



## Response to Intervention Advisory Group Meeting February 11, 2015, 3:30-5:30

### MINUTES

<b>Members Present:</b>	Dawn Christiana	Mike Haberman	Stephanie Korn	Lisa D’Hondt
	Jan Dustrude	Maria Griggs	Sara Buetow	Pam Pottle
	Brian Hoelzen	Carissa Jangard	Stephanie Johnson	John Kane-Ronning
	Liane Koester	Katie Kortlever	Yana Mansfield	Charlton Tarver
	Victoria Reeb	Nicole Seegers	Krysten Wagner	
<b>Absent:</b>	Amy Carder James Walsh	Jessie Burton Trina Hall	Marsha Riddle-Buly Nicole Talley	Jeanette Grisham Andrea Quigley

#### **Today’s Outcomes/Targets- Dawn Christiana:**

- Fulfill the Bellingham Promise through RtI by:
  - Internal Review of Current RtI practices
  - Develop common understanding of RtI Pk-K with a focus on Literature (phase 1)
  - Provide a recommendation by June 2015 of how we can expand our capacity and ability to implement RtI
- Develop understanding of how the system will support student achievement this year and for the next three years
- Review the purpose and outcome of the Advisory Group: Specifically defining the work “PK-5 Literacy”

#### **BPS Current Policy – Dawn Christiana:**

- Small groups reflected on the currently BPS policy. The scope of this group is not to change the policy but to reflect and identify ‘Strengths & Gaps’ which may impact the way the recommendation is written to see the actions we know our kids need and deserve.

#### **Norms- Dawn Christiana**

- Dawn Reviewed the Norms of Collaboration

#### **The Dyslexia Empowerment Plan – Book Study – Dawn Christiana:**

Dawn encouraged interested staff to join in a book study as a focus group

Dates: Tuesdays, 3/3, 3/17, 3/24, 3/31 -5:30 – 6:30 pm

Staff : Krysten Wagner, Charlton Tarver, Jan Dustrude, Sara Buetow, Lisa D’Hondt, Victoria Reeb, Stephanie Johnson

### **Focus Groups:**

- What does PK-5 Literacy mean? Small groups worked on defining the vocabulary in our policy to begin building our common language and 'structure' of the RtI recommendations.
- The group divided into smaller groups to come up with an initial working definition surrounding these terms:
  - Scientific / Evidence Based
  - Multi-Tiered Service Delivery Model: Core Instruction
  - Multi-Tiered Service Delivery model: Tier II
  - Multi –Tiered Service Delivery Model: Tier III
  - Systematic Assessment
  - Progress Monitoring
    - Debrief Reading
    - Artifacts
    - Definition of \_\_\_\_\_
    - Add Description – Essentials

### **Closing Comments:**

Leaning on the norms

### **Next Steps:**

- Fill our 'Artifact Boxes' and begin formatting RtI for Bellingham School District

**Next Meeting: March 4 – Bellingham High School**