MAASE Focus Areas:

We will align and organize the strategic priorities and work of MAASE to focus on the following elements:

High Quality Student Evaluations	Specially Designed Instruction	Skilled Staff	Program Evaluation

Through the platforms of:

Association Partnerships	Legislative Action and Advocacy	Professional Learning	Membership Services

EdCamp is an open format where group members share thoughts to help one another in implementation of "real life" practice. These notes reflect the thinking of someone in the group but do not represent an official position on behalf of MAASE. Anyone using this as a resource is encouraged to use their best judgment in interpreting the suggestions.

MAASE EdCamp Format:

1. Clarify the Problem of Practice to Solve
2. Collaborate around the Problem of Practice by offering suggestions and resources
3. Give feedback to the committee on how to improve next time

Notes:
Clarifying the Problem of Practice:
-   Explosion of MDRs!
-   Behaviors are more extreme
-   Increase in removals from school for behaviors that could have been handled differently even for younger students
-   No tolerance for behaviors
-   Students are being removed for the manifestation of their disability
-   Number of days of removal are not consistent with what would have been issued in the past
-   Behaviors that have gone to the board have gone to 180 days of removal
-   More behaviors are being found as not a manifestation of the student's disability
-   Difficulty in identifying interim alternative placements due to a lack of staffing
    -   Impact of staffing shortages
-   "Not suspended but an administrative removal"
-   Teams do not understand the paperwork that needs to be brought/reviewed to conduct the MDR - muddy process
-   Losing sight of the restorative justice opportunities
-   Lack of patience
-   Lack of de-escalation training with general education staff
-   Lack of clarity in the description of the behavior in alignment with what's identified in the districts handbook
-   Adults are stressed and in survival mode as are students
-   What are we doing in our classrooms to address tier 1 tier 2 behavior?

Solutions:
-   We are at a time where we need to rethink education entirely and how we're supporting students
    -   Take the first month of school to build community, hope, belonging, safety, classroom norms and relationships
    -   Offer trauma training
-   Schools need to review and discuss their handbooks with staff to ensure that there is clarity and understanding

- Training in restorative justice, de-escalation training
    - Reverse suspensions - parent came into the building for a day
    - Restorative circles -
        - [Restorative Practices Lesson Plan Guide](#)
        - [Community, Circles and Collaboration: The First 10 Days](#)
        - [Teaching Restorative Practices with Classroom Circles](#)
    - Preventative strategies - classroom culture builders
- Training and understanding of the 7 mitigating factors
- Ongoing coaching and training
- Use of the [Discipline Toolkit](#)
- Connecting with the SE Supervisor at day 5 of removal and thereafter to coach, ask questions, etc
- NHA - implemented an [MDR mapping template](#) to help teams remove the emotion and making decisions based on data
- Consistency and accountability in documenting behaviors
- Saginaw ISD
    - Worked to offer a series of 30 minute online trainings for de-escalation training to help equip staff members with behavior support
- Classroom 180 Heather Forbes
- Training and Try it - application, practice and problem solving
- Ongoing analysis and awareness of discipline data
- Need to address emotional needs, SEL curriculum
- Need to do more and push more at the university level to ensure that individuals are fully equipped going into the field
- FAPE and LRE - what does FAPE look like for an individual student?
- Go back to the basics of structuring classrooms (eg. CHAMPS) - jumpstart, reboot
    - Some of these teachers have not been in classrooms, did their internship in a virtual setting as a result of the pandemic
- Many of the behaviors are symptoms of the classroom culture
- [START Peer to Peer](#) supports/resources