

Inclusion Solutions, LLC
and **ED-21 Solutions**

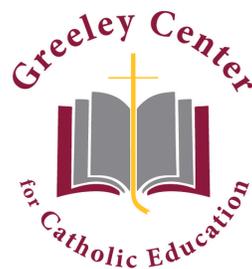
Widening the Circle

Widening the Circle Summer Conference
June 11 & 12, 2025

Bishop Reicher Catholic High School
2102 N 23rd St
Waco, Texas



LOYOLA
PRESS.



SCHOOL OF EDUCATION
LOYOLA UNIVERSITY
CHICAGO



Dyslexia Center
of Austin



SCHEDULE-AT-A-GLANCE

DAY 1: JUNE 11, 2025

- 10:00** DOORS OPEN & CHECK IN
- 10:30** INTRODUCTIONS AND WELCOME
- 10:45** KEYNOTE: DR. ERIK CARTER, *10 DIMENSIONS OF BELONGING*
- 11:45** CONFERENCE OVERVIEW & ACTIVITY PREP
- 12:00** LUNCH
- 12:45** BREAKOUT SESSION 1
- 2:00** BREAKOUT SESSION 2
- 3:15** ASSESSING READINESS PART 1: SYSTEMS OF SUPPORT TEAM WORKSHOP
- 4:00** Q&A
REFLECTION
OVERVIEW DAY 2 & CLOSING PRAYER
- 4:30** GREELEY CENTER SOCIAL

DAY 2: JUNE 12, 2025

- 9:00** WELCOME & ANNOUNCEMENTS
- 9:15** KEYNOTE 2: INSPIRATION
- 10:00** DISCUSSION: CREATING PLACES OF BELONGING
- 11:15** ASSESSING READINESS PART 2: INCLUSIVE CLASSROOMS TEAM WORKSHOP
- 12:00** LUNCH
- 12:45** BREAKOUT SESSION 3
- 2:00** TEAM PLAN & DESIGN WORKSHOPS
- 2:30** COMMITMENTS
- 3:15** CLOSING REFLECTION & ADJOURN

Access ALL event documents, presentations, and resources here!



Day 1

Meet Your Masters of Ceremony

Colleen McCoy-Cejka, Ed.D. is Managing Partner of Inclusion Solutions, LLC. She has been a Catholic school teacher, principal, assistant superintendent, & a Director for NCEA. She is a board member for the National Catholic Partnership on Disability and co-hosted the Catholic Teacher's Lounge Podcast. Colleen is the parent of a son with autism and a neurotypical son, both of whom are college students and world travelers.



Crystal Brooks, CCC/SLP, Ed.S. is Managing Partner of Inclusion Solutions, LLC. She has worked as a special education teacher, speech language pathologist, therapy director, state department of education professional development specialist, and Catholic high school Director of Inclusion. Crystal is the mother of three adult children.

*Colleen and Crystal have developed school, diocesan, and organizational partnerships throughout the country and are working to create inclusive Catholic school communities by widening the circle coast to coast! Their book, **Setting the Table: A Guide for Diversified Learner Program Development in Catholic Schools** can be found in the NCEA bookstore or on Amazon!*

Keynote by Dr. Erik Carter The 10 Dimensions of Belonging

In this inspiring keynote, Dr. Erik Carter shares a message of inclusion through 10 specific ways in which people experience belonging. His research explores the depths of the ways every individual is valued for their strengths, contributions to the community, and their importance as a friend and peer. His message is meaningful to those who seek belonging and all who seek to create environments where all belong.



Dr. Erik W. Carter is Luther Sweet Endowed Chair in Disabilities at Baylor University. His research and teaching focuses on strategies for promoting full participation, belonging, and valued roles in school, work, community, and congregational settings for children and adults with intellectual disabilities, autism, and multiple disabilities.

Dr. Carter's passion is helping churches, schools, and communities become places of membership and belonging for individuals with disabilities and their families. He and his wife are both graduates of Wheaton College ('96)

**Team
Activity**

Assessing Readiness Part 1: Systems of Support Presenters: Crystal Brooks and Dr. Colleen McCoy-Cejka

How ready is your school to be confidently inclusive for all learners? In this session, school teams will navigate a rubric to assess readiness in key areas for maximum impact. Areas to consider are curriculum, instruction, assessment, and behavior. Content from the readiness checklists and discussion among the teams will lay groundwork for Day Two's strategic planning session.



Day 2 Spark Talk Inspiration

A Parent's Perspective and Avoiding Flea-in-a-Jar Syndrome

As teachers and leaders, we have all experienced *THAT* parent. The one with demands, lots of questions, that emails at night and on the weekends, that makes our stomach hurt a little when we see her coming, and that seems to know more than the average parent. Colleen McCoy-Cejka tried really hard NOT to be THAT parent because she had been the teacher and principal on the receiving end of THAT parent many times. The thing is, one day, THAT parent changed her life. Join Colleen on a journey from a parent's perspective and a cautionary tale about fleas

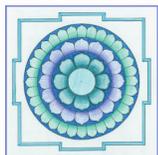
Creating School Communities of Belonging

Interactive Moderated Group Discussion

**Sue Milano, Inclusion Solutions
Shepherd Tham All**

**Belinda Ellis, Santa Cruz/San Juan Diego
Gabby Aragon, St. Austin**

The purpose of this activity is an organic conversation between leaders and practitioners who have experienced and overcome challenges when building inclusive communities and practices. Participants will share stories and examples of successes and failures, victories and blunders, to help those on the journey navigate common obstacles as well as the unique barriers within their own school communities. Audience participation is encouraged.



