



Career & Technical Education

Director Steve Locke Reports on CTE News:

MOCC Alumni Share their Success! (From Jennifer Upham) - Chantz Bloomfield, a graduate from the Culinary Arts Program, Big Rapids High School and the Culinary Institute of Michigan at Baker College in Muskegon visited MOCC Culinary Arts class on November 30. Currently Chantz is a line cook at Boatwerks Waterfront Restaurant in Holland. Chantz shared with the students all about his work and educational experiences. Chantz said his favorite class during his culinary education was the Charcuterie class where they made head cheese! After Chantz discussed his educational and career journey, he demonstrated a number of different culinary techniques and skills for the MOCC students. In the morning class, Chantz demonstrated how to fabricate a chicken into eight different cuts. For the afternoon class, he taught the students how to complete a tourne cut on a potato. It was great to have him return to the MOCC to talk to the students about his education, work in the industry, and share how his experience at the MOCC helped prepare him for success in a career!



Work-Based Learning Participation - The staff of the MOCC recognize the value of providing students with the opportunities to apply the concepts and skills from the classroom and lab in a real work experience. In addition to many field trips and guest speakers from business and industry, there are eleven students that are participating in work-based learning experiences. Job sites

include local manufacturers, a lumber yard, Ferris Dining Service among others. Mrs. Jill Ray coordinates much of the paperwork (which can be substantial), visits with employers, checks in on students, and assists in finding new placement opportunities. We believe that real world learning opportunities gained by students help encourage them to stay committed to their education and to help provide them with valuable information for future career decision making.

As work-based learning experiences are tied directly to the performance goals of the MOCC and Meceola Tech, we are constantly seeking out new locations and partnerships. Staff have been discussing these needs and the value of these experiences with business and industry partners as well as with their Advisory Committees.



Transition 2 Success 10 - Students participating in the Transition 2 Success 10 have begun their third rotation of programs. Teachers and staff met prior to the program change to discuss student progress and address any concerns with how the program was operating. The majority of the feedback was positive, and the staff were able to share valuable information in order to support student progress. Louise Ensink and Wendy Iltis have done an awesome job at coordinating and operating this program. Throughout this year we will continue to make adjustments and tweak the program to improve the learning experiences of our students. If everything continues to go well, it is anticipated that we will expand the number of enrollment slots for the 2018-2019 school year.

COE Accreditation Visit - Many MOCC staff members including Linda Ward, Jodie Nunn, Holly Kage, Kelli Bolin, McKenzie Hadder, and Carri Aldrich spent two days the last week of November meeting with representatives from the Council on Occupational Education. The purpose of this Accreditation Visit is to thoroughly audit procedures, policies, classroom and lab spaces, and institutional practices. Prior to the visit, the MOCC team spent countless hours preparing documents, writing narratives, collecting artifacts of practices, and organizing a whole lot papers and information. During the visit, the Accreditation team had a lot of questions, sought clarifications, and provided a lot of feedback for us for improvement.

The good news is that it was a successful visit. The team from COE indicated that we had done a really great job, especially considering that it was the first time that we had gone through the process. That being said and as was expected, there were a few minor "findings" that we will need to address

prior to final accreditation being granted. We anticipate that this process will be completed sometime in February.

I am so proud of the work that was done by the MOCC team and look forward to finalizing this process and becoming the first ISD in the State to earn Post-Secondary accreditation for our students.

Congressman Moolenaar Visits the MOCC On Monday, November 27, Congressman John Moolenaar visited the MOCC, met with staff and students and learned more about CTE opportunities in Mecosta and Osceola counties. As a member of both the House Committee on Appropriations; Subcommittee on Labor, Health and Human Services, Education and Related Agencies; and the Subcommittee on Legislative Branch, Congressman Moolenaar is in a key position for influencing decisions related to CTE and education as a whole. During our meeting, we were able to share student success stories, the important roles that ISDs play in supporting local school districts, and the positive impact that contextual-based career education has on the economy and community. Congressman visited most of the MOCC programs and had the opportunity to meet and talk with students and staff.



