

Special Education Elementary Lead Teacher Meeting

January 25, 2021



Agenda

- **Transition**
 - Early Childhood
 - Elementary to Middle
- **DPE Corner**
 - Restraint and Seclusion
 - IEEs
 - Recovery Services
- **Break**
- **Assessment Updates**
 - SOL
 - VAAP
- **ESY**
- **OSEI Updates**
- **Q&A**



Preschool Reevaluations

- Children entering from Infant Toddler Connection (ITC) at age 2 may have a condensed evaluation conducted.
- Condensed evaluation = ITC data sources, audiological evaluation, and observation to confirm ITC data sources.
- Sociocultural, educational, and psychological evaluations are not conducted in condensed evaluations.

Therefore:

- A reevaluation is recommended for these students prior to Kindergarten entry. Please strongly consider formal assessment(s) to more fully understand the child's disability and strengths/weaknesses.
- Formal Assessments should be completed for all students transitioning into an adapted curriculum placement if there is no formal assessment data.

Dual Language Assessment (DLA) - Preschool

- Section 1 - filled out by the teacher after discussion with the parent.
- Section 2 - filled out by the teacher.
- Section 3
 - a. The preschool teacher will draw a conclusion about expressive and receptive language skills in home language(s) and in English.
 - b. Based on the conclusions, the LSC will determine how to test during evaluation using the key in the School Use Only section.
- The DLA protocol should be added to the student working file.

Link for FCPSnet Dual Language Assessment Site:

<http://fcpsnet.fcps.edu/is/esol/dla.shtml>

Elementary to Middle School Transition



Transition Procedures and Timelines

Links:

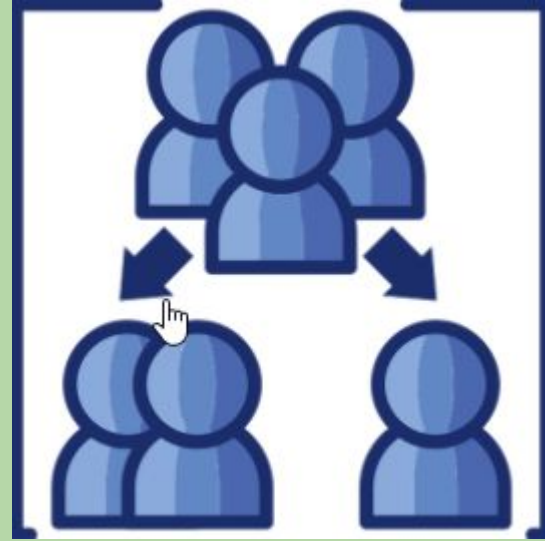
[Elementary to Middle School](#)

Read through the document and note any thoughts or questions in the margin as you are reading

Note the changes with regards to virtual learning

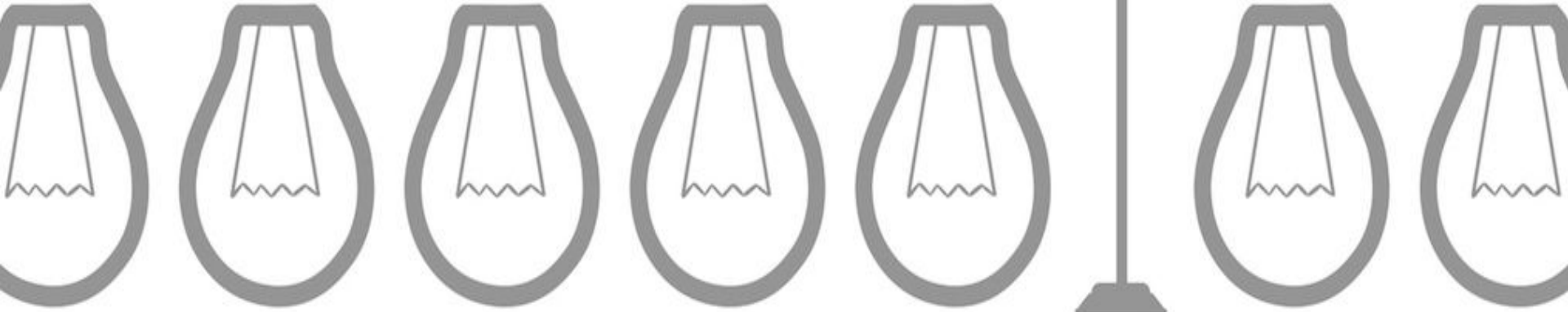
Discussion Guide

Click [here](#) to access the questions.



