Tri-State Consortium

Bedford Central School District

TRI-STATE CONSULTANCY 2026

Multi-Tiered System of Support

March 17 - 19, 2026

Bedford Central School District

Inspiring and Challenging Our Students

Table of Contents

District Visit Personnel and Information 2

Executive Summary 5

Scope of the Visit 7

Essential Questions and Quality Indicators 9

Response to Essential Questions 10

Essential Question #1 10

Commendations 10

Recommendations 12

Essential Question #2 13

Commendations 14

Recommendations 16

Essential Question #3 17

Commendations 17

Recommendations 18

Closing Thoughts 19

Recognition and Appreciation 21

Tri-State Consortium

Bedford Central School District

TRI-STATE CONSULTANCY 2026

Multi-Tiered System of Support

March 17 - 19, 2026

District Visit Personnel and Information

Danielle Trippodo
Principal
Ardsley
Ardsley High School
300 Farm Road, Ardsley, NY 10502
914-295-5800
dtrippodo@ardsleyschools.org

Mackenzie Gasparini
Teacher
Blind Brook
Blind Brook High School
840 King Street, Rye Brook, NY 10573
914-937-3600 x4119
mgasparini@blindbrook.org

Alexandra LaFontaine-Casabona
Director of Pupil Services
Blind Brook
Blind Brook - Rye Union Free School District
390 North Ridge Street, Rye Brook, NY 10573
914-937-3600 x1008
acasabona@blindbrook.org

Amelia Carpanzano
Director of Pupil Personnel Services
Brewster
Brewster High School
50 Foggintown Road, Brewster, NY 10509
845-279-5051 x1371
acarpanzano@brewsterschools.org

Lauren Cole
Assistant Principal
Brewster
Brewster High School
50 Foggintown Road, Brewster, NY 10509
845-279-5051 x1128
lcole@brewsterschools.org

Stephanie LaGreca
Coordinator / Department Chair
Clarkstown
New City Elementary
60 Crestwood Drive, New City, NY 10956
845-624-3467
slagreca@ccsd.edu

Patrick Mussolini
Principal
Dobbs Ferry
Dobbs Ferry Middle School
505 Broadway, Dobbs Ferry, NY 10522
914-693-7640
mussolinip@dfsd.org

Joseph Gilson
Assistant Principal
Eastchester
Eastchester High School
2 Stewart Place, Eastchester, NY 10709
914-793-6130 x4225
jgilson@eufsdk12.org

Alison Villanueva
Superintendent
Eastchester
Eastchester Union Free School District
580 White Plains Road, Eastchester, NY 10709
914-793-6130
avillanueva@eufsdk12.org

Jennifer Rinaldo
Assistant Principal
Harrison
Louis M. Klein Middle School
50 Union Avenue, Harrison, NY 10528
914-630-3034
rinaldoj@harrisoncsd.org

David Bournas-Ney
Assistant Principal
Katonah-Lewisboro
Meadow Pond Elementary School
185 Smith Ridge Road, South Salem, NY 10590
914-763-7900
dbournasney@klschools.org

Dina Rottmann
Math/AIS Teacher
Katonah-Lewisboro
John Jay High School
60 North Salem Road, Cross River, NY 10518
(914)763-7201
drottmann@klschools.org

Mimma Bartholdi
Teacher
North Salem
Pequenakonck Elementary School
173 June Road, North Salem, NY 10560
914-669-5317 x3113
mbartholdi@northsalemschools.org

Jennifer Martz
Teacher
North Salem
Pequenakonck Elementary School
173 June Road, North Salem, NY 10560
914-669-5317 x3191
jmartz@northsalemschools.org

Lauren Drapek
Assistant Principal
Scarsdale
Edgewood School
1 Roosevelt Place, Scarsdale, NY 10583
914-721-2700
ldrapek@scarsdaleschools.org

Michelle Della Sala
Teacher
Valhalla
Kensico School
320 Columbus Avenue, Valhalla, NY 10595
914-683-5030
Mdellasala@valhallaschools.org

