



Leading the Way: Fostering Collaboration Between General and Special Education

Steven Prater: This is our session about leading the way, fostering collaboration between general and special education. This session's more, it's going to be geared towards that partnership making, aligning that partnership between general and special education educators and leaders, and how leaders can fit into that collaboration.

And so, we're going to do a few introductions here. I'll start. My name is Steven Prater. I work for the PROGRESS Center. I am the lead of our intensive technical assistance team, which means we're the team that went out and did technical assistance directly with schools and districts. In my past life though I was a, I started out as a teacher, I was a school psychologist as well, I was an assistant principal. And then I also worked at the state department in Texas in their special education department. So, I've been up and down the educational landscape. And then I'll let Timara and Tammie introduce themselves. Timara, you want to start?

Timara Davis: Yeah. Hi, everyone. My name is Timara Davis. I am currently a technical assistance provider with the PROGRESS Center and Lead IDEA Center. But I have deep roots in special education as a teacher in multiple states and a researcher as well, but also a proud auntie of multiple children with disabilities. So, a lot of my passions stems from there as well.

Tammie Knights: Good afternoon, everyone or morning possibly. Tammie Knights from the Lead IDEA Center. And I too, I'm a former teacher. Was middle school for those of you who understand what that's like, middle school teacher, middle school principal, and then worked also for the district office in Baltimore City Public Schools before joining the American Institutes for Research. So welcome and excited to be here with you all to talk about this important work.

Steven Prater: All right, well, let's take a look at our learning objectives for today. So, one of our main things is to introduce the Lead IDEA Center. So, Tammie will do a lot of talking about that and what the Lead IDEA Center is. A new OSEP sponsored technical assistance center. So, Tammie will introduce them and show some of the things they got coming down the pipe so that you can look out for. Another thing we want to do is clarify leadership within a structure that promotes progress for students with disabilities. So, if you were in our session this morning and you heard Amy Peterson talk a lot about the ecosystem for special education, for surrounding special education students to make sure they're successful. Timara's going to do some talking about some tips and connecting some things we do with the PROGRESS Center to some things they have coming out with the Lead IDEA and some information they have coming from there. And the last thing is providing strategies that promote opportunities for collaboration between general and special educators and improve those outcomes of students with disabilities. So, Timara again, is going to give us some tips. She's going to point to some resources and give a look at some of the things coming from Lead IDEA in the future. But I'm going to start us off by talking about converging for a common cause.



So, what this is this was something that we've been doing with the PROGRESS Center the past several years called a Thought Leader Summit. And we had a Thought Leader Summit not too long ago that that combined the brain power from the leadership of the PROGRESS Center. So, you may recognize some people there. If you see right there in the middle, that's Dr. Tessie Bailey. She's the one that gave our opening session talk yesterday. You can see Timara is also in the picture because she represents both the PROGRESS Center and Lead IDEA Center. So, with leaders from the PROGRESS Center, the Council for Administrators of Special Education, the CASE organization, and the Lead IDEA Center all came together and met to identify and prioritize recommendations for supporting that collaboration between special education and general educators. So, through that partnership they came out with some general recommendations that I'm going to show you here in a second. And then Timara is going to talk about some more specific tips that also came from that.

But some of the general recommendations to that Thought Leader Summit number one is building general education leaders' understanding of special education. So, you know, we always talk about trying to break down those silos, right? And, just helping general educators, the leaders specifically, understand more about what are the needs of special educators, what are the needs of special education students, what are the ways to align our systems to make sure those special education students can be successful in the school and they feel like they belong and they're a part of that school community. So just helping those general educators. And I know when we do our technical assistance with schools and districts, the times where we don't have a general educator, either educator or leader, join the session somebody always mentions, I wish my principal could hear this or I wish my general educator teachers, could hear this. Because hearing it and everybody kind of be on the same page and understanding, you know, at least some of the basic information together makes a world of difference when you're trying to set up systems and set up the instructional practices for those students with disabilities.

