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: Coordination of Center Based Programs
- Staffing has been a challenge
    - Those who don't get hired by the LEA (those not picked) end up being the ones going to CB programs.
    - Teacher burnout, returning to GE buildings
- Coordination between LEA and Program
- New center based classrooms and what guidance and referral processes look like.
- LEA resources and how support falls on center based programming
- Students who have a hard time fitting into programming for both LEA and Center Based.
- When LRE looks different within each LEA/District - how the process occurs with referrals
- How do the LEAs review their programming to ensure full support/review of LRE to ensure supports are in place before quickly moving to a center based program. Entrance/Exit Criteria
- Maintaining rigor in the classroom, ensuring curriculum doesn't become watered down.
    - Behavior taking over the focus of support, shifting back to academic for growth
- Transitioning back
    - Being careful when we identify students who may/may not be identified as one who could return.
    - Misconceptions about 'going back' - some programming is not remedial, students will not 'go back'
    - Students who respond well to environmental supports and grow, going back not always an option
    - Ownership misconceptions - 'not my student anymore'
        - Reintegration programs where LEAs are part of the process and remain partners in the programming (solution)
-Misconceptions about LRE
- FAPE/LRE conversation/fight from parents, including lawyers

Solutions:
- Screening committees vs. one person reviewing entrance/exit reviews. Muskegon uses a committee that meets every two weeks for an hour.
- Tuscola's reintegration program (committee) monthly reviews. Admin/coordinator brings data to committee.
- Ionia county has a team, solutions for teams to return and implement.
- Teams on these committees throughout the state can consist of admin, supervisors, specialists, reps from LEAs, ancillary staff, teachers. (all different groups of individuals for different county committees) Brainstorming solutions for some, program decisions for other committees
    - Teams of people who are able to review LRE and provide suggestions, help teams, be in buildings to support.
    - Support from teams can look like action planning for schools/teams. (not just coming in and leaving)
    - Requests for Change of Placement are met with support/advising.
    - Parents permission
    - Student level vs. Systems level supports
- Intensive resource rooms, High FTE room: when programming has higher need than the typical resource. In between resource and center based.
- Staffing solutions
    - Center based programs paid higher salaries in the past - LEAs now have the ability to move 'steps' and the gap in pay is no longer a reason to move to center based.
    - Increase in support in some of the Center Based programs- where they are not in a silo- teams.
    - Lower caseloads could be a pull
    - Reimbursements for going back to school
- Inconsistencies between LEAs
    - County-wide meetings with teachers. Twice/yr. All teachers would come together for PD to align understanding.
        - Processes and systems were aligned between LEAs
        - LRE guidance documents created for buildings
        - LRE consultants. 'Have you put all the support and services in place with fidelity before…"
            - Systems, documentation, support
    - When LRE looks different based on the ability of the LRE because of staffing
    - When parents push FAPE vs. LRE in GE/SE
        - Ongoing data collection to support need/direction of services