Kristen Sautner
Principal
Valhalla
Valhalla High School
300 Columbus Avenue, Valhalla, NY 10595
914-683-5000
ksautner@valhallaschools.org

TRI-STATE LIAISONS:

Lauren Allan
Assistant Director
Tri-State Consortium
Lauren.allan@tristateconsortium.org

Andrew Selesnick
Executive Director
Tri-State Consortium
andrew.selesnick@tristateconsortium.org

Mary Ford
Staff
Tri-State Consortium
mary.ford@tristateconsortium.org

Executive Summary

The Tri-State Consortium, a professional network of fifty-four public school districts in Connecticut, New Jersey, and New York, advances student performance through a continuous improvement process. Based on a framework of eight quality indicators, the process involves a self-study by member districts and a triennial cycle of review by teams of fellow educators whose districts also belong to the Consortium. Serving as critical friends, these teams provide Tri-State districts with external feedback about current strengths and promising next steps.

A team of seventeen educators from Tri State component districts visited the Bedford Central School District on March 17 to 19, 2026. The District serves approximately 3600 students across its seven schools. It comprises five elementary schools (Bedford Hills Elementary, Bedford Village Elementary, Mount Kisco Elementary, Pound Ridge Elementary, and West Patent Elementary), one middle school (Fox Lane Middle School) and one high school (Fox Lane High School). Two of the elementary schools, Bedford Hills Elementary and Mt. Kisco Elementary, include Pre-Kindergarten classrooms. Mt. Kisco Elementary also serves students through a Dual Language program in all K-5 classrooms, where students alternate between learning in English and Spanish. This model supports both students who are native English and native Spanish speakers to become proficient in both languages. The District also has an Alternative High School program, Hillside Alternative High School, which is located in an off-campus site in Mt. Kisco.

For this visit, the District asked the Consortium's visit team to focus on the foundation of its Multi-Tiered Systems of Support (MTSS) plan, universal Tier One instruction, and the extent to which the principles and practices of the Universal Design for Learning (UDL) framework are widely understood and evident in Tier One instruction in classrooms across schools. UDL, a framework that has been studied and embraced by the Bedford Central School District for several years, focuses on the proactive design of instruction to support a wide range of learner

profiles. It is a flexible method designed to enhance education for all learners. The District also asked the visit team to focus on identifying any barriers to UDL implementation.

According to CAST (Center for Applied Special Technology), the birthplace of Universal Design for Learning, "UDL is a framework to improve and optimize teaching and learning based on what we know about the human brain." CAST explains that, since each brain is unique, "educators face daily challenges in planning for diverse learners." In response to this predictable need, CAST developed UDL guidelines that help educators address the diversity in learning in three main categories as they design instruction:

- Engagement (the why of learning): recruiting interest, sustaining effort and persistence, and self-regulation.
- Representation (the what of learning): perception, language and symbols, and comprehension.
- Action & Expression (the how of learning): physical action, expression and communication, and executive function.

Given Bedford's diversity, its focus on creating learning environments that meet the needs of a wide range of learners is understandably a priority. According to the District's website, 17.73% of the district's students have a special education designation, 17.28% are English Language Learners, and 24.5% are identified as economically disadvantaged. These demographic data vary by school.

Varied student needs and learner profiles, especially across elementary schools, highlight the need for inclusive practices and common approaches that pave the way for students from all five elementary schools to come together in a cohesive system at the secondary level. The UDL framework is a tool that equips educators at all levels with a consistent approach to the design of learning experiences that provide both appropriate support and challenge for all students.