So that second one there, kind of goes along with that aligning general education and special education leadership roles. Again, making sure they kind of work together, work in concert and not, not just separately. This leader's worried about general education, this leader's worried about special education. Because just like we mentioned this morning they're everybody's students. The students receiving special education services are general education students first. So, they're entitled to all those things that that general education has first. And then they receive these special education services to help them access that information a little bit better. But we want to make sure that those leaders realize that, work together, and align their goals together to help those special education students.

And lastly, there. Just build leader self-efficacy and identity. So especially when dealing with, you know, students with disabilities, just helping them know that they do have the knowledge or helping them get that knowledge and they have the confidence to, you know, work with those teachers, work with those students to set up those systems best, to help those special students achieve as much as they can. So, I'll now pass it over to Tammie and she can talk a little bit about the Lead IDEA Center and the things they have coming out.

Tammie Knights: Yes, as I shared, I was a school leader for many years, middle school leader. And I think back to all of the things I wish I would have learned prior to becoming a school leader around IDEA and of course, more importantly, just, you know, being the best leader I could be for my students with disabilities. So, we can go to the next slide. So, I'm really excited to be part of this this center, which is a, you know, like many centers are funded, it's funded by the US Department of Education's Office of Special Education and Rehabilitative Services. And AIR is managing this center with a lot of partners. And so, you can see on the screen that, you know, we've got some really, really smart people who are coming together and then bringing in the field to help guide this center for the next five years. We can go to the next slide.



So, our mission as we talk about this is really focused on leaders. We know that leaders don't always get the preservice information that they need or because their prep program is, you know, has to be about so many things about leadership. We might get one or two classes specifically about special education. So, we know there are some gaps out there that we want to support. So, our mission is to work with leaders to improve both systems serving children with disabilities and their families through effective implementation of IDEA and that includes knowledge, capacity building, and creating that infrastructure. We can go to the next slide

A little bit more specifically when we look at our purpose, and one thing I think that is really, really awesome about the center, is we're not just thinking about kindergarten or pre-kindergarten through 12. We're thinking about birth to 12th grade, right? Early or birth to yeah, you know. Early intervention programs as well and thinking about what that transition looks like and how students are being served before they hit the traditional pre-K through 12 space. So, we're thinking about how do we support personnel? How do we improve working conditions and culture? How do we create shared accountability for all? We heard about this in our last session, quite a bit of like making sure that this accountability is not just resting on special educators, right? As we said earlier, all kids are all of our kids and ensuring that we're promoting progress. And I'll even add sort of high progress for all children. And making sure that we keep those high expectations that we'll talk about a little bit later for every student, and not thinking that because a student has an IEP or has a learning difference that they cannot succeed at high levels. And that's huge. We can go to the next one.

As I said, we don't always know what we don't know as leaders. So, in 2021, there's a survey that said 12% of 3500 school principals, less than 12%, I'm sorry, feel completely prepared to support the needs of children with disability. That leaves a lot of people out there that need more information and need more support. And we know that they're not, you know, the faults of the leaders necessarily, but you know, this lack of professional learning opportunities and our preparation, you know, we got that special ed. law class, and you know, you're supposed to know everything. But we know that there's a gap there that we can hopefully fill somewhat for leaders out there. We can go to the next slide.

So, where that puts us now is that 66.7% of students with IEPs spend 80% or more of their day in the general education classroom, and about 95% spend some portion of their day in the general education classroom. So, we've got some work to do, right? We can go to the next slide.

