**Attachment A
SEAC MEMBER FEEDBACK ON PRIORITY BUCKETS FOR SCHOOL YEAR 2023-24:
Subtopics/concerns/guest speakers to consider when exploring each bucket
September 8, 2023**

**BULLYING/SAFE SCHOOLS**

* fostering a school climate where all students feel safe and empowered
* teachers who receive training to recognize signs and ask appropriate questions
* focus on training and support for schools and families
* positive  behavior supports
* building positive relationships
* building positive community
* bullying prevention through strong social connections
* friendship-building supports
* reporting of bullying
* procedures to address safety
* building positive relationship
* SWD are not the only ones who get bullied;  some SWD are the bully
* DOE should stick to education and not be part of the judicial system
* addressing school culture on bullying
* parents can be bullied, too
* how to address repercussions from reporting bullying
* for safe reporting, there should be a way for people to anonymously report bullying
* restorative practices
* data systems to track reports/progress
* social well-being
* effectively teach appropriate social and emotional skills to all students

**PRESCHOOL INCLUSION**

* supports/interventions
* parent education/training
* faculty training
* procedures to address behavioral needs/implement support
more inclusive LRE options
* streamline eligibility/IEP process & supports
* options for various placements needed in pre-k
* teacher training on inclusive classrooms
* parent support (dismissing concerns as "age appropriate" does not support a parent)
* model programs
* contracting with private preschool and add an inclusion class with a sped teacher

**DISPUTE RESOLUTION**

* how to support families
* data sharing
* options for resolving differences
* easily accessible information on the DOE website (list dispute resolution options and links)
* engage parents with training opportunities
* utilize organizations that support parents to provide support and training and list on DOE website
* data on issues giving rise to families' engagement with each of the various dispute resolution options, outcomes of each, and experience of families with each type
* misrepresenting IEP processes and school “policies” intentionally or unintentionally is not inclusive practices around parent participation
* misrepresenting parent input
* providing transparency in processes, assessments, data, progress monitoring can be root causes to the need for dispute resolution options
* schools telling families to "just file" if they don't like the school's offer
* mediation should be offered to everyone
* schools should be encouraged to do mediation every time and not deny it

**SECONDARY TRANSITION**

* transitional housing for students who don't have family support
* ensuring that they [students] are exposed to real life community navigating so they know how to do things that we all take for granted;  this is done for CBI classes, but mainstream students do not always get this type of training
* check out the H-W program partnership with the ARC
* speaker: Rhonda Black
* 1-year transition program for students who graduate but may still need transition help
* accountability for standard curriculum and follow through of CRPs and DVR
* more opportunities for jobs/shadowing and real work experience
* more programs and events that youth can attend on campuses
* more work opportunities
* more classes available for students to get involved in as electives
* training for the school on how the transition section of the IEP becomes the entire IEP as the individual ages between 18-20
* add successful projects/employment projects, like Project Search