

NORTH THURSTON PUBLIC SCHOOLS
Community Conversations
Equity and Inclusion in Special Education
Tuesday, March 23, 2021
5:30 p.m.
Virtual Event

For Thursday's work session, in addition to Cabinet, the following district staff have been invited to be available should the Board have clarifying questions or wonderings: **Kari Lewinsohn** (Director of Special Education), **Tyler Stiner** (Director of Special Education), **Dianne Heckman** (Director of Early Learning /Special Education), **Kory Kumar** (1st year Ed Specialist, 15+ years elementary/middle school special education teacher), and **Michela Laverty** (HS special education teacher)

- 1) ≈ 150 people pre-registered for the event.
 - a. ≈ 75 School Board, Cabinet, district administrators and staff
 - b. ≈ 75 Parents and Community members
- 2) In attendance
 - a. ≈ 55 School Board, Cabinet, district administrators and staff
 - b. ≈ 20 parents and Comm Members

We learned there may have been some technical difficulties in accessing the meeting through the zoom link. In addition, based on the participant log, there may have been some confusion as participants entered the meeting prior to the Community Conversation, attended briefly during the Board meeting in session, and then left the Board meeting.

To provide an opportunity for parent and community member engagement to those who pre-registered but did not attend, we sent an email Thursday afternoon with a link to video of just the Community Conversation along with a link to the two breakout session questions for them to respond to in a Google form. The link closed Sunday at 9:00pm and we had 1/55 respondents. The notes taken during the breakout session can be found here on the following pages.

Following the Community Conversation, an After-Action Review (AAR) of the event was done with all Facilitator/Notetakers and Cabinet members in separate meetings. We debriefed what went well, the challenges, suggestions for improvement, other, and identified common themes from the breakout groups. Notes from these breakouts are featured in the following pages. A few highlights include the following:

1) What went well?

- a. The panelists were amazing! Panelist selection was strong.
- b. The pre-planning, format, schedule, choice of panelists. Questions ahead of time; galvanized the presentation, everything made sense, coherent, flowed well.
- c. Parents felt heard in the breakout session. They were able to share their stories and offer their ideas.
- d. Board members were very well prepared to lead the work; they were very well organized, caring, and prepared. Board member presence and participation in the breakout was good.
- e. Great first open-ended question and productive second question. Information from breakout was meaningful.
- f. Zoom meetings are the way to go with the CC!! Parent driving with child in car able to participate in zoom Community Conversation.
- g. Inclusion is a great access point to special education.

- h. Moved at a nice, quick pace. Left us wanting more when it was over.

2) What were the challenges?

- a. Challenging to be the facilitator, notetaker, and timekeeper at the same time.
- b. Needed more time in breakout group.
- c. Zoom link. Tech support. More staff to assist with behind-the-scenes management and issues.
- d. Combining the Board meeting with the Community Conversation.
- e. Ability to be nimble with breakout groups depending on actual number of attendees.
- f. Language interpreter considerations if providing simultaneous or consecutive interpreter services.

3) Emerging Themes

Professional Development – Cabinet, Instructional/Operational Directors, School Admin, Gen Ed Staff, Parents, and Special Ed Staff

- a. PD for gen ed admin, teachers, and staff about students with disabilities (SWD) in accommodation, how to measure successfulness and partner gen ed with SWD in the gen ed classroom.
- b. Special ed cannot be the only ally moving plans (equity, inclusion, Universal Design for Learning (UDL)) for SWD forward.
- c. Staff member, parent who went above and beyond; someone paving the way, should be the norm for all students!
- d. Gen ed teacher PD about students with disabilities (SWD).
- e. Gen ed teacher knows my kid/ My team does not know my child.
- f. Staff have low expectations of SWD.
- g. Staff flexibility to be creative with programming.
- h. How can we educate parents and teams to know and access resources, IEP and transition services?
- i. Education for parents on what the IEP Team is, what it means, what the role of each person is. Really explaining about what it means to be an IEP Team member and what is involved in being on that team.

