



Closing Session: Building School Systems that Ensure FAPE in the LRE

Amy Peterson: I'm going to kick it off here for the final session, which is Building School Systems that Ensure FAPE in the LRE and I'm going to turn it over to Dr. Tessie Bailey and Donna Sacco who are both going to share a little bit of their reflections and reactions to the session today, so I'll go ahead and turn it over to Tessie and Donna.

Tessie Bailey: All right, well I'm super excited to be here with you all here at the end of the conference. It is always kind of sad to see it come to a close, but we hope that you gained some skills, knowledge and lots of free resources to really help you start this school year off with a bang!

As a reminder my name is Tessie Rose Bailey, and I'm the director of the PROGRESS Center, and joined here with my colleague Donna Sacco. And I'll let her introduce herself.

Donna Sacco: Hi, everyone, I'm Donna Sacco, and I have been working with the PROGRESS Center over several years as a senior technical assistance consultant with AIR.

Tessie Bailey: Some of you probably participated in Donna's strand on English language learners with students with disabilities which is her area of expertise. I want to bring us back where we started, the very beginning—our name is PROGRESS Center, and so a big piece what we're trying to do is clarify what it means to promote appropriate progress for students with disabilities.

As you listen to the strands and breakouts, you really sort of see these, you know, some of the details about how we get to promoting progress for students with disabilities. Post-school successes is our ultimate outcome. It is why the IEP has a transition plan. It is why even as early as pre-K we're thinking about what does this child need to be successful for post-school living?

From the BTO we shared in our opening session, we identified those schools where students with disabilities were outperforming in reading and math, national indicators of progress, our NAEP assessment, and think about graduation as this pivotal piece of progress or indicator of success that helps us move into the postsecondary success. However, most of what we talked about was really around promoting grade level progress. It is the responsibility of both general [education] and special education and leaders to develop an IEP that's reasonably calculated to promote appropriate progress in light of the child's circumstances.



And that appropriate progress is around being successful in the general curriculum through progress on those IEP goals. Now FAPE is what we're promoting today, and that's our Free Appropriate Public Education. And when we think about that, it's making sure that we're thinking about this work within the least restrictive environment. I want to give kudos to Jason Harlacher from the MTSS Center who talked about how do we create a general setting, a general education setting, that is most accessible to students. Amy and Sara Evans and some other colleagues talked about how to access the general curriculum. That's first and foremost, that we need this accessible core programming or general education setting.

The other things we talked about in terms of our work is: How do we leverage the IEP to be able to be promote progress for students? A lot of you get really focused on as you get into the school year around the procedural aspects: Did we fill out the IEP correctly? Do we have all the parts of it completed? And while that part is important, procedural aspects alone don't really lead to progress. What leads to progress is our attention to what referred to as substantive FAPE, that's the Endrew F. decision that really launched the center 6 years ago.

And it's looking at the substance of our IEP to say, if we implement these services based on the needs we have outlined, will this student be able to make appropriate progress? So that's really our documentation piece: Do we have the appropriate specially designed instruction, related services and supplementary aid and services that this child needs?

Now while that's important, what we're starting to see from our circuit court decisions, is that we also really need to be paying attention to how we implement. I saw this in a couple of my sessions is that sometimes we think about the IEP as "designing "how we're going to implement the services" but the intent of the IEP is to focus on the services and aids that the child needs. Document those in a way we have consensus among our IEP team and then leverage our school system to implement that in a way that allows the student maximum access to students with and without disabilities to participate in extracurricular activities and nonacademic activities and of course the general curriculum. That's really where we're bringing this all together, both the design of the services as well the implementation.

Donna Sacco: Great, so Tessie, thank you so much for that introduction and I'm glad we have this opportunity to bring everything together. Now as all of you are sitting there and reflecting over the last 2 days—I know we did this early this morning, and reflecting on what were some of the key take aways from the first day—but what do you see as successful school system that promotes progress for students with disabilities, so what does that look like for students with disabilities?

I want you to go ahead in the chat, and I've got my chat up here, so we'll see what you are adding to the chat, and also, what does it look like for your families?

And what does it look like for educators who support them? So just as we're here, please go ahead, and add to the chat...

Tessie Bailey: Yeah, I'm super excited to see what people... a lot of you went to different sessions and probably saw a deeper dive into what are the indicators of progress.

