

# Blind B**R**ook-Rye School Dis**T**ri**I**ct

Collaborating to Define, Discover, and Develop Response to Intervention in our District

**Blind Brook-Rye Board of Education Meeting  
March 23, 2009**

**Bill J. Stark, Superintendent of Schools  
Jonathan Ross, Assistant Superintendent of Finance and Facilities**

**Gene Wolotsky, Director of Pupil Services  
Harry Burg, Assistant Director of Pupil Services  
Joseph Rodriguez, Interim Principal BMP RSS  
Tracy Taylor, Assistant Principal BMP RSS  
Karen Bronson, Principal BBMS  
Andrea Hamilton, Administrative Intern BBMS  
Scott Bersin, Principal BBHS  
Jane Wermuth, Assistant Principal BBHS  
Dr. Stephen Young, Director of Curriculum and Instruction**

# Bruno M. Ponterio Ridge Street School Reading, Writing, and Assessment Committee

Shannon Smith

Keri Fischer

The Kindergarten Team

Christine Caldwell

Joe Mancuso

Tom Pesce

Tina Fernandez

Tania Insinga

Penny Litchfield

Lisa Krouskoff

Kerry Walker

Paula Saunders

Kerri Bernard

Vanessa Janec

Amy Blumstein

Colleen McLaughlin

Tracey Menn

# **Middle School Reading, Writing, and Assessment Committee**

**Cher Treacy, Louise Miller, Jaclyn Barrett, and Karen Bronson**

# **Middle School Positive Behavioral Intervention and Supports**

**Louise Miller, Caitlin Finley, and Elise Sosnow**

# **Middle School ELA and AIS Teachers**

**Toni Messina, Sandra Stevens, Stacey Brodsky, Cher Treacy, and Rebecca Riley**

# **High School RtI Steering Committee**

**Jon Ambrosio, Geri Caragliano, and Carrie Merlo**

# What is Response to Intervention?

RtI includes many elements that are *and have been* integral components of the Blind Brook-Rye School District:

Assessment

IST

Multi-tiered Instruction

# What is Response to Intervention?

In RtI, all students are screened and monitored for specific educational outcomes, and those needing additional assistance are given targeted intervention that is monitored systematically using scientifically based data recording procedures.

-Brown-Chidsey and Steege, 2005

# What is Response to Intervention?

In essence, RtI integrates high-quality teaching and assessment methods in a systematic way so that students who are not successful when presented with one set of instructional methods can be given the chance to succeed with the use of other practices.

-Brown-Chidsey and Steege, 2005

# Some National History

1975 - PL-94-142 → Access

1997 - IDEA → Integration

2000 - NIH Reading Panel → Research

2001 - NCLB → Accountability

2004 - IDEIA → RtI

# NYS and District History

Apr 2008 State Memorandum

Dec 2008 Blind Brook-Rye School  
District Policy

# The Goals of RtI

## 1. Prevention of academic/behavior problems

- Attend to skill gaps early

## 2. Determination of a Learning Disability

- Not mandated at this time, but may be used for classification -- has been used at BBMS
- Required by July 1, 2012 - LD classification, K-4
- No more “Wait to Fail” Discrepancy Model

