



# FOCUS on Results

Office of Special Education and Early Intervention Services

**November 2009****Accountability****Assessment****Curriculum & Instruction****Dispute Resolution****Early Childhood****IEPs & IFSPs****Personnel****State & Federal Policy****Transition****Other**

**FOCUS on Results offers valuable, up-to-date information for education stakeholders, including parents, teachers, school administrators, counselors, and others.**

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**This guidance and technical assistance article** tells the story of Suttons Bay Public Schools effectively mobilizing the skills and talents of diverse stakeholders to address the issue of over representation of the district's Native American students receiving special education services at the high school level. The story is told from a variety of stakeholder perspectives in order to convey the collaborative thinking that has informed positive changes in Suttons Bay Public Schools.

## Suttons Bay Public Schools: Learning Together to Improve Achievement for All Students



Stories like Suttons Bay Public Schools are beginning to emerge around the state in light of significant school improvement efforts resulting in positive outcomes for students. These stories help build understanding about what is working in schools and offer a coherent frame of reference for other districts. As you read this story, think of your district's own emerging story and the audience that might benefit from hearing the story.

### Suttons Bay From the Continuous Improvement Monitoring Perspective

The *Individuals with Disabilities Education Act* (IDEA) of 2004 requires state educational agencies to develop and implement a monitoring, technical assistance, and enforcement system. The Continuous Improvement and Monitoring System (CIMS-2) is the Michigan Department of Education (MDE), Office of Special Education and Early Intervention Services (OSE-EIS) system that meets these federal requirements. The CIMS-2 is the recently revised system used by the OSE-EIS to help local school districts and the state monitor, analyze, and interpret data and ensure compliance

with the IDEA, as well as focus on results for students.

The CIMS-2 allows local districts to see the data the state uses when making monitoring decisions. That information is stored in a single location so that status updates, notes, and other information are easily accessible. For more information, refer to *FOCUS on Results*, Packet 15, Volume 7, Issue 3: *The Continuous Improvement and Monitoring System (CIMS-2) Helps Schools Ensure Positive Outcomes for Students* at [www.cenmi.org/Documents/FocusOnResults.aspx](http://www.cenmi.org/Documents/FocusOnResults.aspx) or learn more about CIMS-2 at [www.cenmi.org/cims](http://www.cenmi.org/cims).

Shirley Young, a monitoring consultant for OSE-EIS, noted that the case opened by state monitors on Suttons Bay Public Schools in 2007 has been closed. She explained that Suttons Bay was selected for focused monitoring for having a disproportionate number of Native American students in special education, which is referred to as disproportionate representation. For more information, refer to *FOCUS on Results*, Packet 15, Volume 7, Issue 3: *Understanding Disproportionate Representation and Significant Disproportionality* at [www.cenmi.org/Documents/FOCUSonResults.aspx](http://www.cenmi.org/Documents/FOCUSonResults.aspx).



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Young acknowledged that while the citation was initially a source of distress for local staff, they methodically reframed the challenge and created an opportunity for reorganizing their operations. The result was a significant increase in the level of engagement of virtually all stakeholders—parents, students, the Native American community, administrators, and staff.

Initial resistance is a normal reaction, but Suttons Bay progressively engaged in collective problem solving. The district saw the state’s citation as a learning catalyst and seized the opportunity to make improvements. One staff member said, “We were able to accomplish in one year what would have otherwise taken three years!”

The CIMS-2 reports for Suttons Bay Public Schools indicate that for the past three years the district showed a gradual decrease in the overall percentages of students identified as needing special education services. “This can be directly attributed to the concerted efforts to increase interventions within the general educational setting,” Young said.

Young further noted that Suttons Bay’s success is the result of a number of people working together to build on their respective strengths and address the challenges of disproportionate representation. This new level of collaboration at Suttons Bay is supported by several evidence-based practices that have been researched and are being adopted by the district, including the Reaching and Teaching Struggling Learners (RTSL) Initiative.\* For more information, refer to *FOCUS on Results*, Packet 15, Volume 7, Issue 3: *Reaching and Teaching Struggling Learners Initiative: A Whole Student, Whole Team, Whole Building Approach* at [www.cenmi.org/Documents/FocusOnResults.aspx](http://www.cenmi.org/Documents/FocusOnResults.aspx).