Robert, yeah, general educators. I want to say, some of the largest effect sizes that we see and Hattie's work also found that, point 32 effect size, just the teacher effect, the general education teacher effect. It really is the core of success for students with disabilities.

Donna Sacco: I like this also: Understanding the IEP services take place within a system!... but you know, how all of those... I kept hearing over the last few days, about silos and breaking up the silos, and I think you know a successful system that is what we're talking about right.

And a thriving fish and functional bicycle.

Tessie Bailey: I love that, can tell when Corey was at. She was probably in the IEP strand and MTSS session, so loving some of the analogies.

I want to say a common theme I see in here is really around communication, and collaboration. I think that's something we have been really trying to figure out: How do we successfully do that? I think over the course of the last two decades there has been some challenges in role clarity. What do I do as general education teacher and what do I do as a special education teacher? And hopefully some of what you learned in today's sessions really helps people understand their role, so they can effectively collaborate with other folks.

Donna Sacco: That's one of the constant themes coming in now Tessie about collaboration and communication, and planning and yeah, so critical.

Tessie Bailey: And Ronnie, I want to call out the high expectations. To me that's really what launched the center in the first place: Is that if we don't believe that kids can succeed or achieve similar outcomes as kids without this label of a disabilities then we are not going to design systems that allow them to be successful.

And as a parent of two kids with disabilities, I strongly believe that despite having some of those challenges, with the appropriate instruction and services and aids, they will be able to achieve similar outcomes as their peers.

Donna Sacco: Just smiling and laughing now, Debbie says, I want to scream all these resources to all the school districts in my area. It's funny because I sometimes feel I flood people with resources. But yeah, you have to take incrementally. You can not do everything at once, the tiny pieces.

Do you want me to go to the next slide Tessie.



Tessie Bailey: Sure. And I love what everyone is saying here, because I think this is really what was central or the theme of our conference is that, there are some elements that if we can collectively focus on those elements, then we're likely to achieve maximum effect for students. I think those schools identified as "Beating the Odds" really helped us confirm, clarify what those elements are and through the sessions we were able to break it down into how do we implement those things?

I know a couple folks in the chat talk about the student belonging. I just can't stress enough. I remember when I adopted my oldest and he was starting kindergarten, as a parent I just wanted my kid to have friends. The academic piece would come, but when I think about post-school success, having successful relationships is critical, to be successful in life.

So hopefully a lot of you all picked up on this idea of "belonging" and part of belonging is the individualized supports that we provide to students, the way that we structure the positive behavior supports through our tiered systems, and the way we ensure that educators have the time to focus on promoting positive student relationships, between students and adults, and students within a single session.

I'm curious Donna what you saw, and I know you attended different sessions than me, around how do we really promote belonging for kids with disabilities?

Donna Sacco: I was thinking as you were speaking...that how far PROGRESS has come. The beating the odds is so important, but to come up with this graphic, to really guide all your work right now, is so important, and with student belonging being at the center. Because it's something I always felt as an educator, but there wasn't that evidence out there to say, there were some reports in the early 2000s-ish, about, you know, just one person in a school.

We were talking about that in terms of English learners, and how important it is they have feeling, that sense, especially now when we have so many English learners who are students with limited or interrupted formal education coming into the schools, even not English learners who have interrupted education, because of natural disasters really, I think about so often. That feeling of belonging can help make the difference, behaviorally, academically.

Tessie Bailey: Independence, yeah, and something else, I know Amy mentioned this, how to assemble these pieces together, it was very intentional and I want to just point out one thing we avoided. You hear us talking about essential elements rather than a framework, because we have MTSS framework, and some other frameworks that exist in schools. And this idea of these Essential Elements that regardless of what the "framework" is we do know a tiered system of support promotes positive outcomes for all students, but these elements can fit within that framework. So, we want to make sure that we're not looking at this as... you know, we're doing this in addition to what we're doing or in replacement, this is really just confirming do we have the right school structure, or right school system... is belonging at the forefront of the work we're doing?



Donna Sacco: You know, so many people were commenting on that first opening session. They took so much away from that middle school, and the way that they put structures in place.

Tessie Bailey: Intentionality.

Donna Sacco: Yes! That's the thing I kept hearing repeated throughout the two days, how important that is.