Assessing Readiness for Inclusion Part 2

Facilitators Dr. Colleen McCoy-Cejka and Crystal Brooks

**Team
Activity**

How ready are your classrooms to be confidently inclusive for all learners? In this session, school teams will navigate a rubric to assess readiness specific to the classroom environment. Areas to consider are curriculum, instruction, assessment, and behavior. Content from the readiness checklists and discussion among the teams will build on the Day 1 Systems evaluation and lay groundwork for the afternoon goal setting workshop.

Team Plan & Design Workshop

During this workshop, school teams will use the data they have collected from the two readiness assessments as well as learning from the earlier breakout sessions to determine priorities and create an action plan toward the achievement of specific goals.

Each school team will share a firm commitment they have decided to make to move their community a step further toward creating places of belonging for ALL students.

**Team
Activity**

Breakout Sessions (Session descriptions on page 6)

Breakout Session 1 (DAY 1 12:45-1:45pm)

5 Tips for Supporting Executive Function in the Classroom (4th-12th)

Presenter Dr. Michelle Lia, Room 123

Creating Systems to Support All Students

Presenter Dr. Kaitlin Reichart

Numerical Literacy & the Neuroscience of Teaching Math

Presenter: Sue Milano

AI to the Rescue

Presenter: Crystal Brooks

Understanding and Teaching the Dyslexic Student

Presenter: Tara Cevallos

Breakout Session 2 (DAY 1 2:00-3:00pm)

5 Tips for Supporting Executive Function in the Classroom (4th-12th)

Presenter Dr. Michelle Lia

Creating Systems to Support All Students

Presenter: Dr. Kaitlin Reichart

Supporting Students with Modifications

Presenter: Crystal Brooks

Understanding and Teaching the Dyslexic Student

Presenter: Tara Cevallos

The Third Teacher: The Learning Environment

Presenter: Dr. Colleen McCoy-Cejka

Breakout Session 3 (Day 2 12:45-1:45)

5 Tips for Supporting Executive Function in the Classroom (4th-12th)

Presenter Dr. Michelle Lia

Nurturing Giftedness in the Catholic School Setting

Presenter: Dr. Janette Boazman

Creating Systems to Support All Students Presenter

Dr. Kaitlin Reichart

Numerical Literacy & the Neuroscience of Teaching Math

Presenter: Sue Milano

Widening the Circle with Data That Matters: Real-Time Strategies for Engagement, Equity, and Instructional Decision-Making

Presenter: Dr. Michael Faggella-Luby

Breakout Session Descriptions

Understanding and Teaching the Dyslexic Student

In this session participants will delve into the neurobiology of dyslexia and explore markers to watch for that might signal a reading disability. Strategies and practical takeaways to help teach students with reading disabilities will allow teachers grow in confidence to serve all students.

Presenter: Tara Cevallos

Numerical Literacy & the Neuroscience of Teaching Math

This session will explain the neuroscience behind developing mathematical skills with a focus on building number sense and decomposition/recomposition skills. Teachers will gain insights into the neuroscience of mathematical development, enabling them to meet the needs of all learners through engaging, brain-based, multi-sensory activities.

Presenter: Sue Milano

The Third Teacher: The Learning Environment

Universal Design for Learning (UDL) is a decades old, research-based framework proven to be effective for neurodiverse classrooms. UDL calls educators to consider the significance and impact of the learning environment. An interactive and visually-oriented presentation, participants will consider elements of classroom design, tools and furniture, and how learning spaces present obstacles and opportunities for neurotypical and neurodivergent students.

Presenter: Dr. Colleen McCoy-Cejka

Widening the Circle with Data That Matters: Real-Time Strategies for Engagement, Equity, and Instructional Decision-Making

To widen the circle of inclusive and effective teaching, we must understand what our students know—while they're still learning it. This session introduces a practical, classroom-tested approach for collecting and using real-time data to improve engagement, strengthen instructional decision-making, and ensure meaningful access to content for all learners. Built on evidence-based practices from special education and cognitive science, the session emphasizes high-leverage strategies like increasing Opportunities to Respond (OTR), embedding Learning Checks, and using formative assessment tools that fit naturally into instructional flow. Participants will learn how to use classroom-based data to identify who is responding, how accurately, and whether higher-order thinking is taking place—all without interrupting the momentum of the lesson.

Presenter: Dr. Michael Fagella-Luby

Supporting Students with Modifications (3rd-12th)

When students require modified curriculum above or below grade levels, teachers need to know how to design instruction and maintain rigor. Learn the basics of modifications for instruction and assessment to help students grow & thrive.