When asked about the key factors in the Suttons Bay Public Schools’ improvement process, Young highlighted the following:

- (1) Collaboration between CIMS-2 (formerly CIMS) and RTSL. (2) The school district’s positive response to the monitors and technical assistance personnel. (3) The new superintendent’s vision of education, which includes the adoption of a Response to Intervention (RtI) tiered approach to instruction (see boxed item on page 7 for information about RtI).
- Districtwide staff development sessions including presentations by Isadore Toulouse. He is a member of the Ojibwe/Odawa Wikwemikong Unceded First Nation located on the Manitoulin Island, Ontario, Canada. Toulouse has been actively involved with the Toronto Aboriginal community for the past 25 years.
- Supporting new and expanding perspectives, Traverse Bay Area Intermediate School District (TBA ISD) staff revised their diagnostic template to include specific environmental/cultural considerations, specific interventions, and documented results. This template is used by Suttons Bay Public Schools for all initial evaluations and redeterminations of eligibility.
- A written hierarchy of interventions is continually being updated. Interventions, often in collaboration with TBA ISD, include Instructional Consultation Teams (ICT), Proactive Behavior Intervention Plans (PBIP), Early Elementary Interventions, and the Scholastic reading intervention program—READ 180. ICT and Michigan’s Integrated Behavior and Learning Support Initiative (MiBLSi) are being considered for future implementation (see boxed item on page 3).
- The first revision of a comprehensive districtwide procedures manual is complete. Pertinent sections are currently being implemented. Full adoption by all local districts in TBA ISD is anticipated for the fall of 2009.
- A Child Study Team process allows special education teachers a common planning time.
- The district purchased laptop computers for all special education

\*RTSL is one improvement initiative within Michigan’s Integrated Improvement Initiatives (MI3). For more information, visit [www.cenmi.org/rtsl](http://www.cenmi.org/rtsl).

staff as a tool for improving record-keeping and compliance accountability. Outlook calendars are shared by staff and administrators and include all required dates for Multidisciplinary Evaluation Team (MET) and Individualized Education Program (IEP) team meetings. General education staff meetings are now being held with special education and core team members.

- Staff are provided with detailed instructions for obtaining allowable extensions on initial evaluations when required.

## Reaching and Teaching in Suttons Bay

The RTSL supports secondary schools in collaborative problem solving for struggling learners. The initiative helps schools adopt RtI at the secondary level. The three instructional area targets are English language arts, math, and behavior intervention. Solutions are anticipated to lead to both change in the school culture and success for each and every student in the building. A key to this work, according to co-directors, Leisa Gallagher and Doug McCall, is setting up a culture of student engagement that includes relationships, data review, and the ability to recognize warning signs when there is trouble. The ultimate goal is for students to become more invested in their education, resulting in greater achievement.

Suttons Bay began its engagement with RTSL in the fall of 2007. In reflecting on their success in just two years, Gallagher highlighted that Suttons Bay looked at student performance in four areas:

- Their use of data, which includes student performance in personal social skills, student engagement, and stretch learning (learning outside of the classroom and world language instruction).
- Their systematic engagement of student subgroups, most notably their Native American students.
- Their innovative efforts to engage struggling learners.
- Their formation of collaborative

general and special education teams to identify and address issues among their struggling learners.

McCall added that leadership was also a key factor, and the timing was perfect. The disproportionality citation occurred close to the time that Mike Murray began as superintendent and Raphael Rittenhouse began as high school principal. Both are innovators who brought a vision of leadership that actively sought to engage other stakeholders in the problem-solving process.

School teams are trained by RTSL to create a new culture within the school for the purpose of improving student-teacher relationships. "By constantly framing observations of their struggling learners within the school improvement plans," Gallagher said, "these teams are poised to revolutionize their cultures." Suttons Bay teams took risks in making changes and have successfully adopted many of the Reaching and Teaching strategies into their daily operations. They are systematically building trust within the team and with their struggling learners. The emerging result is a renewed culture of high expectations for all students in their core academic work. Their success is evident in many ways.

## Suttons Bay School District From the Leadership Perspective

The *Leelanau Enterprise* newspaper reported on January 15, 2009 that "The number of Suttons Bay School District minority students in special education is dropping."

