Planning and Evaluation Tool
Frequently Asked Questions (FAQs)

This document is intended to help school communities strategically plan family-school-community partnering within a Response to Intervention (RtI) framework. The shift from traditional "parent involvement" to "family partnering" is new for many educators and families, as is RtI. By reviewing commonly asked questions, a school team can anticipate possible queries from its own stakeholders and plan accordingly. An alternative use is to ask individuals to identify questions, then compile and use the results to address issues.

FAQ Planning

List at least three of your personal or most anticipated questions about RtI family and community partnering. Please consider possible questions from families, school staff, and community resources. Then provide an answer to each question. Developing possible responses can guide your implementation.

1. **Q:**

    A:

2. **Q:**

    A:

3. **Q:**

    A:

Other:

Sample FAQs and Responses

From Educators

1. **How will we have time to be able to partner with families and community resources in RtI?**

   There are no easy answers to this most relevant and important question. Suggestions are as follows: think about all possible communication venues – email, texting, speaker phones etc.; think "out of meetings" – important conversations can be held efficiently between two or three people when there is trust and intent to partner; clarify that meetings will be focused and timely, questions or follow-up can happen before or after; assign "RtI liaisons or consultants" to support partnering as this is new for many staff, families and community resources; think about flexible hours, days and meeting venues to accommodate families. Ask school, family, and community partners how communication and working together can be made efficient, meaningful and effective.

2. **Isn't it more efficient to discuss the student concerns first and then contact the family?**

   No. The family has important home information to share which provides more accurate data for efficient decision-making. By working with school staff in problem-solving learning or behavior concerns, families learn how to better support their student at home. Also, school staff can "pool resources" with the family. Additionally, the student sees adults in his life working together to support his school success.

3. **How can we involve our families who don't speak English in the problem-solving process?**

   It is helpful to have a process in place to support families who are English language learners, knowing it is important to help them participate as much as possible. Suggestions are as follows: provide translated forms if possible (work with others in district or state); cultural or language liaisons or interpreters establish trust and explain the process and concerns; school mental health professionals working with an interpreter to do an individual sociocultural interview (often in the home) to support the family in sharing relevant educational, transition, cultural and social history information which will help inform decision-making.

From Family Members

1. **How and when will I know whether or not my child is making progress?**

   As a problem-solving team member, you will be looking at progress data at determined times with school staff. If you don't understand the goals, interventions, or measuring tools – just ask. Know this is new for many educators and families.

2. **What will be my role as a problem-solving team member?**

   First, you can ask questions or contribute information at any time during the RtI problem-solving process – you are an equal team member. Other possible roles are as follows: share home information (often best before a meeting) so that team members have the data in decision-making; participate in setting goals, planning interventions, and monitoring progress; tell your student that you are working with the school to help him/her be successful; support learning at home in a way that can work for you and your family.

3. **Will I get copies of information from a problem-solving meeting?**

   Yes. It will be helpful for you to "start a file" to collect the plans and progress monitoring data you receive while your child is in the RtI problem-solving process. If you were to change schools, this information will help new teachers to understand your child's learning.

From Community Members

1. **What will be my role in RtI and the problem-solving process?**

   If you are invited to a problem-solving meeting, it is because the school staff and/or family know that your information and collaboration will be important in planning for school success. It will be important for you to share your knowledge and expertise. Someone will call you in advance to obtain information, as the problem-solving meetings tend to be short and focused on setting goals, planning interventions, and monitoring progress. You may be involved in coordinating school and home learning. By knowing about RtI, you can help link various facets of a student's life to support school success.

Colorado RtI Frequently Asked Questions

RtI Frequently Asked Questions (FAQs) and answers are available in existing RtI materials developed by the Colorado Department of Education. Please refer to the following sources.

RtI

Colorado Department of Education. (2008). *Response to intervention (RtI): A practitioner's guide to implementation.* Denver, CO: Author. (Available at http://www.cdestate.co.us/rti/ToolsResourcesRtI.htm)
FAQs are specifically at the following link:
http://www.cde.state.co.us/rti/downloads/PDF/QandA_RtIModel.pdf

Specific Learning Disabilities (SLD)

Colorado Department of Education. (2008). *Guidelines for identifying students with specific learning disabilities.* Denver, CO: Author. (Available at http://www.cde.state.co.us/cdesped/download/pdf/SLD_Guidelines.pdf)
FAQs are specifically addressed in Section 7, page 115.