Breakout Groups:

- Discuss the questions
- Be prepared to share any “Ah-ha!” moments.



**What did you learn that
could help support the
transition process at
your school?**



Transition to Middle/High School: Pre-registration Literacy Intervention Support Tool (PLIST)

- Facilitate transition-year communication
- Streamline within school communication about placement recommendations
- Simplify access to data required for intervention decisions
- Increase consistency of data used for placement decisions
- Develop consistent intervention placement practices
- Support earlier staffing decisions

**These documents are part of FERPA & FOIA*

PLIST

PLIST INFORMATION PAGE

- Access & User Guide/Videos
- [Elementary Team Guiding Docs](#)
- Suggested Timeline

PLIST Tour 2020-21: Contact [Alice Lima-Whitney](#) to schedule pyramid vertical articulation meetings, school team meetings or individual learning sessions to support the process.

The screenshot shows the MTSS Insight web application. At the top is a blue header with the text "MTSS Insight". Below the header is a navigation bar with four tabs: "User", "School", "Insight", and "Intervention Group". The "Insight" tab is currently selected. Below the navigation bar, there is a "School" dropdown menu. To the right of the dropdown is a "Search" button. Below the search bar is a "Reset All Filters" button. To the right of the reset button is a "Columns" button with a right arrow icon. Below the columns button is a "Focus" button with a down arrow icon. To the right of the focus button is a text label "row(s) 1 - 23 of 23". Below the focus button is a list of focus areas: "Behavior", "Reading", "Mathematics", "Attendance", and "Literacy (PLIST)". The "Literacy (PLIST)" option is currently selected and highlighted. To the right of the focus list is a table with three columns: "Student ID", "Grade", and "Student". The table contains several rows of data, but they are blurred.

Student ID	Grade	Student

DPE Corner

(Due Process and Eligibility)



FCPS Restraint & Seclusion (R&S) Policy

- Effective 1/1/2021
- FCPS Policy is in compliance with all requirements of 8VAC20-750, *Regulations Governing the Use of Seclusion and Restraint in Public Elementary and Secondary Schools in Virginia*, as outlined by the VDOE.
- Seclusion is only permissible at Burke School, Key Center & Kilmer Center



R&S Training Information

- **De-Escalation Level 1 Training (Understanding The Regulations Governing The Use of Restraint and Seclusion):** FCPS policy require that school personnel receive training on skills related to positive behavior support, conflict prevention, de-escalation, and crisis response, including follow-up support and social-emotional strategy support for students, staff, and families.
- **De-Escalation Level 2 Advanced Training (Mandt or Professional Crisis Management):** FCPS policy require at least one administrator per school building and for school personnel assigned to work with any student whose IEP or Section 504 team determines the student is likely to be physically restrained or secluded receive advanced training.
- **Policy Overview:** Will be required for staff that recieved De-Escalation Level 2 Advanced Training. Overview will include provisions for parent notifications, debrief conferences and policy requirements.

Definition of Seclusion

The involuntary confinement of a student **ALONE** in a room or area from which the student is physically prevented from leaving. Provided that no such room or space is locked.



R&S Policy Highlights

In the initial development and subsequent review and revision of a student's IEP or Section 504 plan, the student's IEP or Section 504 team shall consider whether the student displays behaviors that are likely to result in the use of physical restraint or seclusion.

IEP or Section 504 team determines that a future use is likely, the team shall consider, among other things, the need for:

- FBA
- New or revised BIP
- New or revised IEP goals
- Any additional evaluations or reevaluation

R&S Policy Highlights

Within ten (10) school days following the first school day in a single school year in which an incident of physical restraint or seclusion has occurred, the student's IEP or 504 team shall consider, among other things, the need for:

- FBA
- New or revised BIP
- New or revised IEP goals
- Any additional evaluations or reevaluation



As soon as practicable, but no later than the day of the incident:

- Staff member involved shall report the incident and the use of any related first aid to the school principal or designee.
- School principal, designee, or other school personnel shall contact parent regarding incident and any related first aid.
- Employee involved in the incident or other school personnel, as may be designated by principal, shall complete a written incident report (**Use of Physical Restraint or Seclusion Incident Documentation Form SS/SE-264**).
- Provide to the principal or designee the written incident report.
- Provide the parent with a copy of the incident report.