Neighborhood School Programming, Non-categorical Classrooms

- a. Need for non-categorical classrooms, less segregation, S move in/out as needed. Instructional Learning Center.
- b. Moving away from disability classrooms, provide services at neighborhood schools.
- c. Provide services at the neighborhood schools, eliminate transportation barriers when programs are not at neighborhood schools.
- d. Neighborhood school programming.
- e. Access is important for success stories.
- f. Expanding inclusion for students outside of the school building; sense of belonging in the community.

Increase/Expand Inclusion Opportunities at All Grade Levels

- a. Elementary age self-contained students are often integrated, not necessarily included in meaningful ways, in the grade level classrooms. Self-contained S at secondary level not always integrated or included in general ed content area classes.
- b. Everything cool with inclusion at high school need more at elementary and MS.
- c. Want more inclusion opportunities for elementary.
- d. Students need to be engaged in their program development starting in elementary.
- e. Buddy program – program emphasis to develop understanding with each other for SWD and without disabilities.

Community Conversation: Equity and Inclusion in Special Education
Breakout Session Notes – Collated by Question
03/23/21

Question 1: What suggestions do you have to increase inclusion opportunities for students with disabilities?

Group 1 Facilitator/Notetaker: Tyler Stiner

- a. Opportunities in the lower grades. Pre-school
- b. Open up more opportunities for typical peer interactions. Partner with ECEAP and other groups.
- c. Consider the full continuum of services at each school.
- d. Move away from clustering specific programs.
- e. Consider Structured Learning Centers (SLC) as opposed to separate programs.
- f. How do we get parents and staff to connect more often?
- g. Parents may feel isolated and benefit from meeting each other.
- h. Start younger.
- i. Can we consolidate life skills in other places?
- j. EBD room? Often these kids are mislabeled. Racial disproportionality. Going through elementary they get a bad rap with their peers.
- k. Transportation- So much socialization happens on the bus. Could we do peer mentors on the bus? Groups of kids showing the kids the culture of the bus.

Group 2 Facilitator/Notetaker: Dianne Heckman

- a. Support the transition of students from elementary to secondary school by providing more inclusion opportunities.
- b. Consider adding a SCALS program to middle school.
- c. Investigate the increase of para support to allow students to access additional time in the general education setting.
- d. Non-categorical classrooms that are less segregated and based on service needs - allow students with disabilities to move in and out as needed (with para support, if needed)
- e. PD for all staff to learn more about disabilities such as Autism and how to support sp ed students in the general education classrooms and school community.
- f. Smaller class sizes have had a positive impact on the success of students with disabilities in general education settings during hybrid - more space and lower numbers of students have resulted in some students being more comfortable and more successful - rethink set up.
- g. Universal Design for Learning implemented across the system

Group 3 Facilitator/Notetaker: Kari Lewinsohn

- a. Elementary> getting students into the classroom as much as possible in all areas.
- b. Partnership with the staff. Time to chat about strategies. Relationship.

- c. Planning
- d. Student voice on what they are passionate about and want to learn> helping staff to understand how capable students with disabilities are.
- e. Technology, flexible scheduling, remote learning

Group 4 Facilitator/Notetaker: Leslie Van Leishout

- a. Peer Tutor program important for students, including the social aspect.
- b. Find new ways to get students into general education classrooms.
- c. Accommodations are needed to keep students in general education.
- d. Students can participate in a meaningful way with needs with assistance from paraeducators and teachers.
- e. Inclusion classes with equity, students must maximize their potential.
- f. Students should be grouped with other students with the same abilities.
- g. It is important to consider students that are higher level learners when you put a SPED student into the classroom.
- h. Feel that inclusion and equity are at odds with each other, students to reach their potential they must be allowed to work with those that are at their same level of learning.
- i. Help general ed teachers to learn more about how to help students with disabilities maximize their learning and the benefits of inclusion.
- j. Help staff to learn to know what to do and if it is being successful when students with disabilities are in their classroom.
- k. Ways that staff can help students to work more successfully with social relationships between peers and students with disabilities.
- l. Opportunity to help all students with disabilities with the right PD for teachers.
- m. Every student reaching their full potential is vital.
- n. All teachers must be aware of the needs of all students to help them succeed.