Scope of the Visit

The visit began with a presentation led by Amy Fishkin, the District's Assistant Superintendent for Curriculum and Instruction, with support from members of the Steering Committee: Jena Blechman, Elementary School Psychologist; Margaret Browning-Barnickel, Assistant Technology Coordinator; Kristina Carofano, Elementary Special Education Coordinator; Deana Longden, Special Class Special Education Coordinator; Tim Montalvo, Assistant Principal at Fox Lane Middle School; Jason Spector, Assistant Principal at Fox Lane High School; Joan Spector, Elementary General Education Teacher; Amy Unger, K-12 MTSS Coordinator; and Michele Zaino, Secondary Special Education Coordinator (6-12). In addition, Superintendent Robert Glass and several other building and district administrators were in attendance for the presentation.

Amy Fishkin began by sharing the District's most recent Success Plans and the recommendations from the February 2025 Special Education Review, which called for the District to assess UDL implementation across Tier One classrooms - the foundation of its MTSS system. For reference, MTSS is "a systemic, evidence-based, continuous school-improvement framework in which data-based problem solving, and decision-making are practiced across all levels of the educational system," according to the New York State Education Department. Within this framework, three tiers of support are provided. Tier One represents universal core instruction for all students, while Tiers Two and Three represent additional supports that increase in intensity to address academic, social emotional, and behavioral needs. Tier One is considered proactive and preventative, while the other tiers are responsive to specific student needs. (See Figure 1)

From there, Amy went on to describe the District's MTSS timeline, infrastructure, and recent professional learning opportunities, including sessions with Neurodiversity Consultant Aaron Lanou at Superintendent's Conference Days and recent Leadership Retreats and Learning Walks

for leaders across the District, in which the focus has been on breaking down barriers and making learning accessible for all students.

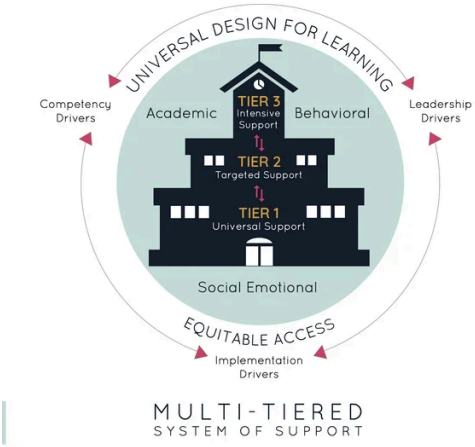

Figure 1: MTSS Tiers (Novak Education)

At the conclusion of the presentation, Amy shared a digital dashboard, created by members of the Steering Committee, that provided an organized collection of documents and artifacts from each level and every school for the visit team to review. This thoughtful, thorough, and well organized collection of evidence helped the Tri-State team gain a deeper understanding of the work that the District has been doing for the last few years.

For the remainder of the first day and the full second day, the Tri-State team, divided into five smaller groups, visited classrooms in every building, and interviewed students, teachers, and administrators across the District. At the end of the day, the visit team convened to discuss their findings.

On the final day, the Tri-State team and members of the District's Steering Committee participated in a consultancy protocol. On the final day, members of the Tri-State team and members of the District's Steering Committee participated in a fishbowl-style consultancy

protocol (the Annenberg Consultancy Protocol), during which commendations and recommendations were shared with the district.

Essential Questions and Quality Indicators

The District asked the Tri-State team to look at three essential questions and three quality indicators as the lenses for this visit.

- **Essential Question 1:** To what extent do we have a clear and shared understanding of the UDL framework within the Tier 1 learning environment?
  - **Tri-State Indicator 7, Shared Vision and Environment for Change:** Shared vision and goals focused on student performance have been developed with the staff and community, are well articulated, clearly communicated, consistently pursued throughout the district and school community, and include student voice. This vision expects, supports, and recognizes risk taking, creativity, and innovation as components of change toward continuous improvement. There is a process to review student and teacher work and learn from experimentation.