A big piece and we're going to talk a little bit about this a little bit more later about shared leadership and collaborative structures. But what we are trying to do is build that idea for leaders to help them see what shared leadership really is. And how do we create those collaborative structures amongst all different kinds of partners in this work. So, teachers, general teachers, special education teachers, leadership, the special education team, families, the IEP team, you know, including families in that IEP team. So, you can see these sub-bullets of like thinking about resources and how they're allocated and really what do we do to engage families and create those partnerships that are going to support our kids? And how do we empower and support educators and other personnel in all of these processes and the instruction of children? And then ultimately it comes back down to what are those outcomes, right? What are we doing for our children with disabilities and how do we make sure that we focus in on the child? I will say that I am a parent also of a 7th grader with an IEP. And some of my battling is helping sometimes the school see her as a child and what's best for her versus what is the process of, you know, the meeting, or the plan, or the IEP, right? And getting them to figure out what is best for her. And so not letting the formats that are designed to protect her get in the way of educating her, if that makes sense. And then I also think about it from that parent perspective all the time. And we'll talk about some tools for parents of how overwhelming it must be for parents who don't have an education background



necessarily to come into one of these meetings and have all of these, you know, terms and things. And you're still trying to maybe sometimes process that your child has a different learning need and then come into this meeting and get overwhelmed. So, I think we're hoping as a center to try to help leaders create those structures in the system so that the teams and that partnership and those collaborative structures are working for everyone involved. We can go to the next slide.

Another piece that's coming and you know, for folks and really if you could, if you could put in the chat, you know, what's your role as at the school that would really help us. In our last session, we had a lot of sort of TA providers or district folks as well as a lot of teachers. And so, want to share with you and get your well, eventually get your feedback on what are the things that you wish that your school leader knew about IDEA and their leadership within IDEA. But one thing we are developing is a core set of competencies or knowledge that effective leaders of systems serving children with disabilities have. And we've done the research, we've gone through the review, the scans, talking to people, accessing things, knowing that there's already these competencies out there. But then we want to align that to some, maybe some specific things that are going to help support our children with disabilities. So that's coming soon. We can go to the next one.

And I'll say with those, those core domains that we're coming up with. And if you're a leader or even in, you know, if we look at teacher frameworks, a lot of these won't surprise you. But when we're thinking about what is our core, crux mission and vision and direction setting around our special education program, how do we build capacity of both general educators and special educators to support our young people? What does that schedule look like, right? How are we making sure that our special educators have the same opportunities to meet with general educators and that we're not kind of forgetting that in that process? I talked a lot about family and community engagement already and then instruction and intervention. So, what is the best instruction? What is the best intervention? How do we get to know our kids and their needs so that we're designing our instruction and intervention based on their needs and maybe not the other way around, right. And then of course, the professional, legal, and ethical practices that go along with IDEA that we might have gotten one course on at one time that we might want to refresher on. We can go to the next slide.

So, what's great about that is that there are already some tips out there that are helping support students for disabilities from the PROGRESS Center. And I'm going to turn over to Timara to talk about those. But I just hope that in the back of your mind for everybody here, as you're thinking about these tools and tips, of course, think about how you can use them right now, tomorrow, in, you know, two weeks or four weeks whenever you start or if you've already started. But also, about what things you wish your school leader had some resources on, or some professional learning on to help support you in the role you're in. Timara, I'll turn it over to you.

Timara Davis: Thanks, Tammie and also thank you Steven for kicking us off. So, as we move into the next portion of our session, we are going to be asking you to engage with us in the chat. If you were in our sessions yesterday, we were also using Menti to gather a bit of feedback from you all. So, you know, primarily because Lead IDEA is a new center. So, us being able to, you know, essentially survey the field and hear from you all about, you know, what are your current needs and how we can support you all moving forward would be extremely helpful. So, you'll be hearing me ask you to add things to the chat, but also to engage with us, via Menti. So, as we move into this next portion, we're going to be drawing from those core domains of the Lead IDEA Center, but also the PROGRESS Center's ecosystem that you may have heard in our beginning session earlier today. So, both were designed with the end goal of establishing systems, structures, and supports to improve outcomes for students with disabilities. So, we're going to present you tips and some aligned resources and supporting you in doing that.