Group 5 Facilitator/Notetaker: Carmen Lopez

- a. Create buddy programs at our elementary schools where staff teach students how to properly engage and play with students who have disabilities. Help to nurture and grow those relationships.
- b. Create a space where staff/teachers can be flexible and have room to think outside the box to support the needs of students with disabilities.
- c. The group seemed unanimous in this idea.

Group 6 Facilitator/Notetaker: Leslie Arias

- a. During the pandemic my son has an opportunity to be in building. One suggestion is to have an Identified person for students to have a touch base /safety net.

- b. Mindset, winning hearts and minds, Unified sports has been one example of expanding community involvement.
- c. More inclusive opportunities for elementary and middle school students.
- d. A value of an activity such as Unified, is a twofold for both students with disabilities and typically developing students.
- e. Inclusion is not a strategy to help fit into a system/structure, it is about changing the system to increase students with disabilities.
- f. More career (CTE) opportunities,
- g. Earlier engagement for student's self-interests, preferences, self-determination.

Group 7 Facilitator/Notetaker: Kelly Coughlan

- a. (Parent #1) has 7 yr old in Life Skills. Last year during IEP meeting I asked what it would take to get a 1:1 para. Was told 1:1 wouldn't meet LRE and this meant he was tied to Life Skills and was too restrictive. He (student) needed to learn what it was like to be in gen ed. Academic expectations are also quite different. If he hasn't been *held to standard at gen ed level* he will do as little as he can because he is tricky and smart. I'm still here and still think he needs a 1:1 - he needs someone to help him stay on task. He needs more time to understand and be redirected.
- b. Redefine what LRE means.
- c. Notes from follow up phone call with parent: It's very pro/con for me with self-contained. In his program there are many kids that look like [my son] Down Syndrome) and act like him. So it is normalized in that school. The flip side is that this is not our home school. My older son went to our home school and he went to school without this diversity. Brother has stigma of the sibling goes to that "special" school across town. It appears to be a "rare different thing." I was picking up my kid at S Bay and three other families in the same pick-up line had children/siblings at all different schools, so it is not rare. It is just rare at S Bay because those kids don't get to stay at their home schools. If we leave our students in their home schools this normalizes disability for the entire district. All our students would be able to experience this inclusion.
- d. Michela made me cry last night when she talked about the teachers not knowing about the high needs students in their own school.
- e. I was so grateful for the opportunity to express my thoughts last night. I also know that I am not alone in feeling like this in my community. We have a cohort in the SB of kids with Down's syndrome. All our typically developing kids are in S Bay. All our Down Syndrome kids are in three different schools so they can't even be together. And also, some of the parents would benefit from seeing the diversity in their own children's schools.