- **Essential Question 2:** To what extent are UDL practices implemented and impacting student access, engagement, and success in the Tier 1 learning environment?
  - **Tri-State Indicator 2, Student Metacognition:** Educators design and provide a learning environment that asks students to reflect not just on *what* they have learned, but also on *how* they have learned. The district encourages and enables students to engage in metacognition continuously and systemically. Students build the capacity over time to assess, reflect upon and make choices that advance their own learning.
  - **Tri-State Indicator 4, Curriculum and Instruction:** Teachers and administrators collaborate to develop an articulated and aligned curriculum designed to ensure

optimal student results. When making curricular and instructional decisions, teachers and administrators consider current research and evidence of student performance from multiple sources. In their planning, teachers purposefully select and differentiate strategies and resources that advance the learning of all students.

- **Essential Question 3:** What barriers may be limiting the full implementation of UDL across the district?

Response to Essential Questions

Essential Question #1

To what extent do we have a clear and shared understanding of the UDL framework within the Tier 1 learning environment?

Commendations

- The District's mission statement and goals for student success and well-being are aligned to the principles and practices of the UDL framework, and promote a shared understanding of the District's values.
    - **Mission Statement:** *We recognize each child as an individual with the potential to achieve their personal best. We are committed to guiding our students on their unique educational journeys by nurturing their abilities and encouraging a growth mindset, while challenging and supporting their academic development and fostering their social-emotional and physical well-being. We celebrate diversity, an inclusive learning environment, and respect for others as important components in developing global citizens.*

- **District Goals:**
  - **Student Success**: *Ensure that every student is challenged and engaged while providing multiple pathways for student success by broadening opportunities, building support systems and eliminating barriers. BCSD will eliminate opportunity gaps so all students achieve excellence.*
  - **Student Well-Being:** *Create an environment that fosters the growth of the whole child. BCSD will nurture all students' intellectual, physical, mental, and social-emotional growth in a healthy, safe, and supportive learning environment.*

- The District's MTSS Vision Statement describes the goal of providing "layers of academic, behavioral, and social-emotional support along a continuum of increasing intensity" that begins with "powerful core instruction for all students". This vision is closely aligned to the principles and practices of the UDL framework and the focus of this visit on Tier One instruction.
- The UDL framework from CAST (Center for Applied Special Technology) has been shared across the district as an approach to creating a shared understanding of what UDL looks like in practice.
- The Danielson Framework & UDL Crosswalk, shared with principals when the Danielson framework for teacher evaluations was adopted in 2021, included common language for observations and evaluations.
- The principles of the AVID (Advancement Via Individual Determination) program at the middle school and high school are consistent with the principles and practices of UDL, in particular the focus on student agency and collective educator agency focused on breaking down barriers. (See Figure 2)
- The 2025 Leadership Retreat and Administrative Learning Walks focused on a theme of *Breaking Barriers and Looking to the Future: Making Learning Accessible for ALL students*, which is consistent with the spirit and principles of UDL.
- The District has focused on neurodiversity for the last few years, celebrating

Neurodiversity Week across the schools and supporting educators with neurodiversity training through full faculty sessions on Superintendent's Conference Days with Aaron Lanou, a neurodiversity consultant.

- The District's Professional Learning Plan offers teachers choice and agency, consistent with UDL principles, around topics that are relevant to their practice within the District's focus.

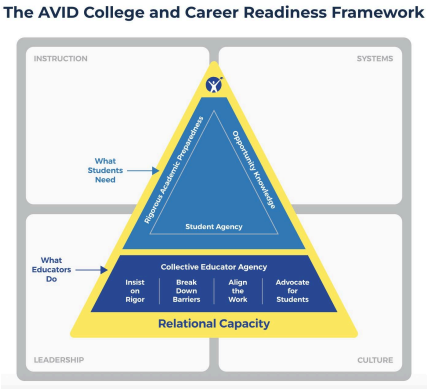

Figure 2: The AVID Framework

Recommendations

The District may wish to consider:

- narrating why the District values UDL and why it remains an important focus of their work. District leaders may wish to:
    - narrate for staff why UDL is not seen as the purview of one individual and is, instead, intentionally viewed as the systemic responsibility of all educators within the District.
    - clarify the ways in which UDL is a mindset around teacher practice and not another initiative. The District may wish to consider developing a Teacher Profile, similar to their Portrait of a Graduate (See Figure 3) for students, that describes the mindset and dispositions of Bedford educators related to the UDL framework.

