Getting to Know Your Child - PROCEDURE:

Through multiple means of communication platforms, I proactively send a questionnaire or survey to caregivers regarding their students. If face-to-face conferences cannot occur due to unforeseen circumstances, I elicit parent information concerning their child. I believe parents know and understand their children better than anyone. Thus, I provide families with a variety of child "favorites" (e.g., interest surveys, how the child learns best, concerns, strengths, weaknesses, and any other pertinent information).

3. Bi-Monthly "Check-in's" - PROCEDURE:

I feel it's essential to reach out to parents regularly and justly. I also set a calendar schedule to communicate with individual student caregivers consistently and provide student updates. Thus, my goal is to provide an outlet for expressing concerns and achievements given a bi-monthly schedule.

4. Teacher Response Time - PROCEDURE:

Within the district and school communication guidelines, I provide a 24-hour communication response time. However, during non-instructional times, I check messages and ensure the same school day replies. Also, if the response requires more attention, I provide a time when longer discussions can occur. Furthermore, it remains my utmost priority to offer timely and genuine responses.

