Tri-State Consortium Consultancy 2018
Inclusive Special Education

Report to the Board of Education
Heidi McCarthy - 1/23/19
About Tri-States Consortium

- Founded in 1992
- Alternate assessment model designed to enhance student performance in high-performing school districts
- Responds to essential questions posed by the District
- Provides an assessment report for the district to use to prioritize and plan actions that will support further growth
Planning Process

● Formed a Steering Committee
  ○ Developed Essential Questions
  ○ Collected Evidence
  ○ Identified persons/classrooms to be interviewed and observed
  ○ Logistics: Hotel, Food, Parking, Security, Technology, Schedules
Rosa Amendola (Westorchard), Cara DiNapoli (Horace Greeley), Jamie Edelman (Central Office), Megan Emerson (Grafflin/Westorchard), Kristie Evers (Central Office), Martin Fitzgerald (Bell), Tricia Greco, (Seven Bridges), Amy Kaiser (Bell), Heidi McCarthy (Central Office), Ellen Moskowitz (District), Colleen O’Connor (Horace Greeley), Adam Pease (Central Office), Gail Schlenger (Horace Greeley), Sherry Schur (Seven Bridges), Gerard Shine (Horace Greeley), Jim Skoog (Westorchard), Heather Strickland (Bell), Liz Wright (Central Office)
Essential Questions

- To what extent is our inclusive approach to special education having a positive impact on the academic and social/emotional learning of ALL students?

- To what extent do general education and special education faculty share responsibility for the academic instruction and social integration of students with disabilities?

- To what extent are instructional staff members prepared and supported to work with students of varying levels and abilities within our inclusive educational setting?

- To what extent do the building based services and supports for struggling learners reinforce the inclusive practices of the district and ensure that all students have the supports necessary for academic success?
The Visit

- The Visitors
- The Schedule
- Overview of the Findings
- Recommendations for Consideration
- Next Steps
Districts Represented:

Positions Represented:
Principal, Assistant Principal, Director of Special Education, Superintendent, Assistant Director of Pupil Personnel Services, Assistant Superintendent of Special Services, Assistant Superintendent of Curriculum, Instructional Leader, Special Education Teacher, Assistant Superintendent of Administration and Personnel

Our Visitors
The Schedule
<table>
<thead>
<tr>
<th>Wednesday, December 5th</th>
<th>Thursday, December 6th</th>
<th>Friday, December 7th</th>
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<tbody>
<tr>
<td><strong>Welcome</strong></td>
<td><strong>Breakfast</strong></td>
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<td>8:00 to 8:30</td>
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<td>Sign in &amp; breakfast</td>
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<tr>
<td>Location: Seven Bridges Middle School</td>
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<td><strong>Visit Overview</strong></td>
<td><strong>School Visitations</strong></td>
<td><strong>Consultancy Preparation</strong></td>
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<td>8:30 to 9:15</td>
<td>8:30 to 11:30</td>
<td>8:30 to 10:30</td>
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</table>
| Essential Questions and Hopes for Visit Logistics & [TriStates Dashboard Link](#) | 8:30 - Shuttle buses pick up. Visit schools & Ed. Center for observations, interviews with administrators, staff, students and parents. Location: As Assigned
- [See Shuttle Schedule](#) for exact pick-up and drop off times.
Return to Seven Bridges | Visit team prepares for consultancy and debriefs the visit experience Location: Seven Bridges Middle School |
| **Document Review**    | **Consultancy**        | **Consultancy**     |
| 9:15 to 11:30          | 10:30 to 11:30         | 10:30 to 11:30      |
| Review of documentary evidence provided Location: Seven Bridges Middle School | Consultancy with building and district leaders Location: Seven Bridges Middle School |
| **Lunch**              | **Lunch**              | **Closing Leadership Meeting** |
| 11:30 to 12:15         | 11:45 to 12:35         | 11:30 to 12:15      |
| Location: Seven Bridges Middle School | Location: Seven Bridges Middle School | 11:30 - Visit team meets with C.C.S.D. Administrative Cabinet |
| **School Visitations** | **School Visitations** | **Quick Links**     |
| 12:15 to 3:00          | 12:35 to 3:00          |                     |
| 12:15 - Shuttle buses pick up. Visit schools for classroom observations, interviews with administrators, staff, students and parents. Location: As Assigned
- [See Shuttle Schedule](#) for exact pick-up and drop off times.
Return to Seven Bridges | 12:35 - Shuttle buses pick up. Visit schools & Ed. Center for observations, interviews with administrators, staff, students and parents. Location: As Assigned
- [See Shuttle Schedule](#) for exact pick-up and drop off times.
Return to Seven Bridges | - [TriStates Dashboard](#)  
- [Shuttle Schedule](#)  
- [School Visit Schedules](#) |
| **Debrief**            | **Debrief**            |                     |
| 3:15                   | 3:15                   |                     |
| Seven Bridges to debrief the day. | 3:15 |                     |
| 5:00                   | 5:00                   |                     |
| 5:00 - Visit Team Dinner | 5:00 - Visit Team Dinner |                     |
School Visits
General Theory of Action:

● “By creating inclusive schools, all students have a sense of belonging. By creating inclusive classrooms, we elevate the quality of teaching. Instructional practices that address diverse learning needs raise the performance levels of all students.”
Positive school climate reflects a core belief in inclusion

Commitment to inclusion has led to many strong programs and processes

District has taken proactive steps to address school climate and SEL

The school community values general/special education collaboration

Robust, well-defined program of professional development

All schools have tiered intervention processes
Recommendations for Consideration

- Develop shared language that clearly defines the service models at each school
- Clarify related roles and expectations for teachers and service providers
Recommendations for Consideration

- Provide additional professional learning opportunities about inclusionary practices
- Develop a comprehensive assessment plan that provides qualitative, formative information about progress toward the vision, including the impact of inclusion
Next Steps

- Leverage Student Voice
- Professional Development
- Analysis of different assessment tools to support screening process & IEP program development