- f. (Parent #2) Twins in SCALS. Multiple instances over the last year where they figure out if they throw a fit and rub their eyes, they can go to the nurse office to get picked up and go home. The first 2-3 times that's ok but the 6-7 times I expect them to have *higher standards*. I want my children to be able to function. I can relate to what [another parent] is saying. I want them to help my kids work through it instead of getting around the system. {kids using complaining as a route out of school} I would like to see more teachers *particularly in gen ed class to try to hold them to certain standards that are higher for them so that they need to step up and meet those standards*. Same as what we are doing in the house.
- g. We don't get enough feedback about homework. We want to hear about it before the IEP meeting. Keep us updated.
- h. Notes from follow up phone call with parent: I might be a little biased because so far, our experience with SCALS (Lakes). For Pre-K they were in SO. It was night and day to have the schools functioning and keep parents involved. At SO we felt they made more effort, and we had more feedback about weekly and daily stuff. We told them that they learn better separately. A situation happened within the first 2 - 2.5 months where we received a call from the principal. One of the boys ended up switching into the other gen ed class where the other twin was in and instead of discussing it with us, they notified us. We didn't find out why and didn't have any say. It felt like the gen ed teacher gave up on our son almost right away in the school year.
- i. Originally our kids were going to ABA and Pre-K. Then once kindergarten started, we received a phone call saying transportation wouldn't take them to any outside therapy places period. Before that they were improving, interacting more with other students. Then it was cut off. We would have expected more from them about how to pick up the slack and it got worse. They are in 1st grade right now. Transportation was a factor in causing difficulties. It seemed that the SCALS teacher last year [teacher] didn't get any support from the gen ed teachers in the school. It seems they don't get enough support from the school. What we were told going into SCALS and what we are seeing isn't the same. Before the pandemic I felt that our kids were falling behind. It seems to be piling on. We haven't been excited about SCALS. Before the pandemic we were considering dropping SCALS and school and having the kids go to ABA therapy full time instead of school in the district. In hindsight we are glad we didn't because ABA closed their doors pretty quick. But not because things started working better with the (school) program. I don't want to complain - people are doing what they can. But there were times I had to go to the school 2-3 times per week because of getting called and this wasn't related to their conditions. We want to use communication to have good goals for them.

Group 8 Facilitator/Notetaker: Greg Govan

- a. COVID provided opportunities for students in the intensive self-contained programs focusing on social emotional learning.
- b. The students with IEPs had opportunities to integrate into the general education classrooms for content area instruction. The students have elected to stay with the general education classmates and teachers during hybrid instruction. They want to continue participating with their peers. The general education teachers developed relationships with students who demonstrated academic capabilities. The general education teachers developed better relationships with the students and parents recognized that the teachers really knew their child.
- c. Parents appreciated that their child developed friends and could make it in the general education.
- d. As students return to in-person instruction, teachers express concern about safety in the general education classroom.
- e. She expressed that starting the day in the general education classroom during the SEL instruction would be a great first step. Perhaps the students could rate their preference for starting the morning by selecting among three options: a - for go to general education for SEL; b - :| for go to SEL with para educator support; and c - ;(go to self-contained class for support from teacher or private space.
- f. This practice could be an experiment with teachers who are willing to build upon the previous success so that the team could learn what practices work in support of students increasing participation in general education classrooms.

Group 9 Facilitator/Notetaker: Kory Kumar

- a. Increasing opportunities in the lower grades for kids. (All the stories shared about the cool inclusive things happening were for High School students).
- b. Resources and Education for parents to increase inclusive opportunities.
- c. Higher rates of inclusion for little kids. Education for teachers, students, and families on getting younger kids into more inclusive settings.
- d. Training for teachers on how to work together to create more inclusive opportunities.

Group 10 Facilitator/Notetaker: Cora Valadez

- a. Opportunities for life skills kids.
- b. They are often separated.
- c. Accessing community events. What are ways to make friends? Sports?
- d. Special Olympics
- e. Supports to be involved in community sports/band/clubs. Unified club at Timberline.

- f. How do they figure out what clubs would be a good fit for them?
- g. Making friends
- h. Transitions-
- i. Relationship building between teachers so that more inclusive opportunities can be made and are available. Supporting parents to know what is available. Counselors need to know more supports and ideas that are out there.
- j. Important for parents to receive training and supports to be effective advocates and understand the processes especially transition.

Group 11 Facilitator/Notetaker: Nina Davenport

- a. Foster feeling of belonging to the community.
- b. Belonging increases desire for independence
- c. Increase community relationships through activities, recreation, and volunteer work opportunities.
- d. Give more opportunity to engage in community so students learn how to be part of a community.
- e. Peers in community are important.
- f. Opportunity to add new skills and increase skills for example riding public transportation.
- g. Increase in community skills and relationships equals increase in motivation to excel.
- h. Engage students in their education starting in elementary school. Involve them in their IEP, goal setting, and self-assessments.
- i. SpEd is not happening to students, it is driven by them.
- j. Put students in the driver's seat.
- k. Listen to students.
- l. Treat them as kids first. Look beyond a number, dollar amount.
- m. Increase community engagement for students in high school.
- n. Better define supports/needs for students moving from high school to community/work transition

Group 12 Facilitator/Notetaker: Vicky Lamoreaux

Due to low numbers, we collapsed this group into others.

