



Response to Intervention Advisory Group Meeting January 7, 2015, 3:30-5:30

MINUTES

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

Today's Outcomes/Targets - Mike Haberman:

- Understand how the charge of our committee aligns with The Bellingham Promise
- Take stock of what is currently being offered in Bellingham PK-5 for Response to Intervention
- Broaden our understanding of current effective practices, methodologies, program models
- Review research toward drafting of a vision defining RtI as the process of learning for all

Welcome and Introductions – Dr. Baker,

Dr. Baker opened the meeting by welcoming the members and asking them to introduce themselves and share why they were interested in participating in the group

System Expectations – Dawn Christiana

Dawn review the purpose of the committee from the committee charter

Norms- Stephanie Korn

Stephanie reviewed the norms for the groups work

Jigsaw: Why RtI? - Stephanie

Article chosen for initial discussion:

"The Why behind the RtI", by Austin Buffum, Mike Mattos & Chris Weber

History of Rtl – Mike:

- *It did come out of Sped. Ed.*
- *Rtl is now thought more of something applied to all learners*
- *Important to understand to support The Bellingham Promise of every child reaching high level learning*
- *Helps determine the problem area as a result of curriculum causality or truly a disability*

Prediction/Reaction Guide – Dawn Christiana

Rtl Pictorial: Review “historical” and what “IS” in place for Rtl in Bellingham

Dawn explained the history of Rtl in the United States and in Bellingham while drawing a pictorial

- *Students in The Bellingham Promise: All children can learn at high levels*
If we truly believe this – the key strategy= Great Teaching coupled strong support.
Rtl would be that strong support

System Analysis: (“IS” and “OUGHT” – classification map in small groups)

The committee was divided into small groups to identify what was in place with regards to Rtl in Bellingham Public Schools and what ought to be in place.

Next Meeting: February 11