So the first tip is building a collaborative system. So how do you do that? So, it will look like cultivating a shared responsibility. So that concept of collective efficacy, not everything relying on one individual. You know we hear all the time or we see all the time that if we're in special education, those are the special education kids. But they're not just my kids, they're our kids. So, they're for everyone. Everyone has a role, a responsibility in educating students with disabilities. So, thinking about it as being a combined effort, that collective accountability. When we talked about implementing high quality educational programming for students with disabilities. So, we talked about shared responsibility. It's also that we have to remind ourselves sometimes that even in our roles, we're all leaders, right? In some sense, you know, what can we do in individual meetings, individual classroom, you know, whatever it may look like, what can I do and be a leader? And it looks different. It's not just down to my role and what I can do. So, thinking about again that shared responsibility and we're talking about educating our students with disabilities.

And then also developing a core special education knowledge across all personnel. So, I find, or maybe you all find too, that sometimes, you know, engaging in conversations, you know, in terms of like IEP meetings or just our students with disabilities. Sometimes it comes down to just not having that special education knowledge or understanding the language that aligns with our students with disabilities. We recently participated in a conference with leaders, and many of them shared that it just came down to them not even knowing, you know, characteristics of certain disabilities. You know, so when we say a student has a speech or language impairment, what does that mean? What are the characteristics? What does it look like? You know what, in terms of implementation, what would their special education services or related services look like? So sometimes, and it's not even just for personnel, we're talking about families too. Families, our parents, sometimes not having that core knowledge or basic level knowledge in terms of special education or students with disabilities doesn't allow for engagement. So, in order to build a collaborative system, it's very important that we develop that core special education knowledge across all personnel.

And then lastly, building an infrastructure in routines to promote collaboration. So earlier today, many of us shared that the biggest reason why or the biggest hurdle or difficulty in collaboration or barrier in collaboration is time, not having a dedicated time to collaborate. So, you know, we know that time is an issue, but how do we get across that barrier? What is the solution to that? So, thinking about it in that way. If you do have dedicated time, you know, how do you make use of that time? So resources that may align with that.

So here, you know, we talked about, you know, that shared responsibility, but also thinking about the concept of shared leadership or shared governance. So, thinking about your current roles or your current context now. Shared leadership refers to distributing those leadership roles and tasks among the team members. So, allowing for collaboration, inclusive decision-making process. And then on the other hand, you have a shared governance, which involves the participation of various stakeholders in the decision-making process of an institution. And it's based on distinct areas of delegated authority and decision-making.

So, thinking about these two concepts here, just sharing in the chat and thinking about your current experiences or your current context, what do you think? What is what? What is a good reflection of what it looks like for you right now? Do you see more of a shared leadership, or do you see more of a shared governance? It's also ok if you feel like maybe you fall in between those things. You see a little bit of both, but we just want to hear from you all. Do you see more of shared leadership or governance? So, as you share your thoughts. Just so you know, research does say that shared leadership was one of those key factors for organizations, even in education, that we're better able to learn, innovate, and perform. So, thinking about shared leadership as being more flexible and adaptable which is what we want to be when we talk about developing programs for our individual



students. And then that shared governance often can seem more fixed, right? You don't feel like you can be collaborative, like you have a voice, and that you can share your thoughts and do what's best for our students. And it's not unlikely that we see more of shared governance. Obviously, we would love to see more of shared leadership because again, it is more flexible and adaptable. But sometimes we often might see those structures where it's more top down, right? It comes from, you know, whether it's the state, whether it's the district, or that school leader having those decisions come from the top down versus everyone having a voice in that decision making process. Tammie, did you have anything to add about that?

Tammie Knights: No, I'm just liking the things in the chat around, you know, sometimes it might be in between and seeing some shared governance. And I think sometimes we as leaders, we may think what we're doing is shared leadership, but what we're really doing is shared governance. So, I think that there's just room for us to grow in that. Somebody else put in the chat last time that education is such a hierarchical structure still. And, you know, how do we have conversations about that, to sort of think about why that hierarchy matters or if it does matter in certain things? And as somebody who's been around for a little while, like wondering if I hold on to certain things because that's the way it was when I was a teacher, that's the way it was when I was a principal. And should we, you know, can we challenge ourselves into maybe thinking a little bit differently, into making this more collaborative and inclusive?