Group 13 Facilitator/Notetaker: Troy Oliver

- a. Life Skills, Scales programs not available at all schools, separates students from neighborhood schools.
- b. More intentionality about typically developing peers in preschool programs.
- c. Provide support for inclusion—non-verbal K student example. Like pre-school experiences.

Group 14 Facilitator/Notetaker: Sarah Rich

- a. Getting to know the student is important.
- b. Case managers need to know students and have a sincere and genuine interest in students and getting to know them.
- c. General education teachers need to be willing to 'see' them even if it's just saying hi.

Google Survey

- a. Just provide all available help

Question 2: What other special education topics are of interest to you?

Group 1 Facilitator/Notetaker: Tyler Stiner

- a. Zoom has made connection with school and parents much more possible.
- b. Could we use district transportation to bring families to school events.
- c. Opportunities in the lower grades. Pre-school
- d. Keeping kids at their neighborhood school.

Group 2 Facilitator/Notetaker: Dianne Heckman

- a. How will moving away from the discrepancy model be rolled out?

Group 3 Facilitator/Notetaker: Kari Lewinsohn

- a. Transportation concerns

Group 4 Facilitator/Notetaker: Leslie Van Leishout

- a. Not sure in terms of special education.
- b. Putting information into action.
- c. Staff work hard with students.

Group 5 Facilitator/Notetaker: Carmen Lopez

- a. Extra Curricular activities/unified social events specifically for our students with disabilities i.e. special needs prom or act night.

Group 6 Facilitator/Notetaker: Leslie Arias

None

Group 7 Facilitator/Notetaker: Kelly Coughlan

Other topics of interest:

- a. Rethinking the definition and application of LRE. What it really means.

- b. Curious about what type of training paras are getting before being deployed to classrooms. I'm noticing some things so just wondering about this.
- c. Also curious about what type of training gen ed staff is getting on autism. Simple things like not forcing a kid to look them in the eyes since they have difficulty with this. Properly trained teachers should know this.
- d. I am so glad that the N. Thurston School District is doing this. Inclusion will be so important for everyone in the district.
- e. I don't know - we have have times where the boys came home with one shoe or wearing someone else's jacket. I am wondering how these random things happen to my kids. Maybe we over-expected. The paras seemed like total strangers to my children. I'm not sure if it's because they don't work with them consistently enough. I am a basketball coach and you have to build relationships so there is trust. My kids recognize people they see. It seems like the paras don't work that closely with them or they gave up when working with them (e.g. empty homework assignments sometimes).
- f. Maybe more training might be needed for some of the gen ed teachers if we are going to use this program to integrate our kids into gen ed programs. Not all teachers are equal. I completely respect that. Some aren't into it. I don't expect every teacher to be on the same level but I would like some type of standard at least. If a teacher gets fed up are they going to ship my kid out of their classroom? When this first happened my child cried when the bus came, didn't want to go to school. At the end of the year it was totally different - better. But we were concerned when this happened. I don't want myself as papa bear to interfere but I do want them to be on a level playing field to fill in their gaps so they can learn what they need to learn. It hasn't all been bad. [Teacher] didn't get the support she needed from the elementary school. She was working really hard. If we had to she was willing to meet us to pick up packets and it seemed like she was the only one working hard. As a parent it seemed like she wasn't getting any support. Now I don't know how it is going for [teacher] this year. All of a sudden [teacher] was gone and [teacher] was stepping in and there was no head's up - there was no communication. This goes back to what I said yesterday about communication and keeping us in the loop.
- g. Our boys are high risk due to peanut allergies/epi pen. They do much better in class. At the same time, if they weren't high risk I don't know if we would be willing to send them back to school. There were so many challenges. Now post pandemic I don't know how the program will start back up. I don't have as much confidence as I would like. It kinda sucks! We also have a student in highly capable at middle school. It seems they pay more attention to the advanced kids than those who need the most support. If we knew it would be like this, we would have left them at Seven Oaks.
- h. I would love it if they were able to start a SCALS program and have it at Seven Oaks so that they could *stay with their neighborhood kids*. They had just gotten familiar with the neighborhood kids and started playing with them and suddenly it was time for them to

get shipped to a whole different school. I don't think they are getting the support they need.

