

Academic Support Team Mission Statement:

As a Catholic school, we are committed to:

- providing a caring community of dedicated staff and involved parents who meet the diverse academic, emotional, and social needs of all of our students in a faith-filled, respectful, and positive environment.
- including all students with or without disabilities, and empowering them to become responsible and productive Catholic citizens.
- welcoming and valuing each student, providing access to rigorous teaching and learning, and appropriately supporting the general education curriculum.



SPiCE
SPECIAL PEOPLE IN CATHOLIC EDUCATION

Special People in Catholic Education

SPiCE is a school community organization that supports the education of all children with specific learning needs. Each child is a gift of God, and therefore, each child has unique spiritual and educational needs. SPiCE has enabled us to employ support staff, purchase essential equipment, and implement innovative programs.

Contact Information

School Phone Number

718-5825

Kathleen O'Reilly

Principal

ms.oreilly@stbrigid-school.org

Cindy Lombardo

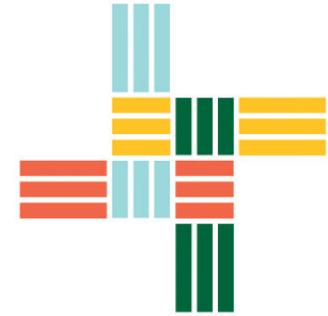
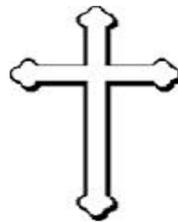
Vice Principal

mrs.lombardo@stbrigid-school.org

Jill Carfagna

Assistant Principal &
Director of Student Learning,

mrs.carfagna@stbrigid-school.org



**SAINT BRIGID
OF KILDARE SCHOOL**

Seeking Grace and Wisdom



**Academic
Support
Program
K-8**

St. Brigid Support Staff & Resources

Speech Therapist	Mrs. Russell mrs.russell@stbrigid-school.org
Occupational Therapist	Mrs. Bouscher mrs.bouscher@stbrigid-school.org Mrs. Ghiloni mrs.ghiloni@stbrigid-school.org
Guidance Counselor	Ms. Williams Williams_stacie@dublinschools.net
Spirit of Peace Clinical Counselor	Jennie Statczar
Intervention Specialists	Mr. Johnson mr.johnson@stbrigid-school.org Mrs. Mazon mrs.mazon@stbrigid-school.org Mrs. Schehr mrs.schehr@stbrigid-school.org Mrs. Zetzer mrs.zetzer@stbrigid-school.org
Educational Support Assistants	Four educational support assistants support the work of the intervention specialists, working directly with students in the classroom
School Nurse	Mrs. Iannarino iannarino_margaret@dublinschools.net
Teacher of Visually Impaired	Angela Francis mrs.francis@stbrigid-school.org

Scholarship through the ODE

Saint Brigid of Kildare School is a Jon Peterson Special Needs Scholarship provider.



To meet the needs of all students at St. Brigid of Kildare School, we use an approach called

Response to Intervention (RTI).

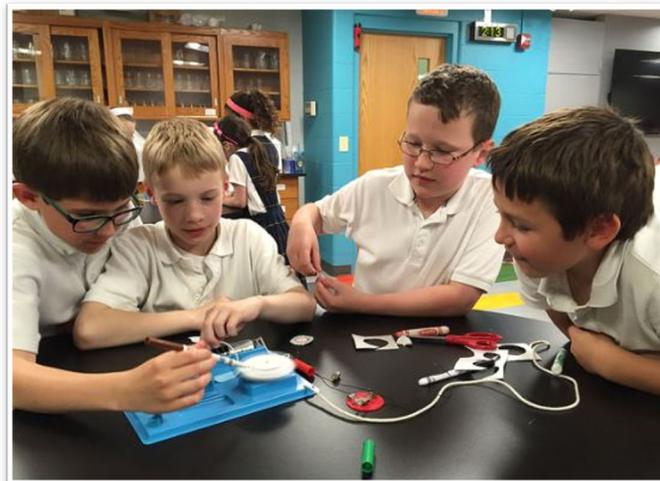
What is RTI?

The National Association of State Directors of Special Education (NASDSE) defines RTI as:

the practice of providing high-quality instruction matched to student need, monitoring progress frequently to make decisions about change in instruction or goals and applying child response data to important educational decisions.

<http://www.ieanea.org/resources/response-to-intervention/overview-of-the-rti-process/>

According to *RTI Success* (2009), RTI incorporates a multi-tiered approach to instruction...Tier I is the universal level of instruction available to all students within the classroom; assessments are routinely administered to screen for learning difficulties. Tier II interventions represent more targeted teaching methods...For those not responding to Tier II instruction, Tier III interventions may be required...These are the most intensive interventions... (p.13).



RTI: The St. Brigid Process

- We utilize the RTI process. Teachers utilize data to drive instruction, and assistance is provided at different levels of intensity depending on the needs of the students.
- All students are given access to high quality, differentiated instructional practices, which is also called Tier I instruction. This provides students with tailored instruction so that students can work at their maximum potential.
- After Tier I is implemented, and if adequate progress is not being made, there are RTI coaches available to work with teachers and parents. During the coaching process, specific areas of concern are identified, goals are created, interventions are put in place, and progress is monitored through data collection. If progress is being made by the student, the interventions at the Tier II level are continued. Interventions are implemented in or out of the classroom, typically in small group settings. The amount of progress and the time needed to show progress depends on the student, the area of concern, the type of goal, and the interventions implemented.
- If there continues to be a concern, we may implement more intensive interventions at the Tier III level. These typically occur in small group or one-on-one settings.
- If there is sufficient evidence to validate further gathering of data, we work in conjunction with the Dublin Public School District.
- Parents are involved at all levels of the process, including phone calls and meetings in which goals are introduced and interventions are developed, as well as at meetings to discuss progress.