Tessie Bailey: And I want to say the next element is probably in my opinion... the second most important. I would think that belonging and effective general instruction go hand-in-hand. But the assumption is for ALL kids. If you have the two elements in place, ALL kids are going to be successful, and what we find that students with disabilities generally do very well in school when they have access to this effective instruction with the right supports.

I think that "right supports" in our BTO schools, we found they built those within the general curriculum, that's the UDL, the differentiation, and some of you using co-teaching, and some of these collaborative models. But the intention is to ensure there is high quality general instruction that's both teaching the content focus that we need as well as promoting belonging.

Donna Sacco: So, I wonder if you could speak a little to what about students who might not be successful in general [education] even when provided those supplemental aids and supplementary aids and services.

Tessie Bailey: Yeah, and I think this is a big deal. There are a lot of... not say a lot of students. But is proportion of students served in residential settings, maybe self-contained settings that even with all the supplementary aids and services, may not necessarily be effective in traditional general curriculum.

But for students in these self-contained settings or even in residential settings they still need access to the general curriculum, in some cases that might be alternate curriculum, but it is not that we're providing specially designed instruction all day, it is that they're still learning essential skills as part of general curriculum to be successful student, successful learner or worker postschool.

So, I want to encourage people not to say, well, even with supplementary services they don't get general curriculum, so default is special education. In reality, every kid is getting access to the general curriculum. There is a small proportion of students who may be getting it in a different type of setting and IDEA allows that to meet the unique needs of the child. But we want to go beyond just the focus on the very narrow discrete skills that might be through IEP or SDI and ensure that all students get access to the general curriculum as appropriate.

Donna Sacco: You know, I heard today, and glad you are talking about that because I heard someone say, "our school is all-inclusive school" and, you know, thinking about what Least Restrictive Environment actually means.



Tessie Bailey: I think it is where we're starting to see all sorts of different schooling options. There are many private school folks who attended today's session, and we want to think about how do we support kids with disabilities, regardless of the settings they choose. And to make sure that if they are in a private school, or charter school, or some other setting, they are still getting access to the core general curriculum... in addition to their specialized instruction.

Donna Sacco: You know, Tessie while here and general education curriculum, I wonder if you can speak a little bit to something I heard in one of the sessions today which was... and it really refers to role clarification. Someone talking about how difficult it is to update data for new IEPs, you know, when writing the annual review, or...

Tessie Bailey: PLAAFP statement.

Donna Sacco: Yeah, and how difficult to get data from general educators—maybe you could speak to that a little bit.

Tessie Bailey: I will say we actually found some of this in our early work as well, and special education teachers would say—and I'm sure many would say—I sent email to general ed teacher and they never sent me the data. Or they don't send me the right data. There is this challenge that we have within our field, we make assumptions that everybody knows the same thing as us.

Through our work, I know there are some state folks and LEA administrators on here, through our work, we found that people don't really understand the IEP in the way it was intended. And if you think about our [education] prep programs, most general education teachers never had the opportunity to fully understand what is the IEP and what is their role.

And I think we look at this collective efficacy piece, is we have to be clear about what are our roles. To me a general education teacher should feel empowered, to say look I'm watching the student in general curriculum, they are not able to participate fully because of these things, the impact of the disability, and I think they need this type of support. And a lot of that support looks like a supplementary aid and service, so they generally drive a lot of that part of the IEP. Where special education would say, oh it could be that they don't know how to do this skill or they are lacking the strategies or knowledge, I'll provide the specialized instruction around those skills and needs. And while in the general curriculum we're providing those supplementary aid and services. I think just more clarifying roles but also providing information in the professional learning to understand how to do that role. Yeah

Donna Sacco: And the collective efficacy as you say.

Tessie Bailey: Exactly.

Donna Sacco: Let's go to this next slide where we are talking about...



Tessie Bailey: My favorite one!

[Laughter]

Tessie Bailey: And I'll just start out. I think the individualized instruction, as I mentioned at the very beginning, as you saw in the SDI for DBI, and some of our strands, is really—we have to think both about the general access the student needs, like how to just experience school in the same way and this part—I have a disability; it impacts me in this way, and to reduce the impact, what is the individualized instruction and supports that I need?

This to me is where the IEP, special education and related services is lining up with our IEP goals. So if you think about effective general curriculum, if we did it right, the kid would do better and grade level progress, and state and district measures, but on this part, if we designed an IEP that's reasonably calculated. We would expect to see a student progressing on their IEP goals and as a result becoming more independent, more successful in school.