- i. I was glad to hear [other parent]. Now I know it's not just us. We just want our boys to have the opportunity to learn and develop. There are times I don't feel that is happening. We are worried about whether we will have to do something different. I am nervous and I don't want to feel nervous about sending my kids to school.
- j. "I hate sounding negative." (He repeated this multiple times through the conversation). "I just wanted to share my experience."

Group 8 Facilitator/Notetaker: Greg Govan

- a. PD for general education teachers on SEL and Mental Health for teachers and for instruction.

Group 9 Facilitator/Notetaker: Kory Kumar

- a. Education for parents on what the IEP Team is, what it means, what the role of each person is. Really explaining about what it means to be an IEP Team member and what is involved in being on that team.
- b. Co Teaching and how that could work/look.
- c. More activities for kids with disabilities within the community.

Group 10 Facilitator/Notetaker: Cora Valadez

- a. Transportation-transportation to New Market or other programs, especially in Hybrid. Needed more training in city bus use.

Group 11 Facilitator/Notetaker: Nina Davenport

- a. Family Involvement
- b. Community Partners
- c. Agency Partners
- d. Parent Group
- e. Transition
- f. Family Communication

Group 12 Facilitator/Notetaker: Vicky Lamoreaux

Due to low participant numbers, we collapsed this group into others.

Group 13 Facilitator/Notetaker: Troy Oliver

- a. Dual Language opportunities. Additional tools for communication.
- b. Staffing available in teacher contracts in significant--access to OT, PT, SLP.

Group 14 Facilitator/Notetaker: Sarah Rich

- a. Dyslexia remediation, doing a lot of reading and trying to pass on useful information to my son's teacher. The neuroscience isn't necessarily taught to general education teacher.
- b. Having a child with a disability can be overwhelming at times. South Sound Parent to Parent and PAVE are helpful, but it would be nice to feel like we are getting that support from the district as well.
- c. Many parents aren't aware of their rights and how to advocate in a way that is helpful. Navigating the system and making it not so hard to understand. Some case managers don't have as much experience and they need training in working with parents in a respectful, collaborative way of partnering with parents.

Google Survey

- a. English and Math

Community Conversation: Equity and Inclusion in Special Education After Action Review (AAR)

Facilitator/Notetaker and Cabinet After Action Review (AAR)/Debrief

03.24.21 Wednesday – Special Ed Directors and Ed Specialists; 03.25.21 Thursday – Cabinet; 03.26.21 Friday – Carmen Lopez, Leslie Van Leishout, Nina Davenport

WHAT WENT WELL?

