

Sample Plan for Empowering Parents and Families Within an RTI Framework

Tier I:

Prior to beginning of school year:

- Formulate a plan to communicate your school's RTI process to families and the community.
- Include a clear description of the RTI process in your school handbook for parents, caregivers, and students.
- Translate informational materials into languages used by your students' families. At

beginning of school year:

- Send home brochure or handout reviewing processes initiated within the RTI model to address needs of all students.
- Explain the RTI process at parent meetings or conferences at school and/or in the community.

Throughout school year:

- Disseminate information through conferences, websites, newsletters, and/or open houses to facilitate parents, families, and community's understanding of RTI and its benefit to their child.
- Provide instruction, modeling, and access to materials for parents and families to engage in evidence-based strategies to promote literacy at home.
- Connect parents and families with programs and services in the community that support literacy goals for their children.

Universal Screenings:

- Provide data reflecting student progress within the core curriculum for all parents.
- Conduct parent/teacher conferences to share student data and suggest appropriate literacy strategies for home.

Tier II:

Grade-level teams meet to identify students in need of targeted supports

- Solicit input from parents when appropriate.

Documentation of student progress

- Continue to send home reports and share continuous progress-monitoring data. Provide detailed graphs and clear explanations of their child's response to instruction/intervention over time.
- Involve parents in the intervention process by letting parents know targeted skill areas and how they can assist at home.
- Consult with parents regarding any additional services (tutoring, etc.) the student may also receive.

Tier III:

Team meets to review progress and make instructional decisions

- Invite parents to participate in meetings and/or receive any of the data the team uses with a summary of the meeting in writing.

Decisions that result in a student spending more time in intensive instruction than typical peers

- Continue to communicate with parents and share information on intervention plans and progress monitoring.
- If considering the need for evaluation procedures for special education services, communicate this need to the parents using the data collected during the intervention process. Be sure parents are informed of their procedural due process rights.

Adapted from Florida Department of Education. (2011). *Guiding Tools for Instructional Problem Solving (GTIPS)*. Florida: Author.