In the 2005-2006 and the 2006-2007 school years, approximately 20 percent of the students at Suttons Bay Public Schools were Native American. However, Native Americans constituted more than 41 percent of the students receiving special education services in those two years. Last fall, that percentage dropped to 30.41.

Murray, who joined Suttons Bay in 2007, noted that "The problem is complex, so the solution must be complex. The gap is

## Instructional Consultation Teams (ICT)

—The mission of Instructional Consultation as a model of team functioning is to link people and resources at all levels whereby general, special education, and pupil service personnel share the responsibility for the education of ALL students through the improved quality of service.

*Source: Laboratory for Instructional Consultation Teams, University of Maryland at College Park.*

## Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi)

—Funded by the Michigan Department of Education (MDE), MiBLSi\* is designed to help schools develop schoolwide support systems in reading and behavior. MiBLSi is a Response to Intervention (RtI) model that takes approximately three years to fully implement. Schools that participate in MiBLSi have a series of trainings designed to help implement reading and behavior systems.

**\*MiBLSi is one improvement initiative within Michigan's Integrated Improvement Initiatives (MI3). For more information, visit [www.cenmi.org/miblsi](http://www.cenmi.org/miblsi).**



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beginning to close. We're now more in line with the state. We're working very hard on this problem." He went on to say that "a change of focus on individual learning styles and remedial programs such as READ 180, along with the introduction of multi-age classrooms and early childhood programming, have contributed to the improvement."

"We've become more adept at assessing exactly what skills students have learned and not learned, so we know better how to target interventions," Murray said. "Separating students with moderate learning disabilities slows their progress, whereas keeping these students in the general education classroom with supports leads to higher levels of learning. We are not yet to our goals, but we are headed in the right direction."

Rittenhouse, Principal at Suttons Bay High School since the fall of 2007, is involved with RTSL in the district. When an RTSL initiative workshop asked participants the question, "What do you need to move ahead?" Rittenhouse recalls responding, "The first and most important task is for Suttons Bay High School to agree upon the basic tenets regarding what is best for kids, such as the belief that every student can be positively impacted."

Rittenhouse said that he came to understand the absolute importance of "a candid dialogue around our beliefs about our kids." He recalls that initially the district was not connecting the dots on behalf of struggling learners in a way that was relevant to kids and families. One important cultural change that Rittenhouse observed as the months progressed was the shift from "discussion" (conversation or debate about a topic) to "dialogue" (exploration of a subject or resolution of a problem). This deeper "dialogue" approach is now integrated into the system. Staff talk about kids with a sense of "ownership" for their progress.

Rittenhouse feels that a key element of being a building leader is the ability to listen constructively. "I find that listening and paraphrasing back in a respectful, non-threatening manner, reinforces a

common understanding of any topic of conversation. It's important to respond in a way that expresses a desire to nurture the student." Rittenhouse went on to say that this approach allowed him to talk about even the most difficult topics with families.

"There is nothing 'off the table' when you communicate that basic intent to your kids, to your families, and to your staff. Ultimately they need to have enough continuity that they can predict how their leadership is going to react... You have to find those core principles and values that are going to drive you as a school."

"In terms of operationalizing systemic reform, it starts with the basic intent to be all about the kids," Rittenhouse said. "Once you listen carefully, then you have earned the right to implement. To be effective, you first have to earn that right. Then, however the implementation takes place, it is more of a dialogue, and more sensitive to the various constituent groups."

Listening to staff dialogue, Rittenhouse observed that the things that attracted a lot of people to the teaching profession were success stories that they heard along the way. When you get into the classroom, it seems to become more about classroom management and control. People can really get jaded. "But," he said, "when you put teachers back in touch with things that work, people start experiencing that success, and it empowers them!"

Staff are moving away from the assumption that the principal is going to handle all the discipline. Staff now volunteer to do an afterschool detention in order to replace in-school suspension time. In effect, staff recognize the importance of keeping kids in front of the instruction. This approach, along with coordinating afterschool transportation and communicating with parents, sends the message that class time is very important. It avoids taking the student away from classroom instruction as a punishment. Class attendance has increased. This is just one example of an effort to expand leadership around the building," Rittenhouse said. "We are all involved in that process, and it is also

good for kids. No more in-school suspension. Office time-outs might be needed once in a while, but the time kids are spending outside the classroom is being reduced."