Timara Davis: And then to add to that is, you know, if you are seeing more of a governance structure, we also heard from others that they feel like they just can't have a voice, right? Because, you know, they're not the ones making their decisions. But, you know, everyone has a way where they can't have a voice. You know, it might not be on a very large scale, but you know, when you are, you know, for example, in an IEP meeting, you can have a role there as a leader in that meeting. So, what can you do? How can you participate in that decision making process? So, you know, even if again, you just feel like, oh, I'm fighting with the department of education in my state. Oh, I'm fighting with the district. But what maybe can you do on a smaller scale and exhibit those leadership qualities?

So, the next tip that we want to share is knowing your students. So being able to design systems and structures that foster that student's sense of belonging. So, you heard, or you if you were there earlier today, we shared, you know, the PROGRESS Center's ecosystem. We shared that video on belonging and what that will look like in schools. But then also maintaining high expectations for all students. We know how important it is that not only we have high expectations for our students, but students having high expectations for themselves as well. So, what can we do in order to foster not only a sense of belonging, but high expectations for all students?

But we want to hear from you. So, think to a time when you really felt like you fit in or belonged. Share one or two words that describe how you felt. You can either do this in the chat or you can scan the QR code, this is Menti and the results will be live. But we just want to hear from you from a time that you felt like you belonged, or you fit in. How did you feel? Seen...Valued...Valued and respected...Yes...Valued...Seen...Heard...Heard... Yes...Important... Accepted...Yes...Safe...Valued again...Yeah, I love it...Connected...like family. Oh, that's a good one...Special...Yeah, yeah. So, thinking about all of these feelings, and feel free to continue adding your thoughts to the Menti or in the chat. But thinking back to when you, at this time right, in which you felt all of these warm, fuzzy feelings, right? What does it look like around you, right? How is there something that someone did to make you feel like you belonged? Those are the things that we want to implement in, you know, our school, our context to make students feel belonged. So just kind of, you know, think about your own experiences and what you can do in your current context to get to that goal.

So, to align with that, if you haven't already, the PROGRESS Center, we have a plethora resources aligned with belonging. So, what you see here on the left side is one of our resources. It talks about the 10 dimensions of belonging. And on the right-hand side, it also has a reflection activity that goes along with that, which is a great activity to do, you know, during a staff meeting, professional learning opportunities, you know, however, those different types of opportunities show up in your current context. And then additionally, in terms of the belonging resources there's a webinar that is aligned to those ten ways to foster belonging among students with and without disabilities. And you'll see Mia starting to add these resources in the chat. And then lastly, you saw one of our stories from the classroom yesterday, but this is another one on belonging. This is Xuan. She talks about her experiences with belonging as being an individual with a disability. Oops, sorry. So that's a video for you all to explore. It's really moving. I know you have all, we've heard from you all how much you love our videos. So, if you have not been able to watch this video, you know, please, if you have time, you know, watch this video again. It's very moving and you will want to share it with others.

Again, this is a video that you may have already seen. This is Billy Pickens talk talking about, you know, high expectations and his experience with high expectations. But you also see on the right-hand side is a facilitator's guide. It has ways that you can use the video to have discussions around high expectations for students. So again, you see these links in the chat.

The next tip that we want to share with you is creating conditions for effective instruction and supports within your collaborative system. So, ensuring that your systems, your practices, and your program support the inclusion and the progress of students with disabilities and all school related activities. So, thinking that this is an environment you're trying to create upon which your students with disabilities will thrive. So, what resources do we have to share with you to go along with that?

So again, PROGRESS Center has a plethora of resources. Our tip sheets. We have tip sheets that will support the development of high educational programming for our students with disabilities.

More specifically, these are just a screen grab of our instructional practice briefs. If you are not familiar with them just yet, they cover 6 evidence-based, high-leverage practices. So, planning for instruction, delivering instruction, reviewing and intensifying instruction, teaching social behaviors, cognitive and metacognitive strategies, and instructional technology. So, they focus on the implementation of high-quality instructional programming for our students with and without disabilities.

