



<sup>st</sup> grade teacher at Birchwood Elementary; Natalie Jude, special education teacher at Parkview Elementary; Kari Sachs, special education teacher at Roosevelt Elementary; Atiavo Jude, paraeducator at Carl Cozier Elementary; Molly Lynch, special education teacher at Wade King Elementary; Peter Sundberg, special education teacher at Fairhaven Middle School; Sarah Catudio, special education teacher at Wade King Elementary; Kyla Strupp, paraeducator school support team; Helena Quigley, kindergarten teacher at Columbia Elementary; Katie Wood, occupational therapist; and Dana Smith, assistant director of communications.

Courtney Ross Webb welcomed the group and reviewed the agenda.

Teams shared.

- Built construction specs around inclusion.

- Begin by unboxing and labeling of people and spaces.

- Everybody's in - no exceptions.

- They get classrooms ready for kids, not force kids to get ready for classrooms.

- There is a collective over individual; they belong to each other, and they belong together.

- Everything is flexible.

- What is the best that can happen?

- The memorandum of understanding for Ruby Bridges is collaborative including their planning time; diversity of staff; languages (over 40 languages in the school); they practice inclusion everywhere.

- Observed behaviors and expectations by unboxing positive interventions and supports (PBIS) behaviorism. Routed in value of what is compliant.

- Noticed the school day was seamless and smooth. There was no running to rescue children.

- The school was broad to serve all kids.

4 5:30 p.m.

Courtney Ross Webb  
assignment.

Andrea Quigley reviewed expert groups' ideas landing on some recommendations and the path forward.



Coach in every building  
Heart - good intentions