1. 1 parent in group and she spoke entire time, felt heard, group really listened.
2. The pre-planning, format, schedule, choice of speakers
3. In contrast to previous CC – Mapped out questions ahead of time; galvanized the presentation, everything made sense, coherent.
4. Used management skills to positively affect the conversation flow.
5. Presenters were awesome, question set up resulted in authentic sharing.
6. Perfect mix of breakout group ++
7. Great, positive,
8. Loved Blake as a guest speaker, Michela, too.
9. [Asst Principal] in group 8; spoke highly of students in EBD program to get into gen ed classrooms.
10. PGE IEP meetings - parents are asking how we can keep this going.
11. Blake and [Asst Principal] sharing was awesome.
12. Structure contrast: flowed very well, information out of breakout was meaningful.
13. Parents shared their stories AND responded to question prompts.
14. Structure made it so easy, natural.
15. The language we used to remind staff and board members of their role, elicited greater parent/community engagement and input.
16. 10-minute time limit was perfect, forced time limit was awesome.
17. Board members were very well prepared to lead the work; they were very well organized, caring, and prepared. Last CC people were confused. This was positive and productive.
18. Appreciate the information shared in layman's terms, data was digestible, accessible, set the stage for conversation.
19. Great first open-ended question and great productive second question.
20. World café style - <http://www.theworldcafe.com/key-concepts-resources/world-cafe-method>
21. Panelists were amazing! +
22. Facilitator did a great job.
23. Passion for students succeeding.
24. Zoom meetings are the way to go with the CC!! Parent driving with child in car able to participate in zoom Community Conversation.
25. Nice mix of "global" disability; physical, cognitive, academic
26. Inclusion is a great access point to special education.
27. Left us wanting more when it was over.
28. Well prepared and scripted
29. Outline, agenda (pacing guide) was useful.
30. Breakout group respectful
31. Group size (4) was good. Up to 6 for time allotted might have been tight.
32. Board members, panelist selection was good, each of them share a new concept/idea,
33. Variety of panelists was good; great to hear from Kari, it is reassuring to know there is someone at the top directing the work and providing oversight.
34. Panelist selection was very strong.
35. Board member presence and participation in the breakout was good.
36. Feeling proud of the number of district members present!
37. Moved at a nice, quick pace.

38. Tyler and Dianne sharing at the end was a nice way to tie it all together and to include other special ed leadership.
39. Positive that so many people were preregistered and/or trying to get in.
40. Topic of the inclusion – CTE, accessing the community, positive contributions.
41. Blake’s comment about never being out of the purview of his parents until college was a powerful statement. Highlighted the importance of transition, community inclusion and independence.

WHAT WERE THE CHALLENGES?

1. Very challenging to be Facilitator, Notetaker, and Timekeeper at the same time.
2. People could not get into the zoom.
3. Nervous, one person managing slides.
4. Number of people signed up verses those who attended; people positive about zoom accessibility.
5. Suspect the technology access was limited; more tech support needed.
6. Needed a little longer breakout, to include time to introduce each other in breakout.
7. Would have been nice to have allowed BDAs ask questions or share input. In group where Board Member asked questions it was well received.
8. Able to let FN know who to expect in their group?
9. Zoom link.
10. Spanish language interpretation was difficult given presenter speaking pace; sharing of script, in advance is critical.
11. Every presenter could have presented a script. Simultaneous or consecutive (takes longer) time considerations with language interpretation.
12. Breakout session, 2 panelists and community member; too many breakouts; more nimble breakouts depending on actual attendance.
13. Not enough time in the breakout Small group – 4 total 1 panelist, 2 administrators; suggest up to 15 minutes.
14. Remind panelists about student name confidentiality.
15. Personal invitations to encourage participation?
16. Hooking the Board meeting to it was a problem. Even district administrators were thrown off. Maybe two separate links for each – the Board meeting and then the Community Conversation.
17. How do we help the parent who believes having SWD in same class as their typical developing peer takes something away from their child?

SUGGESTIONS FOR IMPROVEMENT?

1. Think about it from focus group perspective; 2-3 different groups spend more time on focus questions, homogenous groups?
2. 15 minutes to go deeper in breakout ++
3. How do we advertise? Marketing of the CC. Need to **announce it**, people are on print overload. It would be nice to have broader perspective. Principals to have shared it out with their staff.
4. Replicate this meeting as a first step!
5. Put name in chat for follow up – focus group, themes.
6. Further conversation with some participants that were “transported” to big room mid-sentence.
7. DO NOT connect the Board meeting to a Community Conversation.
8. Tech support
9. More staff to assist with behind-the-scene navigation and/or issues.
10. Two different links: The Board meeting and for the Community Conversation
11. Allow panelists a slide; example with resources for DVR; 1 slide along with panelist; not a picture of their children – something relevant to their topic.
12. What is the post-secondary outcome for our SWD? Transition, college, community living,

THEMES?