- offering Professional Learning opportunities on UDL to support all staff (including administrators) in developing a common language and understanding of UDL and how implementing the UDL framework impacts the design of Tier One instruction. Once a common understanding has been established, it may be helpful to consider:
    - targeted learning opportunities for different levels and disciplines.
    - differentiated opportunities for educators based on their background and experiences with UDL. (Based on our interviews, educators who have been in the District for several years seemed to feel confident in their knowledge of UDL while some newer teachers were not aware that UDL was part of the District's focus.)
- including a UDL introduction module for new teacher orientation, aimed to begin immersing new faculty in the principles, language, and practices of UDL at the start of their journey in the District.
- defining and clarifying the differences between UDL and differentiated instruction.

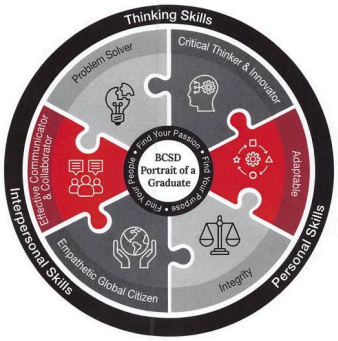

Figure 3: BCSD's Portrait of a Graduate

Essential Question #2

To what extent are UDL practices implemented and impacting student access, engagement, and success in the Tier 1 learning environment?

Commendations

- Social Emotional Learning, an important aspect of inclusive environments and consistent with UDL principles, is promoted and valued, and has clearly been a priority in the district for several years.
    - Every school we visited demonstrated attributes of a positive, welcoming, and inclusive culture, encouraging a sense of belonging for students and adults. (Examples included representation of different cultures and languages in displays, books, and signs, references to SEL and belonging.)
- The Alternative High School program provides an example of UDL practices in action, with evidence of student voice and choice seamlessly embedded in instruction.
- Most of the High School classrooms visited by the Tri-State team had objectives clearly displayed for students, a UDL practice that is identified in the Novak UDL "Look-fors" document, which has been shared with administrators.
- The Middle School compiled results from the Panorama School Culture & Climate Focus Group Reports to capture student reflections on their level of engagement and learning processes. This information provides educators with data to inform their MTSS work and potential professional learning opportunities.
- The WIN or DI Blocks, part of the schedule at the elementary level, provide opportunities for student choice, as well as differentiated direct instruction and practice for small groups.
- Special area classes provided opportunities for choice and voice within the curriculum, giving students agency in managing their own learning. Examples we observed include:
    - An elementary Physical Education class that was focused on basketball and a "March Madness" theme provided several options for students to make choices around how they would achieve the goal of scoring a point for their team by getting the ball in the hoop. Choices included the height of the hoop they shot into, how close to the hoop they stood, and the type of throw they used.
    - In an elementary art classroom, students were given a mini-lesson about lines

and shapes, and then were asked to incorporate what they learned into their own projects. Students had choices of paper, materials, and whether to work alone, with partners, or in small groups.

- During our interviews, several teachers and administrators commented that there were many UDL practices in place, although they weren't always identified specifically as UDL.
    - Some veteran teachers stated that they felt secure in knowing UDL practices based on the intensive work the District had done a few years ago.
    - Several classrooms we visited employed the use of an FM system throughout the classroom. These systems support student learning by amplifying and clarifying the teacher's voice for all students. This was not labeled as an intentional UDL practice, yet it was very much aligned with UDL practices.
- Class size is consistently favorable across all buildings, a structure that supports teachers in meeting the diverse needs of a variety of learners.
- During our interviews, students expressed appreciation for the support they receive in their classrooms when they are struggling.
- There are several structures to support students who may be struggling, whether it be academically, behaviorally, socially, or emotionally. (Teacher Response Teams, PRISM meetings, Problem Solving Teams)
    - PRISM meetings at the High School bring student voice into the problem-solving process.
        - All seven buildings are moving toward the implementation of the PRISM meeting structures.
    - The MTSS Steering Committee and current Site Teams bring consistent systems and understandings to faculty at each building as the District revises its MTSS plan.