Rittenhouse is committed to ensuring positive change at Suttons Bay Public Schools. "I have been promoting the idea that we get students involved on our School Improvement Team next year," Rittenhouse said. "They could come to some of our Professional Learning Community meetings to offer input. Student leaders and other students miss out if they don't hear how the teachers talk about certain issues. In the absence of participating, decisions can be played in a negative way. We want this to be an open, transparent process and get more student involvement in school decision-making."

"It is important to acknowledge that there are times when the nurturing role of a leader requires holding the line, upholding the standard, and you may have to fend off certain attacks on that. It comes down to your approach. Are you going to have a power trip or are you going to inform people that the line exists in a respectful way and actually listen and witness their struggle? These are some of the valuable lessons learned from RTSL."

### **Suttons Bay From the Native American Community Perspective**

Community involvement has been key in the continuous improvement process for Suttons Bay Public Schools. A dialogue needed to take place with the local tribal community, and Murray initiated the conversation with Derek Bailey, Tribal Chairman of the Grand Traverse Band of Ottawa and Chippewa Indians.

"Superintendent Mike Murray has been instrumental in his support and respect from our perspective," Bailey said. "He has even attended Council meetings. A hand was extended. That's great."

Bailey attended the Suttons Bay Public Schools through upper elementary school. "I know as an individual who grew up in Suttons Bay that it's a different time now in 2009. When I was a student, there was an initiative to bring the Red Sky teachings into the

schools. This was a very humble teaching about the basic principles of love, bravery, humility, and respect. At that time, the initiative didn't get past the school board. Today, to have the Anishinabemowin language as part of the Suttons Bay language curriculum, with both native and non-native students showing an interest in our indigenous language, that's overwhelming."

An agreement was reached with the Grand Traverse Tribe to begin incorporating the native culture and language into the school curriculum. A brief history of the Ottawa and Chippewa Indians states, "We are the people of the Three Fires Confederacy, the Odawa (Ottawa) the Ojibwa (Chippewa) and Bodowadomi (Pottawatomi) people. The tribal language is known as Anishinabemowin." A teacher was sought out from a tribe in Canada where the language has been preserved. Plans are currently underway for incorporating more of the tribal culture and heritage into social studies and history curriculums.

"This outreach speaks volumes to our growth as a community," Bailey said. "We still have room for growth, but we are part of a new era. There was a misunderstanding about our students. I applaud these efforts to reach out, and I am hoping to promote all of us working together. We have to be holistic in this day and age. The message of our collaboration needs to go on. Think of the pebble in the water, the ripple effect. I hope that our work together stimulates thought, and a change in perspective."

### **Suttons Bay From the Staff Perspective**

Kelly Halvorsen, Special Education Teacher at Suttons Bay High School; Leslye Robinson, Special Education Teacher at Suttons Bay Middle School; and Sarah Christensen, Counselor shared thoughts about school improvement efforts at Suttons Bay.

#### **Q. Can you speak to the changes in services to the Native American students that were so much a part of the disproportionality citation?**

A. Part of our learning included staff breaking into Professional Learning Community groups. Groups talked about various topics, including the idea of bringing the culture and information

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**"A Nation grows stronger when built upon shared visions."**

~Motto from Grand Traverse Band of Ottawa and Chippewa Indians



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about the culture to our staff here. Isadore Toulouse came and talked about early Native American boarding schools. Our students' grandparents were literally stolen from their homes and stripped of their culture. They didn't let them speak their language. Our tribe here wasn't able to learn their language. I wasn't aware of that and didn't realize how much dysfunction that caused in families.

Over the last three or four years, Suttons Bay has sponsored some of our students to go to a language conference in Sault Ste. Marie. After Superintendent Mike Murray came on board, he saw the value of incorporating the culture and the language. A couple of the parents who go to this conference said, "Oh, this wonderful man, Isadore Toulouse, would be willing to come down and help start a language program at Suttons Bay." Once again, Mike reached out and made connections with people. The tribe actually pays the language teacher, who also provides other services to the tribe. This whole process strengthened relationships between the school and the tribe. Funding from a Michigan Education Association mini-grant (to improve academic results for Native American students) provided several opportunities for Suttons Bay staff and students. Activities included the above mentioned language conference for students held in Sault Ste. Marie and a *Critical Issues for Native Americans* seminar held in Mt. Pleasant.