Professional Development – Cabinet, Instructional/Operational Directors, School Admin, Gen Ed Staff, Parents, and Special Ed Staff

1. PD for gen ed admin, teachers, and staff about students with disabilities (SWD) in accommodation, how to measure successfulness and partner gen ed with SWD in the gen ed classroom.
2. Special ed cannot be the only ally moving plans (equity, inclusion, Universal Design for Learning (UDL)) for SWD forward.
3. Staff member, parent who went above and beyond; someone paving the way, should be the norm for all students!
4. Gen ed teacher PD about students with disabilities (SWD).
5. Gen ed teacher knows my kid/ My team does not know my child.
6. Staff have low expectations of SWD
7. Staff flexibility to be creative with programming.
8. How can we educate parents and teams to know and access resources, IEP and transition services?
9. Education for parents on what the IEP Team is, what it means, what the role of each person is. Really explaining about what it means to be an IEP Team member and what is involved in being on that team.

Neighborhood School Programming, Non-categorical Classrooms, [Least Restrictive Environment]

1. Need for non-categorical classrooms, less segregation, S move in/out as needed. Instructional Learning Center.
2. Moving away from disability classrooms, provide services at neighborhood schools
3. Provide services at the neighborhood schools, eliminate transportation barriers when programs are not at neighborhood schools.
4. Neighborhood school programming
5. Access is important for success stories.
6. Expanding inclusion for students outside of the school building; sense of belonging in the community

Increase/Expand Inclusion Opportunities at the Elementary and Middle School Levels

1. Elementary age self-contained students are often integrated, not necessarily included in meaningful ways, in the grade level classrooms. Self-contained S at secondary level not always integrated or included in general ed content area classes.
2. Everything cool with inclusion is at high school need more at elementary and MS.
3. Want more inclusion opportunities for elementary.
4. Students need to be engaged in their program development starting in elementary.
5. Buddy program – program emphasis to develop understanding with each other for SWD and without disabilities.

OTHER (includes FN experiences)

1. Board member left abruptly, unclear about what happened, parent started out timid; introductions warmed people up, took some warming up, do not want to leave it hanging, will follow up with pc.
2. Admin in group had no vision or answer; no concept of what to do; we must shift and help our admin to conceptualize this idea of UDL; HS “coolest kid on the block”; what about elementary and middle school, options? Meeting students where they are.
3. What inclusion is and what it is not. In for lunch or parking in the classroom vs meaningful inclusion. Pre-teaching, how does gen ed teacher invite student in. PD for general ed and ELL. Unified sports are available in elementary. Lacey Parks partnership, Capitol little league has a challenger league; Blake’s family fought hard for him, they should not have to fight that hard; should be the norm.

4. How do we change the hearts and minds of administrators; they can be discouraging; meaningful inclusion, need to consider students strengths and interests of SWD,
5. SEL teaching is an entry point for accessibility; PD for gen ed T to create a learning community that includes all spec ed students. How do we get people/admin to use this opportunity?
6. Board member co-facilitated, input and asked questions. Very positive and engaging. Teams of gen ed who were unsure/frightened by how to serve these students. Discussion was about failure. Teacher/administrator attitude were about failure. Educator (Cabinet, Instructional and Operational Directors, School Admin, gen ed staff) attitude.
7. Transportation barrier; had to learn transit system quickly; behavior misconceptions among gen ed staff that SWD belong to the special ed department. Gen ed work to understand Tier 1 – Tier3,
8. UDL brought up and needs to be district-wide.
9. My participant had trouble getting transportation to their transition services. Transportation couldn't provide it so the student had to rush learning how to use transit.
(New Market)
10. Systems change for inclusion <https://www.prosocial.world/>
11. More natural for a SWD to go into gen ed class, hands-on, project based, CTE classes
12. MS – choir, art, CTE
13. Is there a way to braid academics to be more inclusive?
14. Webpage