And then lastly, our fourth tip. So, we mentioned this a little bit when we were talking about building those collaborative systems, thinking about that course, special education knowledge, not just for personnel, but for families and well, how can we engage them? So firstly, thinking about including the voice of students and their families, creating and maintaining a sense of community. So, you kind of see that embedded throughout all of these tips. And again, creating that system that ensures students with disabilities and their families feel considered and included. So, before we talk about resources that align with how you can engage families, we want to hear from you first.

So, if you will share, and this is multiple choice, again, it's a Menti. I'm going to share the QR code. If you weren't able to participate in our first question, but it's multiple choice. How would you describe the level of engagement and collaboration with families in your current context? So, the first one will be regularly. So, you know, you're doing, you have frequent communication with families. B is occasionally. So, you know, you're seeking their input. You know, typically it's related to parent teacher conferences or other school events. C is rarely, and D is no engagement. So, feel free to, you know, add your responses to the Menti. You can also add



your responses to the chat, but we just want to hear from you. How would you describe the current level of engagement with your families? We see the majority of you are saying occasionally. So typically, that communication is, you know, seeking their input or giving them updates related to, you know, parent teacher conferences or school events, you know, but there's a good majority of you who say regularly like, so outside of those meetings and those school events, you know, you're talking to and collaborating with families, which is wonderful. Well, feel free to also share if you're one of those individuals who are just occasionally. What are ways in which maybe you thought about engaging families more, collaborating with families more, and to engage them?

But as you do that, also sharing resources to align with engagement. And I'll share just a personal story that goes along with this, but this tool in particular is IEP meeting guide for families, there are also tip sheets, giving parents just information on the overview of the IEP and who's on the IEP team. So, who are the individuals that may come to their IEP meetings. Which is very helpful, especially when you think about like those eligibility determination meetings for, you know, some of those more special cases where you might have, you know, 7-8-9 people in those meetings because you have every related service provider. Maybe you have both principles. Sometimes those are really big meetings that can be overwhelming because that parent might not know who these people are and what they do. So, these are great tools for parents, families of children when we think about IEP development in the IEP process.

Additionally, we have these input forms for students and families. So, the ability for them to, you know, add their input in the IEP meeting. So, it's not the feeling of the sit and get. They're there, they're hearing all these people talk about their child, you know, they sign the papers, and they go home. So really being able to add their input, having a voice in the meeting. And I'll just share a personal experience. I said earlier in my introduction that I have a nephew. Actually, I have multiple nephews who are identified with disabilities and have IEPs. My sister in particular, she is a very new teacher but has very low experiences with children with disabilities until her son was identified with a disability. She just participated in her second meeting. She used these resources, you know, the tip sheet, she used the input form. The first meeting she left; she was distraught. She went in, they said everything, she signed the papers, and she left. But that second time when she left, she used these resources and she said, you know, I was adding input, they were surprised, they were shocked. I actually, you know, had a voice. I was talking to them. We were engaging. Nothing was confusing. And if it was, I felt like I could, you know, have them stop, ask questions. So that's just to kind of give you a little success story that these resources are very valuable, you know, not only for us. But they can be very valuable, especially for our parents to really engage. So, you know, if you have the opportunity to use them. If you feel like you need other ways to engage our families, you know, please feel free to share them with your parents. And really also, kind of sitting with them for just a second, like, yeah, like this is how like we want you to just jot a few things down that you might want to share with us during the meeting that might help when we're developing their IEP or their special education. So just keeping that in mind. Anything else to add, Tammie or Steven?

Tammie Knights: I just second what you were talking about in the terms of the meetings can be overwhelming for folks who have experienced them. And I've been through it several times. I've been through it on several sides of the table. But it is so helpful to have something just to kind of put down your thoughts or to understand. And I can imagine these being really useful tools in the field and for families. Sorry, Steven, I was going to say too, if you're the general ed. teacher or the special ed. teacher, write down your notes first of what would be helpful and what your goals are for a student, because you do know them really well, and might be able to chunk it out sometimes better than as a parent. We can actually chunk out those steps and goals. Sorry, Steven.