MECEOLA TECH

Section 107 Pilot Program Kickoff Meeting

The MOISD grant application for the Career Connect program was approved in November. It is expected that the grant will cover tuition for adult education students (Career Connect), marketing initiatives, developing new programs, and administrative and operational costs. As part of the grant application process, we hosted a “kickoff” meeting in the Meceola Tech office. Michigan Works! West Central, Fremont Public Schools, Lake County Adult Education, Michigan Talent Investment Agency, and Meceola Tech staff all met for the purpose of finalizing details for and launching the Career Connect program at Meceola Tech. During this meeting, we were able to introduce the newest member of the CTE team, Mrs. Shelby VanSoyoc. Shelby will be serving as a liaison amongst all agencies, industry partnerships, and students. Shelby will perform an essential function in identifying barriers to students’ success and equipping them with the resources needed for completing their CTE and Adult Education programs.

Firefighting I, II - Through a collaborative effort with local area fire departments, 15 students are participating in Firefighting I,II at Meceola Tech. All of the students are considered “sponsored” by either a township or Big Rapids City fire department. Upon completion of this course, students will have earned their FireFighter I and II certifications.

Upcoming Courses - Anticipated winter/spring courses include: Automotive Diagnostics, Certified Nursing Assistant (CNA), Information Technology, Manufacturing, Advanced Welding, ServSafe, and more.

General Education

Director of Special Projects Karen Roy Reports:

Parking Lot at Eastwood - The demolition of the house across the street from Eastwood has taken place! The students all filed out in turn to see the work taking place. One of the workers came over and chatted with the students and answered their questions about the machines and what they were doing along the way. Learning occurs everywhere! We are now left with an empty lot awaiting lighting, fencing and surfacing materials. Progress is being made! Thanks go out to the Board for allowing this to happen and to Steve Locke and Mark Klumpp for their efforts along the way and securing the permits, contractors and other myriad pieces that go into seeing any project to completion. Staff are very anxious to have a safe and improved parking situation for all that visit this building.



Homeless Education - I finished up visiting all my 21 local district homeless liaisons that are part of our grant consortium. It is always so impressive and re-energizing to meet with these folks in their settings—to see and hear from them in their worlds really helps to give me more insight into how they systems function and how I can best support them in their role as homeless liaisons. There have been several changes impacting their work with the passage of Every Student Succeeds Act, so having this face-to-face time was priceless. While having our conversations I used some tools to gather data on where they needed the most technical assistance and support. This information will be used to structure our group meetings in February and April as well as provide some individualized support. It took time, but I believe it was time well spent, and they all seemed to appreciate the time to share.

Santa Visits - Our classrooms are looking forward to their visit from that Jolly Old Elf! It is great fun! Please consider coming along and assisting Santa in his visits if you are free the week of December 18. Give me a call and we can get you set up to ride along!

Let's Create! Family Traditions - The Great Start Parent Coalition will be hosting a Let's Create! Family Traditions event at Eastwood on Saturday, December 16, from 10-12. Families will be able to make ornaments and explore family traditions. Snacks will be provided for all who attend. If you have a little one under the age of eight, come on out, enjoy and make a memory. This event is co-sponsored by the Meceola Children Council.

Director of General Education Tonya Harrison Reports:

The Gen Ed Team - The team continues to be busy in the locals and at the state level. We sit on several different committees and work groups including the Early Literacy and Early Math Task Force, Reading Now Network Instructional Rounds Team and Leadership Team, Data Advisory Council, Literacy, State Literacy Coaching Network, and Northern Michigan Learning Consortium. Our team is also continuing to work with Kim Tufnell's team and the Chippewa Hills School District on the MiBLSi initiative.