Recommendations

The District may wish to consider:

- identifying models of exemplary UDL practice across the district and providing opportunities for teachers to engage in inter-visitations.
- using the Novak UDL "look fors" document to monitor and assess UDL principles in practice and provide targeted feedback to staff.
- clearly identifying and encouraging UDL practices in classroom observations as part of the APPR process.
- defining and describing what best UDL practices look like in the context of recently adopted programs, such as the University of Florida Literacy Institute (UFLI) Foundations Phonics Program, Bookworms, Bridges, American Reading Company (ARC), AVID, and secondary content areas. Since teachers have had some experience implementing these programs, the time may be right to take a closer look through the lens of UDL.
    - Consider creating crosswalks between UDL and the different curricular resources that are in use to highlight the places where they intersect and identify any places where barriers to implementation might exist.
- providing collaboration opportunities for staff who work in the same classrooms to prepare lessons that embody UDL practices.
    - Consider pairing more veteran faculty with colleagues who may be newer to planning with UDL practices in mind.
- clearly defining the differences between the MTSS tiers and clarifying which staff are responsible for implementing interventions.
    - Consider developing clear entrance and exit criteria for students in need of interventions, and clarify the criteria for transitioning to a Tier Two or Three intervention, as they revise their MTSS plan.
- identifying the ways that the newly formed district level MTSS team can bring consistency to Tier One practices across the five elementary schools across the district.
    - Finalize the MTSS plan and include clarification about the use of data.

- This seems especially important for supporting students' transition from elementary to middle school, and for helping the middle school appropriately plan how to support incoming students.
- At the secondary level, consider engaging departments in clarifying what Tier One instruction looks like within each discipline. The creation of a "Tier One Resource Bank" for each department could be the result of such work.
- At all levels, identify which data will be considered for behavioral and social-emotional interventions, as identified in the Special Education Action Plan.
- Consolidate the types of support teams in each building and clarify the purpose and membership of each team that exists.

Essential Question #3

What barriers may be limiting the full implementation of UDL across the district?

Commendations

- Several administrators and teacher leaders expressed both an awareness of challenges within the system and a hopefulness about next steps that were either planned or already underway.
    - This was particularly true at the elementary schools where the introduction of several new ELA and Math programs over the last few years have necessitated a great deal of professional learning related to their implementation. Many felt that since teachers and administrators were past the initial learning stages with these programs, the focus could shift to implementing the principles and practices of UDL with these programs in the coming year.
    - The Special Education Action Plan, created in response to recommendations of the PCG Special Education Review and part of the 2025-2026 Success Plan,

identifies several actions that are already in progress and align with the recommendations of the visit team.

Recommendations

The District may wish to consider:

- how common planning opportunities across the five elementary schools could support more consistent understanding and application of UDL.
- requiring or incentivizing teachers to use their five hours of self-directed Professional Development to engage in learning opportunities around UDL to further strengthen their understanding and support implementation in Tier One.
    - The Bedford Staff Development Center may serve as a valuable resource for providing professional learning opportunities that meet the needs of the District.
- clarifying the extent to which elementary teachers are expected to implement the new programs (Bridges, Bookworms, ARC, UFLI) with fidelity, and determining whether this understanding might interfere with the implementation of UDL practices.
- acknowledging the sense of initiative fatigue that is felt by some, and finding ways to help faculty see the UDL principles as common threads that bring other initiatives together.
- clarifying the misunderstanding of some faculty members that UDL practices are only for students who are designated as special education, instead of an approach that benefits all students, including those who are ready for more challenging work.
- provide clarification of expectations for continued RULER program implementation (the program was first introduced right before the COVID disruption and seemed to be gaining momentum in building a common language and understanding of emotions and emotional regulation).

