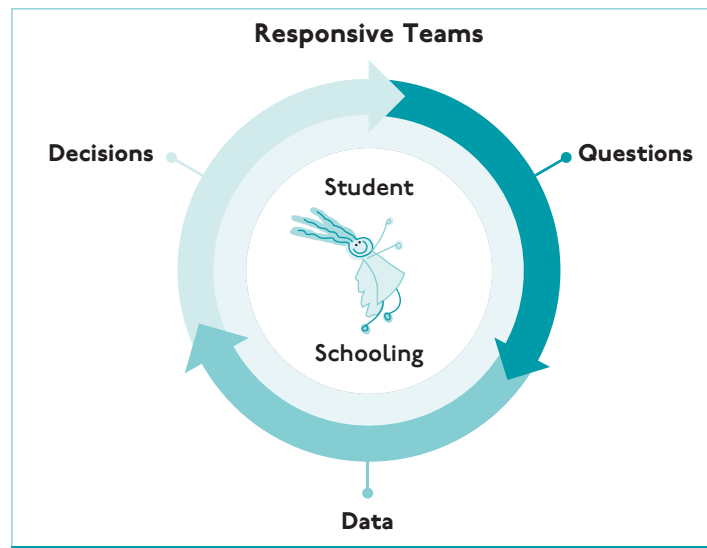


RESPONSIVE TEAMING QUESTIONS-DATA-DECISIONS

Responsive teams engage in a cycle of identifying questions, looking at data together, and making decisions; specifically, team members:

- *Identify questions* about the student's experience of schooling that inform the group's collection and review of data and the group's decisions;
- *Look at data together* to understand the fit between the student and schooling in relation to the questions; and
- *Make decisions* anchored in the data using facilitation and a problem-solving approach.



The table below offers the questions that a responsive team might consider during the referral process involving an IEP or 504 team. This process involves three stages: pre-referral, referral, and response to referral. Note that the responsive teaming approach does *not* require a team to pose all possible questions or review all possible data points. Rather, the responsive teaming approach invites a team to pose the particular questions and review the particular pieces of data that pertain to the fit between the student and their current experience of schooling.

Pre-referral stage (pre-referral or student support team)

QUESTION	DATA	DECISION
<p><i>Adequate opportunity to learn in the general education program: Which Tier 1, Tier 2, and Tier 3 supports have been tried with this student? Consider:</i></p> <p>Frequency, duration, and period of implementation?</p> <p>Fidelity of implementation?</p> <p>Documented results (i.e., improved fit between learning needs and schooling)?</p>		
<p><i>Adequate opportunity to learn in the general education program: Which Tier 1, Tier 2, or Tier 3 supports might improve the fit between this student's needs and the schooling experience?</i></p>		
<p><i>If the pre-referral team suspects a disability: Which suspected area(s) of disability might be relevant to the child's current fit with schooling?</i></p>		

Referral stage

QUESTION	DATA	DECISION
How are we educating parents/ guardians and educators about the district's referral process?		
How easily accessible is our referral form?		
How comprehensive is the referral form?		
How does our referral form help the adult(s) who made the referral connect the concern(s) they are experiencing to IDEA- or Section 504-eligible disabilities?		
How easily accessible to parents/guardians and students are the protections afforded by IDEA and Section 504?		
How easily accessible to all team members are written notices (i.e., prior written notice, consent form, team meeting invitations)?		
What norms guide communication throughout the referral process?		

Response to referral stage

QUESTION	DATA	DECISION
How can team members communicate to care for one another while awaiting the parents'/guardians' response to the prior written notice that the district has declined to evaluate?		
When a team declines to evaluate, how can the team support the student and the adults who work with and care for the student?		
How can team members communicate for optimal collaboration while awaiting the parents'/guardians' response to the prior written notice that the district is offering to evaluate, including the signed consent?		
How easily accessible are the consent to evaluate and communications regarding team meetings?		
How can team members collaborate in identifying suspected areas of disability?		
How can team members build a shared understanding of the eligibility determination process?		