As soon as practicable, but no later than two (2) school days of the incident:



Principal or designee will have a **STAFF DEBRIEF** with all involved to discuss:

- Whether the use of restraint or seclusion was implemented in compliance with FCPS policy.
- How to prevent or reduce the future need for physical restraint or seclusion.

As soon as practicable, but no later than two (2) school days of the incident or upon the students return to school:

As appropriate depending on the student's age and developmental level, the principal or designee shall review the incident with the student (**STUDENT DEBRIEF**) to discuss:

- Details of the incident in an effort to assist the student and school personnel in identifying patterns of behaviors, triggers, or antecedents;
- Alternative positive behaviors or coping skills the student may utilize to prevent or reduce behaviors that may result in the application of physical restraint or seclusion; and
- Impact of restraint or seclusion on the student to provide support and/or identify the need for and facilitate the provision of additional social-emotional supports (e.g. meeting with school counselor, social worker, case manager if applicable as appropriate).

As soon as possible, but no later than the end of the following school day, dependent on access to the student:

- The student will conference with trusted school personnel (**STUDENT CONFERENCE**).
- The student should choose the trusted adult; however, if that is not possible due to age or developmental level, school staff may choose among team members and/or consult with parent/guardian regarding the most suitable staff person for conferencing.
- The staff who conferences with the student may consult with clinical staff or other support staff to explore further resources as needed.
- If the student declines to engage in this conference, the student's request will be honored.

Following an incident of restraint or seclusion:

- School staff will provide the student's parent or guardian with resources and offer them the opportunity to participate in a follow-up conference.
- Staff have support from the Employee Assistance Program (EAP), if needed.



Use of Physical Restraint or Seclusion Incident Documentation (SS/SE-264)

Fairfax County PUBLIC SCHOOLS
FUTURE • NOW • THEN

Use of Physical Restraint or Seclusion Incident Documentation

Check one: ☐ Physical Restraint ☐ Seclusion (Burke, Key, and Kilmer Centers only)

Student Name	DOB	Gender	Grade	Ethnicity	Student ID
School	<input type="checkbox"/> Indicate Status	<input type="checkbox"/> General Ed	<input type="checkbox"/> IEP	<input type="checkbox"/> 504	Primary Disability:
Date of Incident	Begin Time	End Time	Total Duration of Incident	minutes	seconds
Completed by	Location of Incident	Date Completed	Position	Behavior Intervention Plan (BIP)?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other plan:

Documentation of Each Instance of Physical Restraint or Seclusion			
Restraint or Seclusion	Begin Time	End Time	Duration of Incident
			minutes seconds
			minutes seconds
			minutes seconds
			minutes seconds

Staff Members Performing Physical Restraint or Seclusion (fully or partially)			
Name	Position	Trained (Yes/No)	Role in physical restraint or seclusion

1. Identify less restrictive interventions used prior to the use of physical restraint or seclusion (seclusion is only permissible at Burke School, Key Center and Kilmer Center). If none were used, describe why.

<input type="checkbox"/> Verbal or visual redirection	<input type="checkbox"/> Re-match
<input type="checkbox"/> Proximity or body positioning	<input type="checkbox"/> Redirection
<input type="checkbox"/> Increased cues or prompting	<input type="checkbox"/> Warning
<input type="checkbox"/> Reminder of reward system	<input type="checkbox"/> Loss of privilege
<input type="checkbox"/> Reinforcement of appropriate or alternative behaviors	<input type="checkbox"/> Time-out
<input type="checkbox"/> Offered choices	<input type="checkbox"/> Diversion or distraction
<input type="checkbox"/> Planned ignoring	<input type="checkbox"/> Other:
<input type="checkbox"/> Reason less restrictive intervention was not used:	

2. Select the condition that triggered the use of physical restraint or seclusion (seclusion is only permissible at Burke School, Key Center and Kilmer Center) and describe the student's specific behavior within the condition.