Presenter: Crystal Brooks

Creating Systems to Support All Students

Each Catholic school must create unique systems to support the needs of all students. This breakout session will explain how Catholic schools can create tiers of support related to the academic, emotional, and behavioral development of students.

Presenter: Dr. Kaitlin Reichart

Nurturing Giftedness in the Catholic School Setting (K-8th)

Educators are called to nurture the full potential of every student—including those with giftedness, whose talents can be overlooked or underdeveloped without intentional support. This session explores holistic development of students with giftedness, the importance of addressing their academic, social, emotional, and spiritual needs within a Catholic framework. Participants will examine how values, character formation, and Catholic Social Teaching can be woven into differentiated instruction for learners with giftedness. Practical strategies will be shared for creating learning environments that challenge and inspire gifted students.

Presenter: Dr. Janette Boazman

5 Tips for Supporting Executive Function in the Classroom (4th-12th)

Have students not completing assignments? Students who struggle to initiate and complete tasks? This interactive session will share five tips for supporting executive function in 4th–12th grade classrooms. A frequent response to something like executive function is, “I don’t have time for that.” My respectful response is, “you don’t not have time for it” because often weak executive function skills can take time away from instruction.

Presenter: Dr. Michelle Lia

Numerical Literacy & the Neuroscience of Teaching Math

More students are being diagnosed with Dyscalculia every year and teachers need strategies to address math disabilities. Come explore the neuroscience of math and learn effective teaching strategies to develop number sense through games and manipulatives. Using visual representation in a multisensory, systematic way, teachers will learn how to design engaging math instruction. (Grades K-6)

Presenter: Sue Milano

AI to the Rescue

School leaders, teachers, & interventionists will learn how to leverage AI for serving the school community. Prompting for developing lesson plans, interventions to target skills for reading and math, as well as modifications when necessary for student success will be explored. Learn how to save time and further personalize instruction and assessment.

Presenter: Crystal Brooks

Meet Our Presenters



Dr. Michelle Lia is a Co-Director of the Greeley Center for Catholic Education at Loyola University Chicago. She is a product of Catholic education from age of 4 to 22 years! She worked in Catholic and public schools for 17 years as a classroom teacher and a reading specialist.

Dr. Lia provides coaching and professional learning to educators in Chicago and across the country in instruction, literacy, curriculum, Universal Design for Learning, instructional coaching, and more!

For the Greeley Center, she also acts as a coach of the coaches and a professional learning consultant. Dr. Lia teaches courses in undergraduate and graduate programs in the School of Education.

Sue Milano, M.Ed. is the Director of Programs and Advocacy at Inclusion Solutions, LLC. Sue has worked in public, charter, and private schools educating students with disabilities for over 25 years. She developed the first inclusive program within a PreK-8th grade Catholic school in her home diocese and has consulted with principals and learning specialists seeking to enrich other Catholic school communities across the country. She is knowledgeable of federal programs and has ensured students benefit from the funding they are entitled to.



Dr. Kaitlin Reichart is the Greeley Endowed Chair. In this role, Dr. Reichart teaches within the Educational Leadership program, provides coaching and professional learning to schools throughout the country, and contributes to the research field. Previously, Dr. Reichart worked as an elementary school principal and teacher within Catholic Schools. Dr. Reichart's doctoral research focused on the effects of an intervention on classroom engagement and reading comprehension.

Dr. Janette Boazman is an Associate Professor of Education, Director of the Catholic School Programs, and Graduate Director for Education at the University of Dallas (UD). She holds a Ph.D. in Curriculum and Instruction and an M.S. in Educational Psychology. In addition to her work at UD, Dr. Boazman serves as a Catholic school accreditation commissioner for the Texas Catholic Conference of Bishops Education Department. She has served in leadership roles with the NCEA, NAGC, and the DeBusk Foundation Board of Directors. With 36 years of experience in Catholic education, Dr. Boazman is deeply committed to advancing the mission of Catholic schools.



Tara Cevallos, M.Ed. is a dedicated educational leader with over 15 years of experience in Catholic education, dyslexia therapy, and curriculum development. Since 2017, she has served as Principal of St. Austin Catholic School, fostering a Christ-centered, academically rigorous environment that supports the needs of all learners. Previously, she was an Academic Learning Specialist and Curriculum Director, aligning curriculum with state standards and overseeing the MTSS process. She also serves on several influential boards and councils, including the Governor's Continuing Advisory Committee for Special Education and the Diocesan School Advisory Board

Dr. Michael Faggella-Luby is a lifelong Catholic educator and professor of special education with nearly 20 years of experience. A former teacher and administrator at Bishop Kenny High School in Jacksonville, Florida, he earned his bachelor's from Holy Cross, master's through Notre Dame's ACE program, and PhD from the University of Kansas. Now a national speaker, researcher, and consultant, Michael supports inclusive practices that raise outcomes without lowering rigor. He is cofounder of the Learning Research Network and is a parent of a twice-exceptional child—bringing both professional and personal insight to his work.

