



Developing Leaders Notes

Date: October 13th, 2021

Session Title: Creating Inclusive Environments

Focus Area: Program Evaluation

MAASE Focus Areas:

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

<i>High Quality Student Evaluations</i>	<i>Specially Designed Instruction</i>	<i>Skilled Staff</i>	<i>Program Evaluation</i>
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Through the platforms of:

Association Partnerships	Legislative Action and Advocacy	Professional Learning	Membership Services
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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 judgement 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:

- Reintegration of students that have been in more restrictive settings
 - How can we create more inclusive environments for students?
 - Mindset shifts
 - We need to grow practices
 - What is the right trajectory? What has been successful? What barriers have come up and how have they been addressed?
- Behavior is a challenge
- How do we make systemic growth?
- We cannot stall progress due to a pandemic - how do you balance that continued push? How do you keep the momentum going?

Solutions:

- This really hinges upon building leadership
 - Consider identifying involvement in the development of the master schedule
 - Building leadership has to have buy in
 - How do we cluster students and identify where and how students need support?
 - Instructional para support? Co-taught classroom? Diploma bound classroom? Alternate curriculum classroom?
- Individual student analysis to identify what students need
- How do you back up the adult support without becoming adult dependent?
 - Press for pivotal/vulnerable conversations - creating ownership of the student
 - What are students losing out on? (eg. access to general education peers)
 - Words matter - are we considering the most restrictive setting for this student rather than referencing the program
- Deep dive into Universal Design for Learning (UDL)
 - Supports ALL students

- CEDA - designed for universal supports
- Where is the student not independent and why?
 - Consider use of an adult support planning tool
- Intentionality in the general education teachers selected
 - Shifting those with the 'bigger' voice
 - Someone that represents all sides and can speak to the impact that it has (creates kid and staff buy in)
 - Self identified co-teachers
 - Training attendance in teams
- Three Rivers High School - model of a great culture shift
- Networking with other teachers that are doing this work
- Is the process articulated and written down?
 - Clarity in expectations
 - The process needs to be agreed upon
- Kent County - Derek Cooley
 - [LRE Review Process](#)
 - Have seen fewer students going to center programs, more students transitioning back to their locals as a result of their LRE process
 - This has been widely received by the county
- Use of personal curriculum to sustain access/success
- Relationships and partnerships between the local and the ISD
 - Partnership with SE Directors and Curriculum Directors
- Start the conversation as early as Preschool/Kindergarten
- Look at the barriers kid by kid - can be less overwhelming for staff, you may start to see patterns
- Holistic parent engagement sessions - inviting them in for an overview
 - This has halted some of the referrals that have been received due to the awareness and knowledge of MTSS
 - Child Study process