



Developing Leaders Notes

Date: October 13th, 2020

Session Title: Virtual Learning (Including how to support students with complex needs)

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>
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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



Facilitator Role

1. Round Robin – Quick Introductions

Name – District – Current Role

2. Select a:

- Time keeper
- Note taker – include district & contact info for resources
- Someone to tweet – include picture of detailed notes

3. Clarify the problem of practice

4. Keep the conversation moving and solution-focused

Notes:

Clarifying the Problem of Practice:

- Greg Bodrie (Muskegon Eastern Service Unit) - How do we support students with special needs in a virtual environment especially those with complex needs
- Abby DeVisser (VanBuren ISD) - What happens when we are struggling to get in connection with them? How do we meet families where they are at?

Solutions:

Attendance:

- Abby DeVisser (VanBuren ISD) - Seesaw has been wonderful for activities for kids (I'm talking pre-K in our context). Allows families to use multiple ways to respond to activities. When families don't have access, we've been using newsletters to share activities to teach different concepts throughout the week. 1:1 or small group video lessons (synchronous), tele therapy, etc. I'm sure everyone is doing similar things! Some families are comfortable bringing their child in for an in-person session if they aren't benefiting as much from the virtual piece. We've made videos that have recorded "what to do" on your phone (step by step) to help parents get connected, etc.
- Melissa Anderson (Michigan Virtual Academy) -develop the best relationships with your families as possible
 - Greatly dependent on buy in
 - Need to communicate that we're all doing the best that we can
 - Phone calls made, consider connecting via text, calling the emergency contact
 - Home visits (where you can)
- Sarah Winslow (Ingham ISD) - Teacher indicated "hey I'm going to send you a pizza" created interest in connecting all together - connected with Memic to do this, they provided a flyer with the delivery
- Lisa Meyer (Charlevoix) - sending Zoom links to the parent if you're not having success with a parent
- Trisch Lopucki (Northview/Kent ISD) - Google Voice has been used to protect boundaries of sharing personal numbers
- Lynette Hodges (Newaygo County) - Remind App was purchased, has a phone call

- option imbedded- parents can set up how they would like to receive communication
- Greg Bodrie - have you looked into identifying reasons why they have selected virtual?
- Dr. Adrima Caesar (DPS) - importance of listening and being there for our families, encouragement, champion them
 - Establish check ins, provide FAQ opportunities for families
 - Need to also do this for our teachers as they are being stretched as well

Lack of engagement

- Pam Jones (St. Joseph County) - students that are not doing well, intentional conversations to inquire about the why, as a result some have revised their instructional decision
 - Talk to them about what the classroom looks like
- Chelsea Korzecki (Saginaw ISD) - Teachers sent home handwritten notes, handwriting an oops note (oops, you missed your meeting)
- Ruthanne Stark (EUPISD) - any positive feedback, praise goes a long way, incentive chart to be used at home as students attend sessions, puppets have been used by an SLP
- Aaron Tennant (VBISD) - creating an awareness of student accommodations, accessibility features that are available, this was done informally between teacher and parent

Has anyone done any agreements that are reviewed with parents (ie. expectations)? Abby DeVisser (VanBuren ISD)

- Intentional conversation and reviewed with the parent
- Melissa Anderson (MVCA) - they do have expectations in place, not legally binding
- Trisch Lopucki (Northview/Kent ISD)
 - <https://successforkidswithhearingloss.com/wp-content/uploads/2020/09/CAVE-Checklist-Spanish.pdf>
- Pam Jones (St. Joseph) - Virtual students came to school for a face to face meeting to review the online experience, helped parents in making the decision of instructional method
- Amy Wotring (VanBuren ISD) -
 - <https://drive.google.com/drive/u/0/search?q=granular%20plans>

What are schools doing to support students with complex needs?

- Nicole Coulet (Char-Em) - staff have built boxes with manipulatives and sent to the home, folder activities - students are familiar with the resources

Has anyone had a parent request paraprofessional support in the home? Concetta Lewis

FAPE: Use of Paraprofessionals

Parent must sit by 4th grader for the entirety of the school day to make sure she can:

- **unmute** herself in a timely fashion if she is called upon,
- **remain focused** at her desk for learning,
- **modify math** questions on the fly that happen in small group so that she can participate fully,
- **read** questions to her **when print is too small** or
- find ways to **zoom** in on screen,
- **help navigate** to the 7 different programs she is using (Buzz, Google Classroom, IXL...),
- **adjust audio** settings on the Chromebook,
- **print** things out if she **needs** a more **hands on approach**,
- be her **scribe** when writing long paragraphs,
- **help find** all her homework assignments

Are skills specific to learning virtually or special education?
Parent Training could be an appropriate service for a district to provide.

FAPE: Paraprofessionals in Home

- When in a remote setting a district can either develop a CLP or fully implement the IEP as written.
- When an IEP team develops a CLP, they will do so in accordance with the current IEP and the district's Return to Learn Plan,
- The CLP will be based on a student's unique education and behavior related needs and will include supports, programs and services necessary to support those in an alternate instructional model.
- A CLP may not have the same supports, programs and services as the IEP, but will be developed to support the identified needs so the student is able to:
 - Continue to make progress in the general education curriculum,
 - Continue to make progress on their IEP goals; and
 - Participate with their nondisabled peers in non-academics and extracurricular activities.

- Amy Wotring (VanBuren ISD) - offered the student to come in and sit with the paraprofessional at the building during scheduled times
- Ashley Mullins (Whitehall) - offered a student his own room, own pick up and drop off time as an option

Supporting students with complex behavior needs in the virtual setting

- Abby DeVisser (VanBuren ISD) - parent training, consultative support and coaching, meet with a team member on a weekly basis
- Chelsea Korzecki (Saginaw ISD) - established meeting norms to get a positive outcome. What was observed gave aha's to what's also happening at home and as a result have adjusted supports to support the student both in the school and home setting.

Are your districts using the CLP to identify parent needs for training, counseling, consultation during virtual? Donna Tinberg

- Ruthanne Stark (EUPISD) - have used the CLP, using modified grading matrix (START resource)
<https://www.gvsu.edu/autismcenter/k-12-educational-strategies-and-supports-for-students-92.htm>