Toulouse is from the Manitoulin Islands, a member of the first nation community in Canada. They didn't lose their language there because children were not taken to boarding schools. The students really love working with a tribal leader. The tribal representative is engaging and works to instill pride in who they are. At a recent gathering, students made lunch for the tribal elders at the school. Elders from the tribe were invited to sit in on the language classes. Elders are very much a part of this culture. The tribal leader embraces that and makes it part of the learning process. Kids have their grandparents with them in the class, telling stories and helping teach the language. It is amazing to watch!

We have a wonderful tribal chairman, Derek Bailey, and have maintained a

Parent Committee with tribal parents. Parents want to work with the schools. We also have a tribal liaison who is very involved.

A student from our tribe was the lead dancer at the Gathering of Nations, which included Northern, Central, and South American indigenous tribes. He did the chicken dance. It was fascinating with all the costumes and the things they did. We also had a national champion hoop dancer from the tribe who was a Suttons Bay student. She performed for the entire school.

**Q. What was the path that led to this level of engagement and brought it into being?**

A. Awareness about disproportionate representation and increased understanding about how we could better serve our students really got the ball rolling. Superintendent Mike Murray has been a phenomenal leader in getting us to acknowledge the problem. He put it out on the table and said, "here is the issue, what are we going to do about it?"

At first it seemed like, "Yikes! The state is coming down on us and we are really in big trouble" following the disproportionate representation citing, but it inspired change that has been needed in this district for a long time.

We found out, in going through this process, that we are doing a lot of things right, but we didn't have those things documented. Sometimes you get focused so much on the negativity of what's not happening, of what's not going right, that you don't sit back and focus on the positive things that are working and build upon them.

Reaching and Teaching Struggling Learners has helped us to understand that it is really about all struggling learners, not just kids receiving special education services. Teachers present the problem to the core team and say, 'I'm struggling with this kid.' Typically it would have been addressed as 'this kid is struggling.' Now the focus is 'what can we as teachers do to help other teachers work with this kid.'

What we have been pushing this year, and somewhat last year, is that special education is a service, not a

place. It's more about what we provide for the student receiving special education services, and "WE" includes the general education teacher. In the past it was always "your students and my students." We are trying to get past that mind set. All students in this district are "OUR" students. Together as a team we need to figure out what we can do to help an individual kid.

**Q. Can you say more about the cultural issues?**

A. It is not necessarily about race. You could go to a school where there is a homogeneous population, but you're still going to have a group of students who learn in a different way. A key point is that it is not what is best for the adults in the school; it is what is best for the students. If the adults can come around and do what is best for the students, then you are doing your job right.

Kids like feeling successful and being part of the class. Previously when students took the Michigan Educational Assessment Program (MEAP) exam we, had small groups and pulled out the students receiving special education services. When students took the MEAP this year, students receiving special education services were grouped with students in the general education classroom. Watching students receiving special education services perform along with their peers, we noticed that they were working harder than they had ever worked! And the results showed that.

**Q. The path of improvement included Response to Intervention (RtI). Did the new superintendent introduce this or was it already part of the conversation?**

A. Minimally, I think RtI existed as part of the conversation. We were hearing about it but we really didn't know what it was all about. The ISD team would bring it to meetings and say that pretty soon identification would be based on the RtI model and no longer the discrepancy model.

Superintendent Murray took things a step further. He went into the community and asked for feedback about what the schools needed. The next thing you know we have daycare and preschool in the district. These

are huge improvements on the path to reaching kids early. They have also brought about a better sense of community involvement. When a community day care facility closed two years ago, Superintendent Murray took the opportunity to go there and say, "I will hire all of you. You can keep your jobs in daycare but we are going to do it in the school." The parents were thrilled because their kids could stay after school and receive after-school care. It was good timing. He saw an opportunity and took advantage of it.

**Q. What specific processes were put into place that led to improvements in the disproportionate representation issue?**

A. We meet as a special education staff to review, analyze, and look for documentation about identified students. The state requires data collection and record keeping. We had very thick files, but sometimes they were not very well organized. In doing our part, as the state required, we began to see patterns of things happening systemically. We were able to act on what we were seeing.