☐ Prevent a student from inflicting serious physical harm or injury to self or others.

Direct Link:

http://fcpsnet.fcps.edu/it/offices/eis/doc_mgmnt/information/se264.pdf

Incident Documentation (SS/SE-264)



Use of Physical Restraint or Seclusion Incident Documentation

Check one: ☐ Physical Restraint ☐ Seclusion (Burke, Key, and Kilmer Centers only)

Student Name	DOB	Gender	Grade	Ethnicity	Student ID
School	Indicate Status <input type="checkbox"/> General Ed <input type="checkbox"/> IEP <input type="checkbox"/> 504		Primary Disability:	Behavior Intervention Plan (BIP)? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other plan:	
Date of Incident January 22, 2021	Begin Time 10:00 am	End Time 10:10 AM	Total Duration of Incident 3 minutes 0 seconds	Location of Incident Classroom 103	
Completed by Jane Doe			Position Teacher	Date Completed January 18, 2021	

Documentation of Each Instance of Physical Restraint or Seclusion

Restraint or Seclusion	Begin Time	End Time	Duration of Incident
Restraint	10:00 AM	10:01 AM	1 minutes 0 seconds
Restraint	10:03 AM	10:04 AM	1 minutes 0 seconds
Restraint	10:09 AM	10:10 AM	1 minutes 0 seconds

Incident Documentation (SS/SE-264)

Mandt Example

Staff Members Performing Physical Restraint or Seclusion (fully or partially)

Name	Position	Trained (Yes/No)	Role in physical restraint or seclusion
Jane Doe	Teacher	Yes <input type="checkbox"/>	Implemented one person side body hug
		<input type="checkbox"/>	
		<input type="checkbox"/>	
		<input type="checkbox"/>	

PCM Example

Staff Members Performing Physical Restraint or Seclusion (fully or partially)

Name	Position	Trained (Yes/No)	Role in physical restraint or seclusion
Jane Doe	Teacher	Yes <input type="checkbox"/>	Implemented 2-person standing vertical immobilization
John Doe	Instructional Assistant	Yes <input type="checkbox"/>	Implemented 2-person standing vertical immobilization
		<input type="checkbox"/>	

Incident Documentation (SS/SE-264)

1. Identify less restrictive interventions used prior to the use of physical restraint or seclusion (seclusion is only permissible at Burke School, Key Center and Kilmer Center). If none were used, describe why.

- | | |
|--|--|
| <input type="checkbox"/> Verbal or visual redirection | <input type="checkbox"/> Re-teach |
| <input type="checkbox"/> Proximity or body positioning | <input type="checkbox"/> Redirection |
| <input type="checkbox"/> Increased cues or prompting | <input type="checkbox"/> Warning |
| <input type="checkbox"/> Reminder of reward system | <input type="checkbox"/> Loss of privilege |
| <input type="checkbox"/> Reinforcement of approximate or alternative behaviors | <input type="checkbox"/> Time-out |
| <input type="checkbox"/> Offered choices | <input type="checkbox"/> Diversion or distraction |
| <input type="checkbox"/> Planned ignoring | <input type="checkbox"/> Other: <input type="text"/> |
| <input type="checkbox"/> Reason less restrictive intervention was not used: <input type="text"/> | |

Incident Documentation (SS/SE-264)

2. Select the condition that triggered the use of physical restraint or seclusion (seclusion is only permissible at Burke School, Key Center and Kilmer Center) and describe the student's specific behavior within the condition.

- ☐ Prevent a student from inflicting serious physical harm or injury to self or others.
- ☐ Quell a disturbance or remove a student from the scene of a disturbance in which such student's behavior or damage to property threatens serious physical harm or injury to persons. (Unless a student's damage to property creates an imminent risk of serious physical harm or injury to the student or others, the damage of property does not itself indicate an imminent risk of serious physical harm or injury and shall not be the justification for the restraint or seclusion of a student.)
- ☐ Defend self or others from serious physical harm or injury.
- ☐ Obtain possession of controlled substances or paraphernalia which are upon the person of the student or within the student's control.
- ☐ Obtain possession of weapons or other dangerous objects that are upon the person of the student or within the student's control.

