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Inclusion University
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Proposal for Services:

Professional development, coaching, problem solving, and capacity consulting will be provided in the areas of co-teaching, inclusive education, differentiated instruction, and engagement.

Professional development to be provided to the following schools (support will vary based on the individual needs of the school):

New Schools in 2018/2019:

- Rawhide Elementary School
- Buffalo Ridge Elementary School
- Cottonwood Elementary School
- Wright Jr/Sr High
- Sage Valley Junior High School

In addition to services provided to new schools, Dr. Kasa will also meet with district program teachers and district administrators.

Continued Support to the Following Schools:

- Prairie Wind Elementary School
- Hillcrest Elementary School
- Rozet Elementary School
- Sunflower Elementary School
- Twin Spruce Junior High School
- Campbell County High School North

In order to build sustainable practices Darcy Gillaspay will:

- Participate in monthly capacity consulting calls when Dr. Kasa is not in town
- Conduct monthly visits to schools when Dr. Kasa is not in town
- Accompany Dr. Kasa to monthly visits and participate in all meetings with teachers and administrators
- Conduct professional development presentations with Dr. Kasa

Purpose:

- Develop best practices for tier and special education services
- Provide information, coaching, and problem solving for the implementation of co-teaching practices
- Support administration to plan, schedule, support, and problem solve sustainable co-teaching practices in their schools
- Teach teachers to differentiate instruction for all students
- Work with district Assistive Technology specialist to implement technology
- Model and coach to ensure engaged learning practices are used
- Work alongside district professional development coordinator, special education director, building administrators, and assistive technology specialist to ensure sustainable practices

Goals:

- Present and discuss legal and research base for inclusive practices and collaboration
- Share the experiences of students with disabilities so that teachers can see the experiences of students with disabilities
- Increase collaboration with meaningful participation amongst general education and special education teachers
- Share student and curriculum information amongst general education and special education teachers
- Create a checklist of strategies and supports that need to be implemented prior to referral to special education
- Empower and provide strategies to general education teachers to effectively support learning and behavioral needs in the general education classroom
- Construct a schedule so that special education teachers can participate on PLC teams
- Support administration with observational tools and information to ensure teacher accountability for co-teaching, cooperative planning, and collaboration
- Ensure that all teachers understand and implement best practices of inclusive services
- Train paraprofessionals to implement fading plans and support the needs of all students
- Design and implement a research based RtI model
- Analyze the percentage of students referred to special education
- Ensure implementation of co-teaching practices
- Develop each school's ability to carry out co-teaching practices while fading Dr. Kasa's support

Activities:

Whole school professional development on co-teaching, collaboration, and inclusive practices (August).

Activities for schools receiving continuous support:

- Monthly meeting with administrators
- Set goals, discuss follow up observations, monitor goal development
- Bi-Weekly meeting with grade level teams (one with Consultant, one with Instructional Facilitator)
- Co-teaching model discussion and problem solving
- Information sharing about: Differentiated Instruction, Engaged Learning, & Specially Designed Instruction
- IEP goal implementation and progress monitoring within the general education classroom
- Monthly meeting with specific teachers (as needed) during planning periods
- Individual student problem solving and progress discussion
- Specific co-teaching team coaching
- Attendance at 2 staff meetings
- Whole school culture and strategy work on inclusion and co-teaching
- Monthly observation of all co-taught classrooms
- Use of the co-teaching observation tool for targeted feedback
- Monthly goal setting
- Observations of all classrooms where students with disabilities are included
- Use of inclusion observation tool for targeted feedback
- Monthly goal setting
- Observations of all Art, Music, PE teachers where students with disabilities are included.
- Monthly training for district program teachers

Activities for schools receiving faded support:

- Half day visits one time per month
- Initial half or full day professional development
- Staff meeting problem solving 2 times per school year

Activities for Program Teachers:

- Monthly two hour training sessions

Data: Comparison of students in co-taught classrooms to students not in co-taught classrooms for growth rates on NWEA, comparison of students in a co-taught schools versus a non-co-taught schools for the same, a cultural survey at the beginning and end of the year, identified trends in student data

Instructional Facilitators:

Goals:

- To ensure that the building Instructional Facilitators (IF) can support the implementation of co-teaching, collaboration, and inclusive practices in their building and provide support to each other as a collaborative group.

Activities:

- Monthly meeting to observe/discuss the practices that are being developed

Administrators:

Goals:

- To ensure sustainability of co-teaching, collaboration, and inclusive practices and expand throughout the district.

Activities:

- Monthly meetings with building principals
- Two training/meetings for district-wide administrators over the course of the 2018/2019 school year.

Standard Practices for all Inclusive School Development:

Administration	Teachers
<ul style="list-style-type: none"> · Set a school schedule that will support teachers to collaborate and co-teach · Work with teachers to cluster students in a way that their services can be provided in the general education classroom · Schedule at least four meetings between Consultant and classified staff during the 2018/2019 school year · Schedule at least four meetings between Consultant and certified staff during the 2018/2019 school year · Administration conducts a minimum of one observation per month using a co-teaching observation tool in co-taught classrooms and holds a debriefing meeting based on the observation · Ensure teachers are implementing best practices in co-teaching (see co-teaching observation tool) · Meet with teams to problem solve and support development as need arises 	<ul style="list-style-type: none"> · All teachers receive basic intro course on co-teaching · Schedule daily opportunities to co-teach each week (this should increase as the school year progresses) · Schedule and hold weekly collaborative planning meetings with your co-teaching team mates · Implement best practices in co-teaching (see co-teaching observation tool)

Budget

Service	Daily Rate	Total
August/Two Day Professional Development	\$3000.00 per day for two days	\$6000.00

Monthly visits to provide training to schools. Visits will range from 2-5 days and include the following months: <ul style="list-style-type: none"> • September (4) • October (5) • November (4) • December (2) • January (3) • February (3) • March (3) • May (4) 	\$3000.00 per day for three days each month listed	\$84,000.00
District Program Training 2 full days/ 1 each semester	\$3000.00 per day	\$6000.00 (two days)

Travel	Estimate	Estimate Total
Hotel	\$125.00 per night, 28 nights	\$3500.00
	Total	\$3500.00

An invoice will be submitted one week in advance of each trip and be payable immediately upon receipt, but no more than two weeks following the completion of services. Travel expenses include hotel only. Only actual expenses will be billed. Electronic copies of all support materials will be provided in advance of the work session; *Campbell County School District #1* will take care of meeting logistics and materials preparation for workshops.

Finally, both parties to this agreement submit to the following provisions concerning any and all works, materials, ideas or inventions that Inclusion University creates, conceives, develops, or invents (collectively, the "Work Product") while performing the services as outlined herein:



Inclusion University retains ownership and all rights in all materials produced under this contract. Inclusion University grants Campbell County School District #1 permission in perpetuity to use all materials produced under this contract without charge provided the source of the materials is cited when appropriate (e.g., "Inclusion University, source, [date]"). Campbell County School District #1 will not incorporate any of the materials or work developed by Inclusion University into any copyrighted materials without written permission from the author.

I look forward to working with you and your staff. Please review, sign, and date a copy of this letter to indicate your acceptance of the terms and deliverables described herein. Return a copy of this letter to my attention at the mail or email address above.

AGREED AND ACCEPTED for Campbell County School District #1

Printed Name

Title

Signature

Date