Right, so that's why it's helping them access and progress in the general curriculum.

Donna Sacco: I think when I was an educator and embarrassed to say this, wasn't really until I started teaching at the university level in some ways, I don't think I really fully understood specially designed instruction. I would always hear that phrase: "Special ed" what's special about special ed is specially designed instruction." But I really don't think I understood it for the longest time.

Tessie Bailey: I was right there with you Donna, and I would say just in general, we maybe got a little bit of muddiness with some of the, you know, focus on access to general curriculum that we had a hard time teasing out what was the general curriculum, and what was the specially designed instruction. We have a slide towards the end—we are collaborating with CEC, so if you are a CEC member— we have a 3-part series breaking down what are the adaptations, and what do those actually look like. So are special [education] teachers feeling confident and competent to really design specially designed instruction that aligns with and supports students access within the general instruction.

Donna Sacco: Another session today, was that crafting meaningful IEP goals, I think that as well, you know,...

Tessie Bailey: If we don't know what we're teaching, how are we going to design specially designed instruction to allow student to be able to progress towards that particular skill to reduce the impact of the disability.

Donna Sacco: Exactly, and sometimes I think we try to complicate things, and those progress center tip sheets, IEP tip sheets, are just very simply say what does IDEA say, and then, what do I need to do to best practice. Let's see... next... we're going to talk about staff collaboration.



Tessie Bailey: I will say... all of you mentioned, it's importance within the chat box so I don't really think we need to clarify this is critical. I think what most of us are struggling with is how do we do this. What does it look like in a setting? I know some questions in the one of my sessions, oh my heck, does it happen after school, is there enough time within the school day. I know Lead IDEA did their session to say how do we setup a schedule, the infrastructure, our Beating the Odds panel talked about that to ensure effective collaboration. And I will say that part of, and I mentioned this earlier, with effective collaboration, we need to understand our roles. And I know a lot of you are new teachers moving into this and as a special ed teacher our roles is not really to support the design and delivery of general education, our role is to design and deliver special education, just like general ed's role is to design and deliver general curriculum. But we need to collaborate because as Jason Harlacher said in his session, a student can't learn everything they need to learn in either Gen Ed or Special Ed. They may learn a skill within special education, and we need to collaborate with our general education partners or vice versa to ensure sufficient opportunities for practice of generalization across the school day.

I think somebody asked me about curriculum, what is special ed curriculum versus Gen Ed curriculum. Gen Ed curriculum is clearly your standards, but special Ed curriculum is specially designed instruction to address the unique need of the disability that's going to allow them to progress on that goal.

Donna Sacco: You know, and also that... collaboration in terms of in fact in beating the odds in the initial conversation opening session. The schools that have common planning time, where it's really intentional to have common planning time so you can share what's being worked on, that you can have... you might not have co-teaching, but, you could have co-planning, co-assessment, and co-reflection and talking about how you are working to help bring everything across the board for students. And not be in silos, and it is really hard to create common planning time in some master schedules, but, how critical it is. Because there is no time. There is never enough time for everything.

Tessie Bailey: I would say and this goes into the educator support...I mean really, we have to stop as a system and reflect about—are we doing too much that's actually creating less outcomes. Right? Diminishing returns. And as we move into the school year, I would recommend if you are a leader or state folks to say, how can we do less with greater effects?

And part of focus on being intentional about literacy instruction is let's get to what we need to get to without a lot of the fluff. Because I don't want to call it "fluff" but that free time is what helps students build relationships, promotes belonging, and allows teachers to be able to collaborate, and partner, right? We need some of that down time in a school day to be able to have a sustainable system.

Donna Sacco: Yeah, this is just a little something I noticed as I was hearing people talk about silos and thinking about how this 2 days of Prepping For PROGRESS we are showing PROGRESS Center, and EL Center... Center for ELs at AIR, MTSS Center, and NCII center, and Lead IDEA, SPARC, you know, all of us working together to really be talking about same things, and the providing supports that are so important, and freely available supports out there.



Tessie Bailey: It's that collective efficacy. Right, we all need to be moving towards the same outcome, which is ultimately post-school success, but making sure we know what other folks are doing, and how do we collaborate with each other.

