

Response to Intervention (RtI) in Bemidji Area Schools

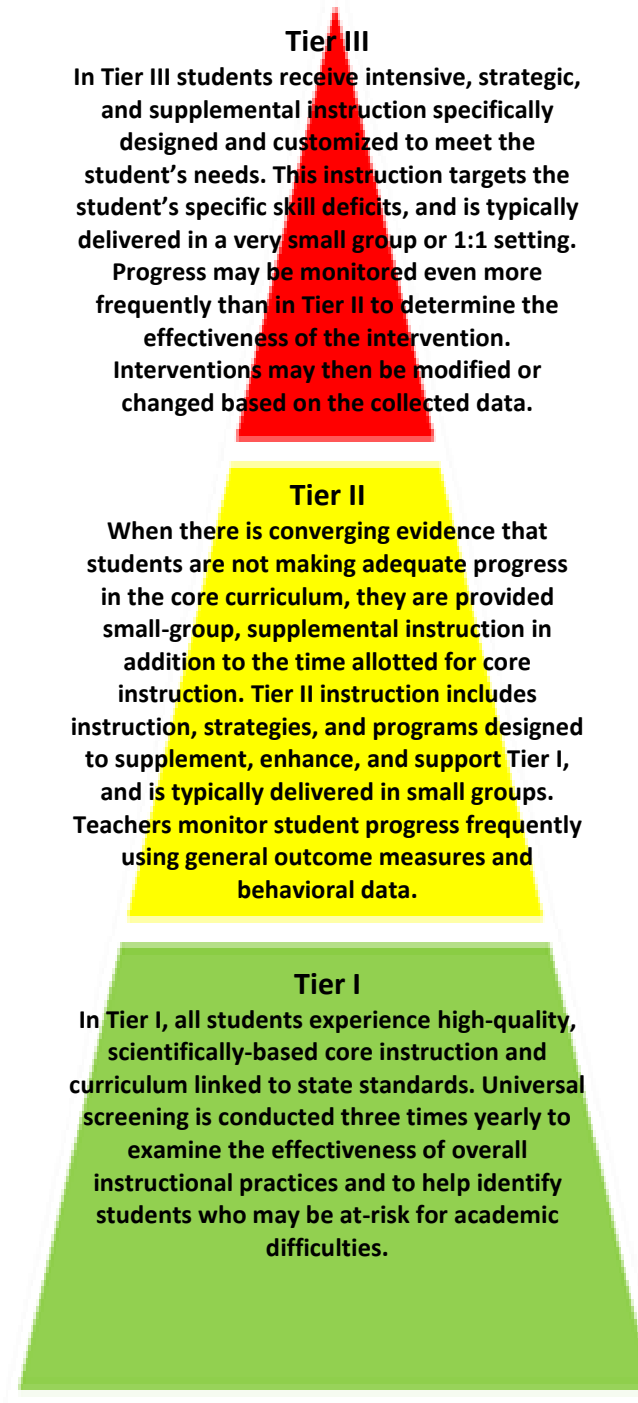
What is Response to Intervention?

Response to Intervention is a framework that:

- Creates an education system focusing on maximizing learning and creating success for *all* students.
- Provides high-quality, research-based instruction and intervention matched to individual student need.
- Supports early intervening services to help *prevent* academic, social-emotional, or behavioral difficulties and the need for special education services.
- Uses screening and progress monitoring data to inform decisions regarding groups' and individual students' educational programs.
- Is supported by federal and state laws such as the Every Student Succeeds Act (ESSA) and the Individuals with Disabilities Education Improvement Act.

The Bemidji Area Schools' Tiered RtI Framework

Most students will experience success with good, differentiated instruction in the classroom with no other programming support. Other students, however, may need additional time and support from their classroom teacher or programs like Title I, Assurance of Mastery, or Special Education in order to be successful. The goal of an RtI program is to diagnose a student's needs and provide the necessary intervention in a timely fashion so the student will succeed. Students, therefore, receive tiered support as follows:



What are the benefits of Response to Intervention?

There are many, however students benefit most from our ability to identify needs early and to intervene quickly. Students no longer “wait to fail” in order to access intervention services, as is often seen in traditional service delivery models. Within the RtI framework, teachers use regularly collected assessment data to monitor student progress, and are able to intervene at the earliest indication of need. Because of this proactive and preventative approach, a student receives help promptly within the general education setting, when problems are most easily remediated.

What is the Role of the Parent?

Parents will be notified when their child is participating in an intervention outside the core instruction and provided information on their child's “responsiveness”. This can be done by phone, through written correspondence, or during parent-teacher conferences. It benefits both the student and school staff when parents can provide information about their child's specific strengths and areas of need. When possible, parents should be encouraged to make suggestions about strategies and interventions based on what they know works at home. Parents can reinforce strategies or interventions at home, and should recognize and praise their children for any improvement in the area of concern. Parents should be encouraged to ask questions of their child's teacher(s) or principal when things are unclear.

Rtl and Special Education

The goal of an Rtl framework is to provide the type of instruction and educational support each student needs to be successful in the general education classroom. For students who continue to struggle, evidence-based interventions are provided and adjusted according to data collected on their progress or “responsiveness” to the intervention. While an Rtl framework reduces the overall need for special education services through increased instructional precision, a referral for special education services may result when a student demonstrates low responsiveness to interventions.

Information and data collected during the intervention process may be used as part of the evaluation procedures for determining special education eligibility. However, a comprehensive evaluation is still required. Schools will need to examine all relevant aspects of a student’s performance and history and rule out other primary causes for the learning problems before concluding that a disability does or does not exist.

A special education evaluation may be requested by a parent or teacher. School officials will respond to the request in a prompt manner. This response may include an invitation for a meeting during which they will listen to the reasons for the referral and explain the school’s procedures, goals, and timelines for an individual evaluation. An evaluation may be either approved or denied based on the results of a data review conducted by school personnel.

Additional Resources

For more information, contact one of the following district personnel:

Kathy Palm, Director of Curriculum and Administrative Services
(218) 333-3100 (ext. 31103)
kpalm@bemidji.k12.mn.us

Stephanie Hubbard, Director of Special Education
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Gigi Nicoson, District Language Arts/Social Studies/Response to Intervention Specialist
(218) 333-3240 (ext. 42216)
brigitta_nicoson@isd31.net

Amanda Mix, District Math/Science/Response to Intervention Specialist
(218) 333-3250 (ext. 44211)
Amanda_Mix@bemidji.isd31.net

Find more information at the following websites:

Bemidji Area Schools’ website/Rtl link:
<http://www.bemidji.k12.mn.us>

RTI Action Network:
<http://www.rtinetwork.org>

National Center on Response to Intervention
<https://rti4success.org>

National Center on Student Progress Monitoring:
<http://www.studentprogress.org>

National Association of State Directors of Special Education: <http://www.nasdse.org>

Positive Behavioral Interventions & Supports:
<http://www.pbis.org>

U.S. Department of Education’s What Works Clearinghouse: <http://www.ies.ed.gov/ncee/wwc/>

Response to Intervention (Rtl)

School Staff Guide



BEMIDJI AREA SCHOOLS