



## Developing Leaders Notes

Date: October 13th, 2021

Session Title: Virtual Learning & CLPs

Focus Area: SDI

### 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> |
|---|---------------------------------------|----------------------|---------------------------|

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 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:**

- Access for students that are quarantined, no services provided
- Transition - completely ignored, lack of guidance
  - What does this look like within CLPs? Access was a challenge in connecting educators and families with options.
- Inability to flex pupil accounting
- Contentious parent meetings
- CLPS - seems that each ISD has a different understanding of when a CLP should be implemented
  - When are services starting for students?
- Don't have the capacity to do virtual learning as we did previously
- Teachers are exhausted
- What does a district do when it's not FAPE for a student?
- Increase in homebound requests
- Loss of enrollment due to lack of virtual option

##### **Solutions:**

- Oakland County
  - A group of teachers collaborated on work based learning and created a tool box of resources
  - Reached out to 3-4 of the national TA centers and asked them to come in last fall to provide resources/support
    - They provided support with transition and provided resources
      - CEEDAR Center - resource document on supporting families as co-educators in a virtual learning environment
        - [The CEEDAR Center at the University of Florida](#)
        - [CEEDAR Family Guide to At-Home Learning](#)
        - [O\\*Net - Career Exploration \(Assessment on My Next Move\): O\\*NET OnLine](#)

- [Career Exploration and Job Training Search: CareerOneStop: Careers and Career Information](#)
- [NTACT:C](#)
  - [COVID-19 Related Resources](#)
- Ties Center - focus was to support students with cognitive impairments in younger grades
  - online curriculum that was easily adaptable to older students based on need
    - [TIES Center](#)
    - [Inclusive Instruction](#)
    - [The TIES Distance Learning Series provides multiple ...](#)
- Career cruising virtually - wasn't the same as hands on but gave students exposure
- Ancillary staff created emergency toolkits (eg. scissors, playdough, colored pencils) for use at home
  - Provided activities that parents could use to support
  - Sent emergency toolkits home during IEP meetings/conferences with the understanding of when they could be utilized
- Virtual centers - use of Zoom to conduct breakout sessions
- Working with consultants at the ISD
- Streaming into classrooms to access instruction
- Utilizing Owls to support streamed instruction
- Provided hotspots for families that didn't have access to internet
  - Had a bus location for access to the internet
- How are teachers managing virtual access?
  - SE Teachers alternate students that are on zoom allowing them a 'break'
  - SE Teachers providing homebound instruction - paid time
- Providing a modified virtual learning environment for students
  - Small group instruction
  - Not what the offer of FAPE would be or a full virtual program
- Offer FAPE
- Some parents have agreed to bring their child in to receive special education services when their virtual
  - Able to get the bulk of core instruction virtually
- Oakland County - Virtual Learning Academy Consortium
  - Student stays connected to their resident district, local district retains the responsibility to provide FAPE
  - Tuition is always less than the FTE
  - Revenue neutral
  - Students can still participate in extracurricular activities
- Muskegon - hired success coaches to help support students especially where there are concerns with attendance and as a result are finding success with this
  - Able to connect back with SE staff at the local district
- There are students that are showing success in a virtual learning environment
- Saw a positive response for students who are receiving a home/school connection (reverse inclusion for parents)
  - parents are gaining knowledge and experience of strategies taught