



CHAPPAQUA
Central School District

Tri-State Consortium Consultancy

2018

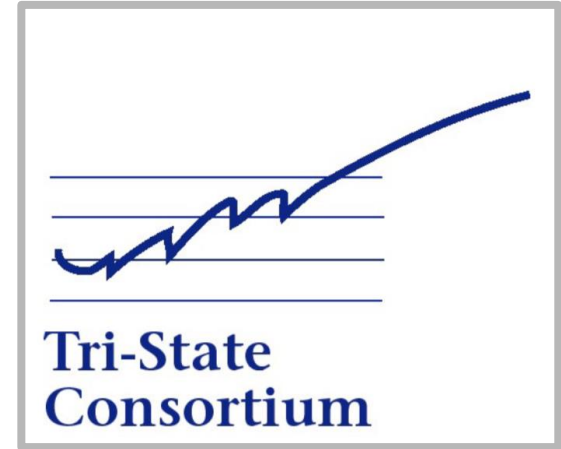
Inclusive Special Education

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



Steering Committee

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



Our Visitors

Districts Represented:

Mamaroneck, Bedford, Wilton,
Dobbs Ferry, Brewster,
Bronxville, Darien, Eastchester,
Fayetteville-Manlius, Mt.
Pleasant, Pawling, Sachem,
Edgemont, North Shore,
Ridgefield, Sherman, Trumbull,
Weston

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

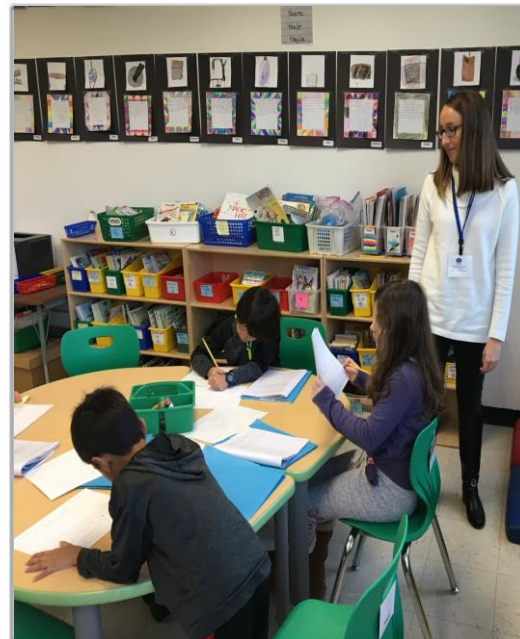
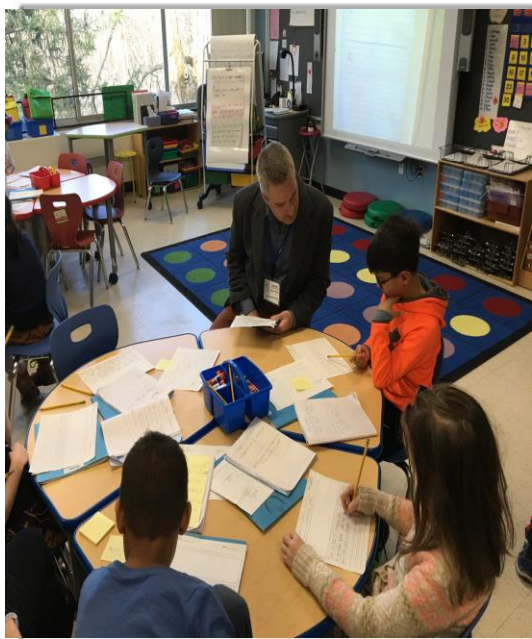


Our Visitors



The Schedule

Wednesday, December 5th		Thursday, December 6th		Friday, December 7th	
8:00 to 8:30	Welcome Sign in & breakfast <i>Location: Seven Bridges Middle School</i>	8:00 to 8:30	Breakfast Sign in & breakfast <i>Location: Seven Bridges Middle School</i>	8:00 to 8:30	Breakfast Sign in & breakfast <i>Location: Seven Bridges Middle School</i>
8:30 to 9:15	Visit Overview Essential Questions and Hopes for Visit Logistics & TriStates Dashboard Link <i>Location: Seven Bridges Middle School</i>	8:30 to 11:30	School Visitations 8:30 - Shuttle buses pick up. Visit schools & Ed. Center for observations, interviews with administrators, staff, students and parents. <i>Location: As Assigned</i> <input type="checkbox"/> See Shuttle Schedule for exact pick-up and drop off times. Return to Seven Bridges	8:30 to 10:30	Consultancy Preparation Visit team prepares for consultancy and debriefs the visit experience <i>Location: Seven Bridges Middle School</i>
9:15 to 11:30	Document Review Review of documentary evidence provided <i>Location: Seven Bridges Middle School</i>			10:30 to 11:30	Consultancy Consultancy with building and district leaders <i>Location: Seven Bridges Middle School</i>
11:30 to 12:15	Lunch <i>Location: Seven Bridges Middle School</i>	11:45 to 12:35	Lunch <i>Location: Seven Bridges Middle School</i>	11:30 to 12:15	Closing Leadership Meeting 11:30 - Visit team meets with C.C.S.D. Administrative Cabinet <i>Location: Seven Bridges Middle School</i>
12:15 to 3:00	School Visitations 12:15 - Shuttle buses pick up. Visit schools for classroom observations, interviews with administrators, staff, students and parents. <i>Location: As Assigned</i> <input type="checkbox"/> See Shuttle Schedule for exact pick-up and drop off times. Return to Seven Bridges	12:35 to 3:00	School Visitations 12:35 - Shuttle buses pick up. Visit schools & Ed. Center for observations, interviews with administrators, staff, students and parents. <i>Location: As Assigned</i> <input type="checkbox"/> See Shuttle Schedule for exact pick-up and drop off times. Return to Seven Bridges	Quick Links <hr/> <input type="checkbox"/> TriStates Dashboard <input type="checkbox"/> Shuttle Schedule <input type="checkbox"/> School Visit Schedules	
3:15 -	Debrief Seven Bridges to debrief the day.	3:15	Debrief		
		5:00	5:00 - Visit Team Dinner		

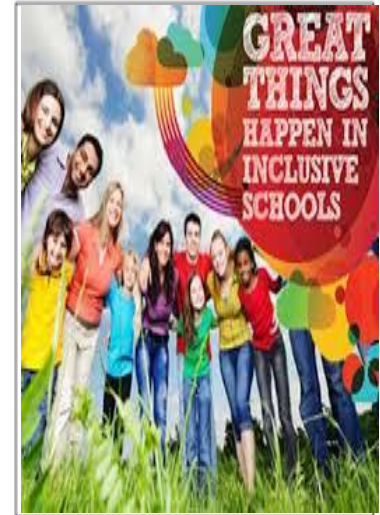


School Visits

Overviews of Findings

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.”



Notable Findings

- 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