Our meetings began to change once we became better at identifying issues. We were given the time and the direction for the work we needed to be doing. Our special education service area director from TBA ISD, Kim Urbanski, gave us focus. She has been with us through the disproportionate representation citation. Kim has guided us the whole way. She presented the challenge as a huge opportunity and always looked at the positive side of things. We are now so much better at documenting interventions and keeping more accurate and useful data on individual students. We're striving to recognize that a student may learn differently, but we can teach them according to how they learn. We are all trying to look at things differently.

Freshman progress reports and report cards are reviewed every three weeks. Any student who has a D or an E is required to go to a guided seminar where they get one-on-one help to work on raising that grade. We reevaluate progress every three weeks, and if the student has improved and gotten into the C grade range they move out of the guided seminar. We

**Response to Intervention (RtI)**

A scientifically research-based approach that identifies students not achieving at benchmark and provides a collaborative problem-solving framework to address their learning needs as well as the needs of all students. The eight practices of RtI are:

1. Shared belief that each and every child can succeed.
2. Adoption of early intervention practices.
3. Adoption of research-based interventions.
4. Use of multiple assessments.
5. Implementation of tiers of intervention.
6. [Team use of] data-based decision making.
7. [Team use of] shared problem solving.
8. [Team use of] progress monitoring.

*Source: Response to Intervention: Policy Considerations and Implementation, 2005, National Association of State Directors of Special Education (NASDSE).*



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The Center for Educational Networking (CEN) is a statewide education information network that produces and disseminates publications and documents related to the education of students with Individualized Education Programs (IEPs).

"My vision of the future is that our jobs will evolve, and we won't be called special education teachers anymore. We will be 'intervention specialists.'"

Kelly Halverson  
Suttons Bay  
High School

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pull data every three weeks on every single freshman student.

We were seeing classroom teachers—all excellent teachers—focusing too much on the students who sit, listen, and do very well. The student who has a different learning style, who can't sit and pay attention, who becomes disruptive in the classroom, was referred for special education services. It was an easy process, without broader interventions and documentation prior to the special education referral. We now focus more on assisting teachers. Co-teaching helps. Teachers are learning how to work with students who pose difficulty in the classroom.

Students are realizing less separation from general education with the co-teaching model. I had a student who had a two-year re-evaluation this spring. When I told him he didn't qualify for special education services anymore he said, "I'm in special education?" I can now be hands-off with some of these kids. Students in the co-teaching classrooms do okay and the special education teacher can be really invisible. Another student in this setting asked, "You mean I am not special education anymore?" When I told him he was still receiving special education services, he replied, "You mean like undercover special education."

## RESOURCES

### Reaching and Teaching Struggling Learners (RTSL) Initiative

[www.cenmi.org/rtsl](http://www.cenmi.org/rtsl)

### Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi)

[www.cenmi.org/miblsi](http://www.cenmi.org/miblsi)

### National Center on Response to Intervention (RtI)

[www.rti4success.org](http://www.rti4success.org)

### Instructional Consultation Team (ICT) Model

[www.icteams.umd.edu](http://www.icteams.umd.edu)

### Grand Traverse Band of Ottawa and Chippewa Indians

[www.gtbindians.org](http://www.gtbindians.org)

### Suttons Bay Public Schools

[www.suttonsbay.k12.mi.us](http://www.suttonsbay.k12.mi.us)

### Watch a Video Describing Suttons Bay's Story

[www.michigan.gov/mde/0,1607,7-140-6530\\_6598-220327--,00.html](http://www.michigan.gov/mde/0,1607,7-140-6530_6598-220327--,00.html)

## Reaching Out Before They Drop Out

In July 2009, Superintendent of Public Instruction, Mike Flanagan, invited every school district statewide to participate in the Superintendent's Dropout Challenge. Essentially, by schools using existing data, they can identify students with high risk factors and provide support to help prevent thousands of students from dropping out of school.

Current statistics indicate that one of every four Michigan children is currently not graduating with their class. "We must begin to turn the tide and think actively to support and engage every student to succeed. I can't think of any reason for all Michigan schools not to participate."

This Dropout Challenge, coupled with dedicated teacher efforts statewide, will allow Michigan schools to lead together and embrace the one true purpose of education, which is putting our children first. Schools can commit to the Superintendent's Challenge by registering online at [www.mi.gov/dropoutchallenge](http://www.mi.gov/dropoutchallenge).