So there is a question, does the center have anything related to what is appropriate progress in terms of that quantitative piece?

And honestly, Trina we did a case law analysis, you can find that on the website, and we'll see if we get the link in the chat box, with Perry Zirkel and Mitch Yell to understand what is that we constitute as progress. The Endrew F. decision does clarify in light of the child circumstances. In order to determine what that is, they look at present level of academic achievement and functional performance. So the way we write that portion of the IEP determines what the IEP team believes would be appropriate progress. So, you say, here is the baseline, here is how it compares to peers without disabilities, and based on prior growth, or what we would expect for student with this type of need, our IEP goal determines what we as IEP team have agreed upon is appropriate progress for that student. And I think that's why Brittany and Timara's session on crafting IEP goal is so important, because it not just about I want you to do better, it's that we determined you need to be at this level proficiency in order to be more independent and more successful. Thanks, Amy for putting that webinar in, but Trina that's a great resource and gets more into the specifics about what the courts are saying.

Donna Sacco: Yeah, some other questions I know we had. And please y'all, what's on your mind, and pop questions in now. But we have a couple that came up earlier over the course of the two days.

I don't know, Tessie, you want to talk about... we talked about this, the difference between general education curriculum, and special education. How can MTSS support the implementation of the essential elements?

Tessie Bailey: Yeah, I do want to piggyback on this MTSS. Because I do know this is a way that a lot of schools are braiding and blending funds, I know Amber talked about that, to maximize our general education resources and learning experiences. So, the way we design our tiered system, actually allows students with disabilities to have greater access to the least restrictive environment. And if you think about it, if I have a general [education] system that has a tier 1, tier 2, tier 3 and students with disabilities are accessing those tiers of support, that's still the general curriculum. You are not removing them, which is something you need to document in the IEP. You are ensuring they have access to the tiers of support that are available to all students.

If you were in the MTSS session, I shared a memo from OSEP that does talk about how we can leverage MTSS successfully, and it makes clear that we write the IEP to focus on what the child needs. What are the service and aids, not how we're going to deliver them, but what does the child need? And if what we're already doing in our school, that is available to all students is the same thing... then in reality we created a more sustainable and more successful system. Right, the IEP is saying you need it, and our school system is ensuring that you are getting those particular services.



Donna Sacco: You know, we just got to about 10 minutes before the hour and I know we want to pass it on to Amy to provide some resources. Tessie, do you have any final words before... saying good-bye to people.

Tessie Bailey: Yeah, I just want to say, our field... we're sort of dealing with some national things that are happening right now, and the intent of this particular event is to bring together all of the folks who are interested and excited around supporting students with disabilities.

There are great advancements, and if we can collectively build our capacity, our competence, we will be able to ensure that students with disabilities are beating the odds. I think we have seen some of those examples in some of our schools, and through partnership sites with schools to be able to transition from maybe an inefficient setting to a sustainable system that promotes progress for students with disabilities.

So please, continue to partner with us, and we'll continue to share resources with all of you, and help us also learn from you what's working and what's not working.

Donna Sacco: Great way to start. Thank you.

Tessie Bailey: And pass to Amy.

Donna Sacco: Yes.

Amy Peterson: Thank you, both Donna and Tessie for some of your reflections and reactions and everyone in the chat, I love seeing all the different reflections and reactions that folks had. One of the things I just wanted to piggyback on what Tessie just mentioned before was the idea of: We also need to take a little time to celebrate the successes that we have.

I heard so many good strategies from all of you over the past two days, so don't hesitate to think about, and reflect on some of your wins in your sites, and your states, your districts and schools, and share those with others.

Because I would say... Powell Middle School shared some great strategies with us yesterday, but we could have picked out many of you all to put on the panel and heard great strategies that you all are doing as well. And so, we hope you will continue to share those strategies, and different ways that you are working and supporting students with disabilities as well.

So, I'm just here to wrap up with a couple reminders about where you can find some of the materials and resources, we talked about over the past 2 days and encourage you to continue to connect with us.

Again, this is a QR code to the website or visit us as promoting progress.org and we would encourage you as you go through the resources on the website, and reflect back on the event. If you have

questions or want to talk through additional support, feel free to request support on the website. Anything that you put in there will come to us, or you can email us directly at the PROGRESS Center at AIR.org. Ask away about how we can help best support you in the work, and we will do the best that we can to make sure we can support you and help you find the resource or something like that. So I want to just point that out.