Provide a detailed description of the student's behavior:

--

Incident Documentation (SS/SE-264)

3. Provide a detailed description of the incident, including the antecedent, the resolution, and process of return of the student to their educational setting.

Incident Documentation (SS/SE-264)

4. Provide a detailed description of the physical restraint or seclusion method used (seclusion is only permissible at Burke School, Key Center and Kilmer Center).

5. Did anyone sustain bodily injury? ☐ Yes ☐ No (If yes, list date and time of the response personnel notification and treatment, if applicable.)

Incident Documentation (SS/SE-264)

6. Staff Debrief of Incident:

☐ Completed OR ☐ In Progress

Method of Debrief:

Date

Time

Staff Initials

7. Student Debrief (with principal/designee):

☐ Completed OR ☐ In Progress

Method of Debrief:

Date

Time

Staff Initials

8. Student Conference (with trusted school personnel):

☐ Completed OR ☐ In Progress

☐ Student declined conference

Method of Conference:

Date

Time

Staff Initials

9. Notification of Incident:

☐ School or Program Administrator Notified

Date

Time

Staff Initials

☐ Parent(s) or Guardian Notified by School Administrator or Designee

Attempts and method of notification:

☐ Phone ☐ Text ☐ Email ☐ In-person ☐ Other:

Date

Time

Staff Initials

☐ Copy of Incident Documentation emailed to [Crisis Prevention](#)

Date

Staff Initials

☐ Copy of Incident Documentation sent to Parent(s)/Guardian

Date

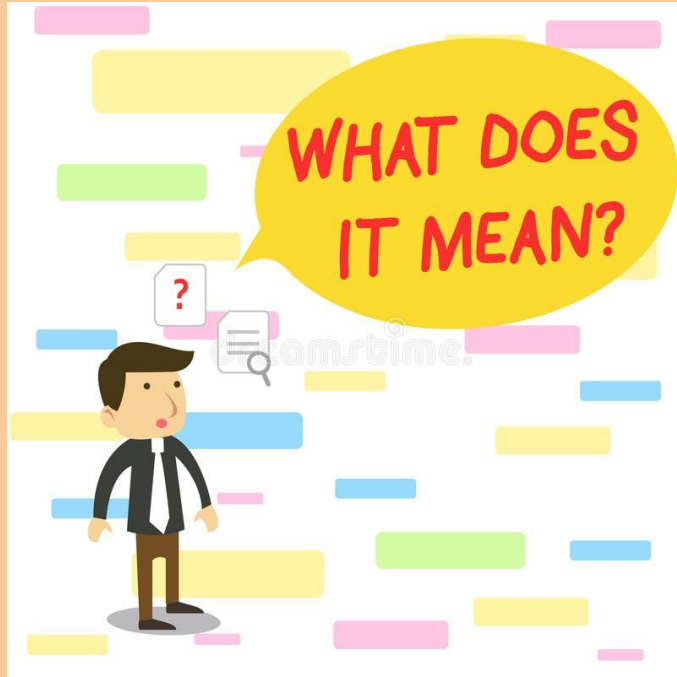
Staff Initials

Independent Educational Evaluations (IEE)

Superintendent's Memo #250-20; September 21, 2020

- In conducting an initial evaluation (or reevaluation) of a child, the public agency must ensure that the evaluation is sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not commonly linked to the disability category in which the child has been classified. 34 C.F.R. § 300.304(c)(6)
- If “a child was not assessed in a particular area, the parent has the right to request an IEE to assess the child in that area to determine whether the child has a disability and the nature and extent of the special education and related services that child needs.” Letter to Baus, 65 IDELR 81 (OSEP 2015)

Independent Educational Evaluations (IEE)



- Reports
 - Looking at additional reports without an FCPS equivalent
- Eligibility
 - Consideration of additional categories

Recovery Services

- Legal responsibility to provide recovery services
- Recovery vs school intervention
- Recovery vs compensatory
- KTEA testers
- Recovery teachers