Closing Thoughts

The District's long-standing focus on meeting the needs of its diverse population was evident to the Tri-State team throughout our three-day visit. Messages of inclusivity, belonging, and success for all students were noted in every school and in the multiple artifacts we reviewed. Tremendous work has taken place over the last few years, with educators working diligently to enhance social and emotional learning, as well as to improve literacy and math proficiency for all students. This work has clearly paid off, with the District's 2025 New York State ELA and math scores in grades three through eight at their highest levels in over ten years, and upward trajectories continuing on Regents and Advanced Placement examinations.

And yet, given the changes and challenges of recent years, the need to refocus seems clear. The decision of District leaders and the Steering Committee to focus this visit on UDL principles and practices in the Tier One learning environment seems timely, relevant, and clearly aligned with the District's mission and goals for student success and well-being, including their 25-26 Success Plan goals. In particular, the Success Plan goal of strengthening data-driven inclusive systems to support all students academically, behaviorally, socially and emotionally, with the sub-goal of advancing MTSS, speaks to the spirit and purpose of this Tri-State visit.

One common theme the visit team noticed across all buildings and levels was the welcoming, collaborative, and inclusive environment that exists. Evidence of the impact on students and adults was clear. During student group interviews, we heard comments like:

> "I think it's most important that everyone's ideas are heard and that everyone participates."
>
> "It's nice that we have different ways to learn. So if someone is confused they can do another way."

And during interviews with teachers and administrators, we heard:

> "We have the type of staff who pulls together and makes the best of things."

"Such a collegial faculty!"

The emphasis on well-being and relationships was also reflected in how students defined success. When asked what success in school looks like, one middle school student said, "Growing as a student can be more important than just your grades." Another said, "I feel being successful in school is having an equal social and academic balance. Building bonds and making friends is really important." Several students mentioned how much they liked to be challenged in their academic work, understood that it was, "OK to make mistakes," and appreciated how much their teachers helped them when they had trouble with a new skill or difficulty understanding new content. Although grades remain a significant metric, it is clear that the District makes an effort to help students understand the importance of social and emotional well being - and that there are many ways to measure success and learning that transcend grades.

The District's commitment to continual growth and improvement extends to adults as well. Several teachers mentioned their appreciation for the courses offered through the Teacher Center and the amount of choice teachers were given on Superintendent's Conference Days. A few veteran teachers noted that the number of professional learning opportunities has increased significantly over the past few years, providing greater choice and voice for teachers across the District. Bedford's thoughtful and dedicated faculty is clearly the foundation of student success.

Given these positive conditions, the Tri-State visit team believes that Bedford Central School District is well-poised to build upon their already strong system. The culture and climate of the District provide a solid foundation for the complex work of refining and strengthening Tier One instruction for all students. The visit team sincerely hopes that our impressions and suggestions are helpful to the District as it moves forward with this important work.

Recognition and Appreciation

The Tri-State team appreciated the warm and welcoming environment that the Bedford team created for this visit. In addition to the highly organized and user-friendly dashboard tool that was created for artifact review, the schedule they developed gave the visit team the opportunity to see classrooms, speak with students, teachers, and administrators, and to spend significant time in buildings. In addition, the room we used as a meeting space in the District Office was clean and well-appointed, and delicious food was provided each day. The visit team had access to the Bedford team whenever questions arose.

Our sincere appreciation goes out to the members of the Bedford Steering Committee who designed and organized the visit. In addition, the clerical, custodial, and technology staff did a tremendous job of ensuring that members of the visit team were comfortable and well cared-for. Our special thanks to Stacy Ferraro, who was incredibly attentive to our needs in the District Office throughout the visit. The Tri-State team thanks the members of the Bedford team for the time and attention they devoted to making the visit such a positive and robust experience.