



## Step Three: ADAPT MULTI-TIERED FSCP TOOLS, INCLUDING SPECIFIC SPECIAL EDUCATION SUPPORTS (More About How)

### **Annotated List: Related Documents, Specific Topics, and the Special Education Process**

Stakeholders can use these documents, resources, and websites to further their understanding of how family, school and community partnering can improve achievement. All relate to both academic and behavioral learning. There are resources that are related documents and those that focus on specific topics, including the special education process. The intent is that they can be reviewed briefly to see which ones might be of most relevance for a site or situation, then further study and application can ensue for those thought to be most helpful. Some of the organizations and websites sponsor newsletters and webinars for consistent updating of the newest information.

#### **Related Documents**

- Designing Community Partnerships to Expand Student Learning Toolkit (Colorado Education Initiative, 2015)  
[http://www.coloradoedinitiative.org/wp-content/uploads/2015/09/CEI\\_CommunityPartnershipToolkit.pdf](http://www.coloradoedinitiative.org/wp-content/uploads/2015/09/CEI_CommunityPartnershipToolkit.pdf)  

Describes a step-by-step guide to create effective community partnering to expand learning and energize school communities.
- District and School Accountability Committee Training Materials (Colorado Department of Education, State Advisory Council on Parent Involvement in Education, 2014)  
<https://www.cde.state.co.us/uip/trainingmaterials>  

Provides all the training materials for the statewide DAC and SAC workshops including slides, activities, and summaries.
- Family and Community Guides to the Colorado Academic Standards (Colorado Department of Education, n.d.)  
<http://www.cde.state.co.us/standardsandinstruction/guidestok5standards>  

Explains the Colorado Academic Standards for students, families, and community members in Spanish and English, for all grade levels and content areas; focuses on how home and school can work together.
- Family Engagement Promising Practices Training Materials (Colorado Department of Education, State Advisory Council on Parent Involvement in Education, 2014-2016)  
<https://www.cde.state.co.us/uip/trainingmaterials>  

Provides all the training materials from the statewide workshops on home-school partnering such as activities, slides, and data tools.



- Promising Partnership Practices (Colorado Department of Education, State Advisory Council on Parent Involvement in Education, 2015)  
<https://www.cde.state.co.us/uip/promising>

Displays over 50 promising family-school activities from Colorado school communities; arranges submissions according to the *National Standards for Family-School Partnerships*.

- Teachers Involving Parents In Homework (TIPS): Grades K-3 Literacy (Colorado Department of Education, 2016)

Includes specific interactive homework assignments developed by Colorado practitioners to support literacy learning between home and school in the early grades.

- Working Together: School, Family, and Community Partnerships, Spanish and English Toolkit (New Mexico Department of Education, 2006)  
<http://www.cesdp.nmhu.edu/toolkit/index.asp>

Provides a comprehensive, research-based, practical online resource with information in English and Spanish for educators and family members; includes videos, forms, surveys, and articles.

### Specific Topics

- Attendance Works

<http://www.attendanceworks.org>

Cites the key research, actions, programs, and stakeholders that can help improve student attendance with explicit information on including families positively; includes a specific framework with toolkits, videos, and other resources

- Early Childhood Results Matter Videos (Colorado Department of Education)

[http://www.cde.state.co.us/resultsmatter/rmvideoseris\\_practiceshereandthere](http://www.cde.state.co.us/resultsmatter/rmvideoseris_practiceshereandthere)

Produces a series of videos on effective home-school practices such as sharing technology and data, building relationships, and family-teacher communication.

- Effective Behavioral Partnering Between Schools, Families, and Communities: Selected Resources

Shares some specific home-school, evidence-based behavioral learning resources

- Family, School, and Community Partnering in Dropout Prevention: Selected Resources



Lists some specific information about including families as partners in supporting student school completion.

- Homework: Selected Resources

Identifies evidence-based resources on effective homework practices such as those that are interactive, focused on learning reinforcement, and assessing usefulness to students.

- National Center for Families Learning (NCFL)  
<http://www.familieslearning.org>

Offers information and resources for families and educators, with a focus on family literacy.

## Special Education

PLEASE NOTE: The Special education process is guided by legal requirements but specific legal information is not included in this document. You can find special education rules at:  
<http://www.cde.state.co.us/spedlaw/rules>.

- Colorado Special Education Advisory Committee (CSEAC)  
<http://www.cde.state.co.us/cdesped/cseac>

Advises about effective practices for students, families, and educators in special education; works with the Colorado Department of Education and has family, educator, and community representation.

- Exceptional Student Services Unit, Office of Special Education  
Family Information and Resources (Colorado Department of Education)  
<http://www.cde.state.co.us/cdesped/Family>

Provides links to national and Colorado resources for families and educators who participate in the special education process; includes information on the Colorado Parent Training and Information Centers, Colorado Special Education Advisory Committee, the Parents Encouraging Parents (PEP) Conference, and websites and organizations specific to family support and advocacy; identifies resources school teams can provide to families when a child is identified as having a disability or in ongoing support of coordinated learning.

- Guidelines for Determining Eligibility for Special Education for Students with Serious Emotional Disability (Colorado Department of Education, 2013)  
[http://www.cde.state.co.us/cdesped/guidelinesfordeterminingeligibility\\_sed](http://www.cde.state.co.us/cdesped/guidelinesfordeterminingeligibility_sed)

Includes specific information on how families participate in the MTSS (or RtI) process for behavior learning, interventions and special education eligibility determination



- Guidelines for Identifying Students with Specific Learning Disabilities (Colorado Department of Education, 2008)  
[http://www.cde.state.co.us/sites/default/files/documents/cdesped/download/pdf/sld\\_guidelines.pdf](http://www.cde.state.co.us/sites/default/files/documents/cdesped/download/pdf/sld_guidelines.pdf)

Includes specific information on how families participate in the MTSS (or RtI) process for academic learning, interventions and special education eligibility determination.

- Serious Emotional Disability Behavioral Tools Wiki (Colorado Department of Education)  
<http://cdebehavioraltools.pbworks.com/w/page/93498758/FrontPage>

Inventories a variety of tools, which can be used by MTSS (or RtI) or special education teams, which include families, for assessing, monitoring, and intervening for effective behavior learning.

- Specific Learning Disabilities (SLD) Topic Briefs (Colorado Department of Education)  
<http://www.cde.state.co.us/cdesped/SD-SLD>

Provide information on frequently requested topics related to specific learning disabilities such as RtI and referral, cultural and linguistic diversity; briefs are on the following topics:

- Cultural and/or Linguistically Diverse and SLD
- Evaluation and Eligibility
- RtI and Referral
- Dyslexia and SLD
- GT and SLD
- SLI and SLD
- Triennial Reevaluation and Continued Eligibility

- Swift Guide: Trusting Family Partnerships  
<http://guide.swiftschools.org/family-community-engagement/trusting-family-partnerships>

Includes videos, guides, resources, and steps for how families can be incorporated successfully into inclusive frameworks for students with disabilities.