Recovery Services Reminders

- Report testing/recovery teaching to DPE
- Be careful not to choose R services (ex: LDR) from the drop-down in SEA-STARS if recovery was not intended,
 - 60% off all recovery services noted on IEPs have been errors
- Adding recovery services to IEPs should be a data driven process/decision
- Upon parental consent to recovery services, all student names need to be sent to Ellen Glaser

10:00





Assessment Updates: Digital Evidence for Virginia Alternate Assessment Program (VAAP)



VAAP

Virginia Alternate Assessment Program

VDOE Audit Updates

SOL/VAAP Parent Refusals

Testing Memo 014-21

COVID-related:

For parent refusals which are COVID related school teams should use the following form: [COVID-19 Refusal](#)

Students will not receive a "0" or failing score based on a refusal due to COVID-19. Additional details will be forthcoming about how to code the student's VAAP test records.

Non-COVID related:

For parent refusals which are not related to COVID school teams should use the following form: [Non-COVID](#) refusals

Documentation of Parent/Guardian Refusal

For All Students: [General Procedures for Documenting Parent/Guardian Refusal](#)

For Students with Disabilities: [Responsibilities and IEP Procedures for Documenting Parent/Guardian Refusal](#)

Trainings

Meeting the VAAP Participation Criteria and the Determination of Significant Cognitive Disabilities



MODULE 1

This module reviews the Virginia Department of Education's VAAP participation criteria and determination of significant cognitive disabilities. Additionally, participants will be introduced to the student data form used to help collect information and guide the IEP in completing the VAAP criteria within SEA-STARS.

Understanding and Selecting Aligned Standards of Learning (ASOL)



MODULE 2

This module deepens participant understanding of the Virginia Alternate Assessment(VAAP) to determine the appropriate tools and resources needed when selecting the Aligned Standards of Learning(ASOL).



Utilizing Evidence Based Programs to Meet the Aligned Standards of Learning (ASOL)



MODULE 3

This module allows participants to gain insight in developing an understanding of instructional planning and recognizing the Aligned Standards of Learning are the curriculum. Participants will broaden their knowledge on the tools and strategies which can be utilized for breaking down the ASOL instruction.

Strategies for Unpacking the Aligned Standards of Learning (ASOL)



MODULE 4

This module focuses on strategies to support matching Aligned Standards of Learning with Evidence Based Programs which may already be implemented in the classroom with students. Participants will expand on the ASOL identified and explore curriculum supports which may be used to provide meaningful learning experiences for students.



Instructional Strategies to Support VAAP



MODULE 5

This module focuses on instructional strategies to support VAAP. Participants will gain an understanding of how to schedule and plan for center rotations in any teaching environment while exploring tools, strategies and resources to support instruction for all learners.

Coming Soon! : Breaking it Down: Digital Evidence for VAAP



MODULE 6

:Participants will gain an understanding of the types of evidence that may be collected for VAAP, explore examples of digital evidence for VAAP collection, learn how to save to the data tool folder, identify challenges of collecting evidence with virtual testing conditions and how to address them.

Considerations for Digital Collections of Evidence

Data Chart/Graph

Data charts should reflect student skills and/or knowledge and may be generated by the teacher and/or student. Be sure to save evidence as a PDF.

[Click here to access the Quick Guide: Converting & Saving Evidence as PDF](#)