And couple resources that spent a lot of time sharing across multiple sessions today, and yesterday, include this IEP tip sheet series. You see examples on the screen here. We have one for each of the components of IEP, as well as some subcomponents as well. You see the overview of the statement of services and aids...there are special tip sheets for the supplementary aids and services and related services and special education, as well program modifications and supports. Those are all available for you both in English and in Spanish. And there are a couple tip sheets that are also targeted for specifically for parents and families, as well. So, you will see those they have a blue background and these can all be found on the PROGRESS Center website, under the resources section, and you will find a section that says IEP tip sheets.

One of newer resources here that we have been in process of releasing, and so you will notice all of the disability categories are not posted yet, are these disability category tip sheets. So, these include information about what IDEA says about each disability category, as well consideration for key terms related, that to that you might need to know, how the disability may impact students, and some suggested strategies for supporting students with for example, other health impairments or autism or hearing impairment or deafness. There are a number of different disability category tip sheets available up there. We will continue to add the remaining disability categories as we finalize those different tip sheets as well, so check back for those.

And then finally...you haven't had enough over the past couple days of learning so you want to go back and learn some more, we have series of self-paced courses. We share an online Moodle platform with the PROGRESS Center...the National Center on Intensive Intervention, and Lead IDEA Center. So there are a number of different courses in there. Some focused on the IEP and thinking about the IEP team, or the PLAAFP statement, the goals and so on. There is a great collection related to special education law that was developed in partnership with Perry Zirkel, as well as some focused on instructional practices.

If you are interested, in the chat, I put a couple modules from NCII that really focus on academic progress monitoring and behavior progress monitoring, including how to set some validated goals, and different strategies for academic as well, and behavior and setting goals, so that might help for that question that someone put in the chat. So feel free to explore those, and those are all posted as I mentioned in a Moodle platform and intention there is that you can get a certificate of completion after you take one of those courses so they are interactive and you can engage with those.



For those of you that are in training or professional learning roles, we have a series of activities that can help you facilitate different learning with educators. And so you can think about how do people get to know their IEP, what are the parts of IEP document in your local IEP document. We know across country in different states and in different localities your IEP document looks a little different, where parts of the present levels statement might appear or so on, so this getting to know your IEP facilitator guide and activity really walks through how you see the different parts of IDEA in the IEP as outlined in IDEA in your local document.

You also can see, the looking for connections tool that helps you understand how all the parts fit together, and we talked about that across different sessions today. If you are interested in the using activity related to the tip sheets, there is a facilitator guide help people through and look at the tip sheets themselves. And then for folks that were in IEP strand yesterday you got a chance do the knowing the student activity, but that is a great way to really help people get back to thinking about the disability related needs for a student outside of an IEP meeting, but really helpful in preparing for a meeting and helpful for engaging with parents and families, or general educators or others you work with to really understand the student needs and take it out of the meeting and into a conversation about the student.

And then finally talked about a lot about Beating the Odds and building successful system and one of the sections of the website is around building successful system and different elements we spent time talking about. And on that landing page, you also see Beating the Odds Report there so you can dig into that a little bit deeper, if interested.

And I mentioned before, but recordings will be posted in the Zoom events platform, until September 13th. And after that, we will have them edited and posted on PROGRESS Center website at the page where we have gotten all of the meeting materials for the different sessions today and yesterday. And again, here is the QR code and resources there for event materials.

And last but not least, Tessie and Donna mentioned this opportunity for CEC members, if interested and want to dig in tomorrow for more information about specially designed instruction, feel free to join us for one of these...the first in a 3-part series. The session really focused on practical approaches for SDI content adaptations. There will be follow-up session focused on methodology and delivery so these are great sessions to really dig deeper on each of those and aligned with this session is the newest resource that we just released from the PROGRESS Center that really has related resource for content adaptations and methodology adaptations and delivery adaptations. So, something to check out, a resource for you to check out there if you are really interested in digging in further with SDI.

And then last but not least, stay connected with us on socials, on our newsletter. That is the best place to hear about all our newest resources and materials as they come out and stay connected with website. Please share these resources and materials with others. Adapt them for your needs and let us know how we can best support you and continue to do this work together.