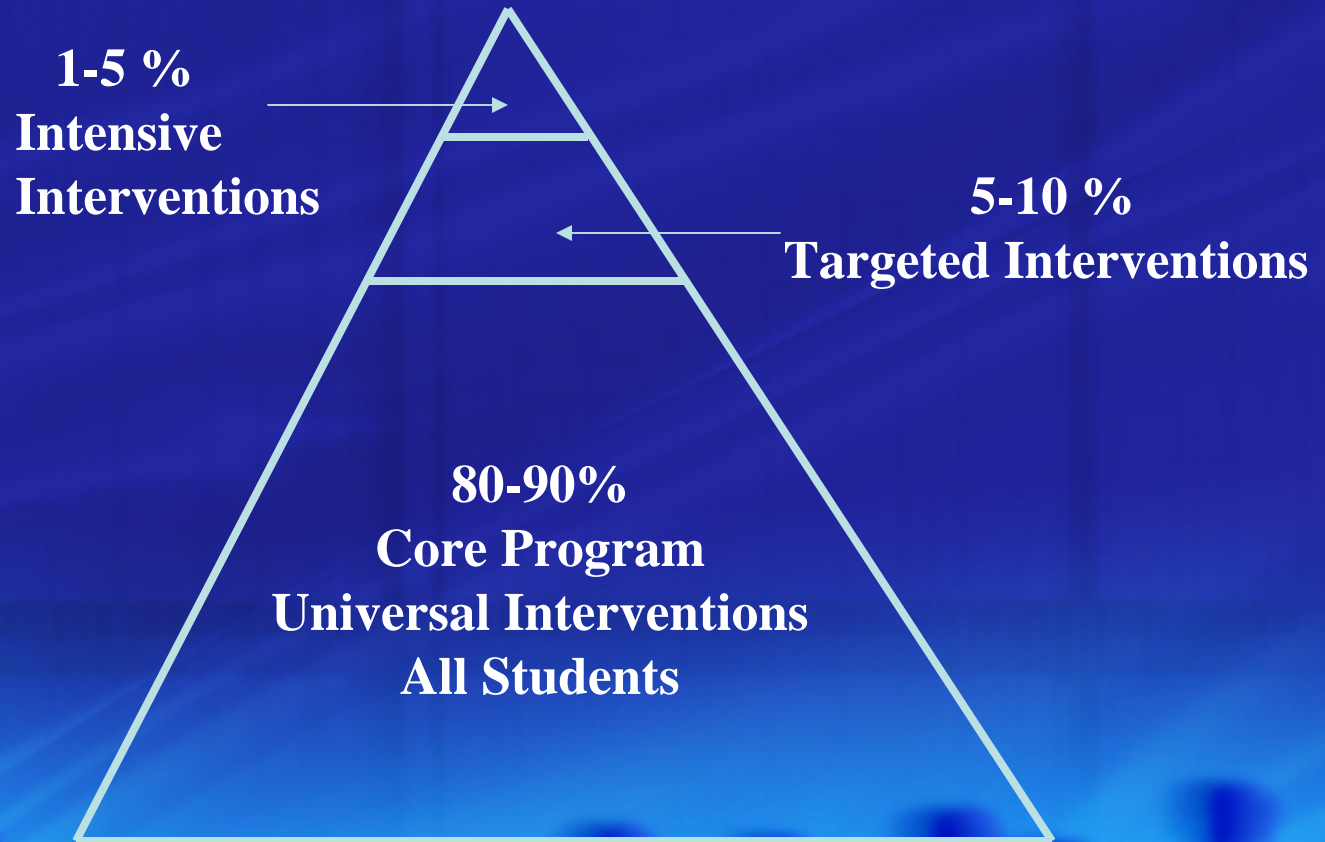
# Some More about RtI

1. Assessment drives Instruction, and Instruction drives Assessment
2. A partnership between Gen Ed and Special Ed
3. It's about Good Instruction

# Some Required Components of RtI

1. Scientific, Research-based  
General Education Instruction
2. Universal Screenings - 3 times per year  
(beginning, middle, and end)
3. Multi-tiered Intervention
4. Repeated Assessment
5. Monitoring – in class and by IST

# Multi-Tiered Instruction



# Here in Blind Brook...

## Can we spell RtI?

1. Gen Ed Instruction → Foundations, STARS, PBIS, Rdg Comp, Best Practices Instruction
2. Screenings → Grade Level Screeners, NYS Assessments  
CARS, DRA, Writing
3. Multi-tiered Instruction → Gen Ed, AAA  
AIS, The Writing Center
4. Repeated Assessment
5. IST → IST Procedures  
AIS Plan

# What's next?

1. Continue to support the Collaborative Definition and Development of RtI
2. Support IST Process of Multi-Tiered Instruction and Behavioral Supports
3. Review Implementation of Screeners in Reading and Writing - Math?
4. Identify students who are at risk for difficulty and give them support when, where, and how they need it -- then continually assess progress to monitor if intervention is working