Tips for Teachers

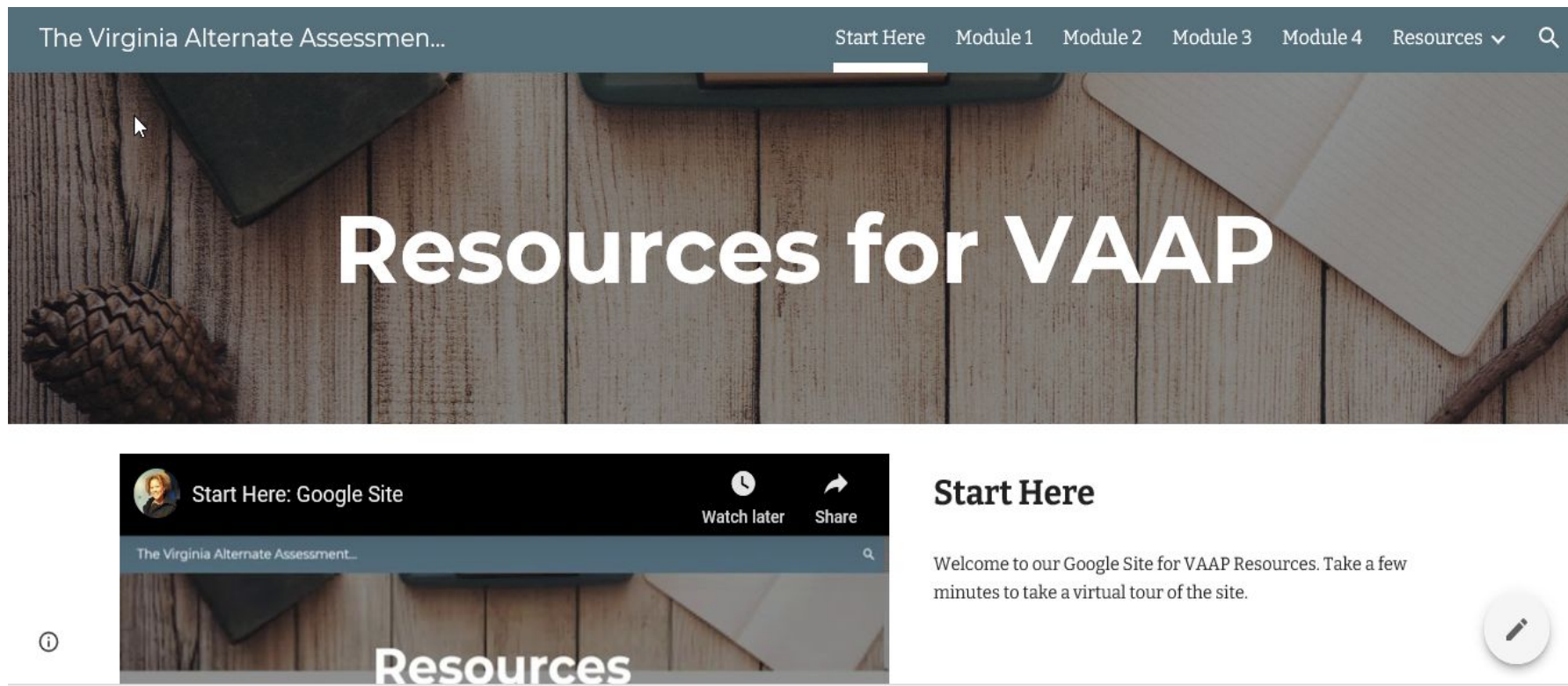
- ☐ Data charts cannot show progress over time.
- ☐ Consider creating a single probe data sheet using Excel/Google. The following link provides an example:

<https://drive.google.com/file/d/1mc-mf7M15oRDx9LqV9An7-lFIBa3Nks9/view?usp=sharing>

Example of Evidence Submitted to VAAP Secure Digital Drive:

[Reading_3ERW6a_Smith_Johnny_Grade3](#)

Google Site for VAAP



Teacher-Created Resources Google Drive



Teacher-Created Resources ▾

274 people

Quick Access

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Thank you
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 Please Read First

You edited today

SEQUENCING
3-5 steps

 Sequencing

You opened in the past week

Sequencing with Storyboard

Sequencing with Storyboard



 Early Numeracy: Numer...

Edited in the past week by Kath...

MORNING MEETING

 Secondary Morning Me...

You opened in the past month

Folders




Instructional Activities



VAAP Assessments

Files



VAAP Q&A Session for Teachers

February 1st: 9:00-10:00 am

February 4th: 3:00-4:00 pm

February 8th: 9:00-10:00 am

February 11th: 3:00-4:00 pm

<https://us.bbcollab.com/guest/9f9ee6c22d03490baef8252e2d81b5a4>

Other Important Information



VAAP Binder Turn In

- April 14

Scoring Event

- Possibly Virtual

Extended School Year Service (ESY)



OSEI Updates

(Office of Special Education Instruction)



March 8 Staff Development Day

A variety of offerings will be available for staff including:

- *Overview of Curriculum Resources to Support Social Emotional Learning*
- *Connecting Math Concepts*
- *Corrective Reading Decoding/Comprehension*
- *Reading Mastery*
- *Foundations 2*
- *Introduction to the Science of Reading*
- *High Leverage Practices in an Inclusive Environment*
- *Student Engagement and Differentiation in a Virtual Environment*
- *Overview of Math Instruction for Students with Disabilities*



Offerings will be posted on the [Special Education Hub](#)

Always Available Trainings



The Special Education Hub has links to 50+ asynchronous trainings on a variety of topics: *Executive Functioning, Collaborative Partnerships, Classroom Management, Developing Proactive Behavior Strategies for Virtual Learning, Teaching PAC, EAC, & Cat B Students Social Distancing Protocols & The Ability to Wear PPE*, specialized instruction programs, and so much more.

KTEA-3 Reminder

The Scoring Manual must be used to score KTEA-3 subtests. We recognize the challenges with sharing the Scoring Manual, particularly when working outside of the school building. The Scoring Manual, as well as other references, may be access in Q-global. Once logged into Q-global, go to the top “ribbon” of tabs to the “Resource Library.” Once in the “Resource Library,” click on the “+” sign beside “KTEA-3” and then “KTEA-3 Restricted.”



Virginia Special Education Instructional Services Newsletter

Virginia Special Education Instructional Services provides a direct line of communication with Virginia's educators, paraprofessionals, and special education administrators and focuses on specially designed instruction for students with disabilities. This publication provides a way to share new resources as well as make special educators aware of professional development opportunities and resources of interest to special educators.

All educators are encouraged to [sign up to receive these Special Education Instructional Services emails](#) directly from VDOE.



VIRGINIA
IS FOR
LEARNERS

International Dyslexia Association Free Membership for Teachers



The International Dyslexia Association (IDA) introduced a brand new, free [membership](#), specifically for classroom and pre-service teachers. This provides access to structured literacy instruction for teachers in every classroom. This starter membership will provide a year of resources at no cost.

Unique Learning Systems (ULS)

ULS is a computer-based program designed specifically to give students with complex learning needs meaningful access to the general education curriculum.

ULS is meant to supplement evidence-based programming in place for students accessing an adapted curriculum in the areas of reading, math, science, and social studies, with applications to life skills and current events.

An FCPS-created training overview is now available through Adapted Curriculum Google Classroom (Code 274kejc). This training provides information on strategies and ideas for utilizing the supplemental ULS program in Cat B classrooms. Additionally there will be required training modules on the N2Y professional development site that

Teachers should contact their adapted curriculum team member to receive a license.

Connecting with Families

Sharing Student Progress

A dark blue diagonal gradient bar that starts from the bottom left and extends towards the top right, covering the lower half of the slide.

Does your school
have a system in
place to connect with
families regarding
student progress?

1. What is your process?
2. How is it working?
3. What are your challenges?
4. How do you document your conversations, next steps, follow-up?

Breakout Groups

A dark blue diagonal gradient bar that starts from the bottom left and extends towards the top right, covering the lower half of the slide.

Group 1 – How do you connect with families regarding student progress?

What is your process?	
How is it working?	
What are your challenges?	
How do you document your conversations, next steps, follow-up?	

Group 2 – How do you connect with families regarding student progress?

What is your process?	
How is it working?	
What are your challenges?	
How do you document your conversations, next steps, follow-up?	

Group 3 – How do you connect with families regarding student progress?

What is your process?	
How is it working?	
What are your challenges?	
How do you document your conversations, next steps, follow-up?	

Group 4 - How do you connect with families regarding student progress?

What is your process?	
How is it working?	
What are your challenges?	
How do you document your conversations, next steps, follow-up?	

Group 5 – How do you connect with families regarding student progress?

What is your process?	
How is it working?	
What are your challenges?	
How do you document your conversations, next steps, follow-up?	

Group 6 – How do you connect with families regarding student progress?

What is your process?	
How is it working?	
What are your challenges?	
How do you document your conversations, next steps, follow-up?	

Meeting Debrief

Watering Hole
Room #1,2,3, 4, and 5



*Small group processing with
thought partners
Join room based on Region*

Cave
Room #6



*Quiet, independent
processing*

Campfire
Stay in Main Room



*Main group to talk with
facilitators*