Steven Prater: I was just going to say, and it's easy to forget, you know, we were talking before the session. You know, I had a special ed. background as a school psychologist and then when I joined, when I became an assistant principal at a couple of elementary schools, you assume people kind of have a certain level of knowledge about special education or, you know, like what it looks like in school. And really the majority of people just don't. You know, like Timara's example, until her sister, you know, it was a personal thing to her there, she had no reason to know about special education in a school or how it works for students. So, when parents have that first experience, they're just not going to—I would guess that more than 90% of them are not going to do a bunch of homework before to learn all the acronyms, to learn all like exactly what it looks like in school—so as much as schools and leaders can help facilitate that that process between parents and what it looks like in the school and what it's going to look like for their child is going to be better. Instead of just not making a lot of assumptions of what they know and don't know.

Timara Davis: Thanks, Steven. And yeah, so we have just a few minutes left and so we want to wrap things up, but we still want to hear from you. We shared these four tips. You know, building collaborative systems, knowing your students, designing conditions for effective instruction and support, and then engaging families. So, we want to hear from you all. So, you heard about the Lead IDEA Center, you know, we are very new center, but again, we are still surveying in the field to make sure that, you know, the resources and the support that we develop and provide to you all are relevant in your context, are things that you can actually use immediately. So, we just want to hear from you, what resources or products would you like to see or find useful in learning more about implementing these tips in your current context. So just related to anything that we talked about today, you know, feel free to share those thoughts, whether it's in Menti or in the chat. What would you like to see from us?

Tammie: And I'll definitely add for, I know we have a couple leaders, school leaders on the call, what would you like to see as a leader, a school leader for this? And for others, what do you wish your leader had in their toolkit, or knew about, or could facilitate better? What are the challenges that come up for you on the day-to-day basis that you think schools could you support in?

Timara Davis: So, I see a response here about more tips aligned to tip #1 and tip #3. So, building those collaborative systems and designing structures and designing systems for effective instruction and supports.

Tammie Knights: And Timara, I see in the chat again, general education leaders learning alongside with special service leaders. And so that's just a common theme that's coming about, and it's going to definitely go on my head as part of the TA part of this work around asking that question all the time of, so what are you doing for your general educators in this area, right? How are you supporting your special educators? But also, what are you doing to support your special educators by supporting general educators?

Timara Davis: And I am curious too, if you're able to share, you know, if we do focus on general education teachers, what would you like to see? Are you thinking maybe something related to the categories of disabilities, processes, are there any specifics you can think of off the top of your minds?

Tammie Knights: And Timara seeing the Menti, next steps for building belonging after figuring out what those problem areas are like, what do we do next? What are those actual authentic ways of building belonging for students?

Steven Prater: And this is a plug. I believe it's going to be in the last session of today, the last general session. There's going to be a school from Texas, Tomball ISD, and they're going to talk almost exactly about that. They're



going to talk about what they did to engage all of their students in belonging. So, if you want, if you want to know more about that, stay for that final session today.

Timara Davis: So, I am just going to start to wrap this up again, still continue to add any final thoughts in the chat. But just so you know, again, this is our PROGRESS Center website. But in addition to that, the website for Lead IDEA, again, we are a new center. So not a lot in terms of resources on our website just yet. It's coming, but at least start to engage with us. You know, if you reach out to us, you can share your current needs with us as well. So that is our website. And in addition to that, here is myself and Tammie's contact information along with Lead IDEA's social media. So following us on LinkedIn if you use LinkedIn, or X, formerly Twitter, and then also the QR code to go to our website directly. We just want to thank you all for joining us today, engaging with us, providing us with your suggestions or resources and products, you know, also sharing your thoughts on how much you love the PROGRESS Center resources. So again, continue to use those resources and thank you again.