Early Literacy - Updates shared with our principal teams - **Essential Instructional Practices in Early Literacy Video Module 1** is now available through MiVU. These modules are for everyone from leaders to classroom teachers to use to support development of a deeper understanding of the Literacy Essentials. These are FREE resources. The components of the modules include: slides, narration, video clips of literacy researchers and classroom videos showing each Literacy Essential practice in action in Michigan classrooms. There are content and classroom videos for each bullet for each Essential 1-10. (Each bullet is approximately 10 minutes, so the entire

module is around 1½ hours.) It is recommended that educators go through the modules with other educators to foster deeper learning and understanding of the practices and could be used as a focus for a PLC or Grade level study group etc. Cathy and Amy would be happy to help facilitate your work with these materials. Links to the letters and modules were shared with the team.

Amy and Cathy took part in a four-day Cohort #2 Coaches Intensive Project in Mona Shores as part of the work of the Early Literacy Grant. They were involved in co-planning, implementing, and reflecting on coaching instruction based on the Essential Instructional Practices for Early Literacy with 11 other ISD coaches at Lincoln Park Elementary.

Math and Science - FIRST Robotics Support from Manufacturing - Since the Summer, Larry has been working with the Mecosta County Development Corporation to help generate support for local FIRST Robotics Teams. Each team has a sizable amount of funds that they have to raise in order to participate but they also need in-kind support that includes mentoring, 3D printing, welding, laser cutting, etc. On Wednesday, November 29, Larry Wyn and Doug Ward attended a local Mecosta County Development Corporation meeting with local manufacturing plant managers. The managers committed to providing in-kind support to all teams in Mecosta and Osceola Counties. This is a big achievement for building relationships with local companies and will be a major step forward for our locals in FIRST Robotics.

Behavioral Specialist



Michael working with local teachers

Projected Professional Learning Opportunities for Remainder of 2017-2018

- CPI Training: November 30 (Resource Center) - December 1 (Miller)
- FBA/PBSP Training: December 4 (Resource Center)

Additional opportunities:

- Use of Behavioral Data
- Tier 1 Classroom Supports/ Classroom Management
- Building Teams
- Mindfulness
- Therapeutic Crisis Intervention for Families

Resiliency - Michael Bausano, Kim Tufnell, and I have been teaming together at principal meetings to share information about trauma and resiliency. A national study on childhood experiences led to the creation of the ACES (Adverse Childhood Experiences Score), which is an assessment that asks questions about the individual’s life as a child. Questions surround topics such as alcohol abuse by a parent, physical abuse, mental disorders--all things that create trauma in the life of a child. Research shows the result of these types of trauma lead to health implications as adults. The

scores allow the adult to understand their own experiences and how resiliency can impact their growth and future life styles. Our principals all took the ACES (anonymously), and their data was shared at the November principal meeting. A higher score on the survey means that there were more incidents of trauma in the life of the individual. As educators, it is our responsibility to understand the lives of our students, as this has a direct impact on their education and daily interactions at school. We are using the conversation about resiliency as a conduit to data and instructional practices in the classroom. Resiliency is not a separate initiative, rather another opportunity to understand our students and the best ways to teach.

Number of Adverse Childhood Experiences (ACE Score - Combined Principal's Meeting (N=26) Note: Principal comparison scores higher than original study and replicated national averages.	Total Scores (Gender Not Specified)
0	6 (23%)
1	2 (8%)
2	4 (15%)
3	4 (15%)
4 or more	10 (38%)

Professional Learning - Upcoming opportunities:

- *5-D Educator Evaluation: Nov. 30 (School Improvement/ 5-D+)*



Locals working with our facilitator on November 30

- February 7 (Observable Best Practice)
- April 30 (Student Engagement)
- *Early Release Days:*
Early Literacy: Sept 15, Nov 17, Jan 19, Mar 16
Math/Science: Oct 20, Dec 15, Feb 16, May 18

Director of Technology Fred Sharpsteen Reports:

State Education Network - The Mecosta-Osceola ISD and the local schools are now passing data on the State Education Network. This is a huge leap forward. Merit Networks helped with this project by getting the ISD network addressing space so that we can get started in doing testing of this network link. What does this mean for the ISD and the local schools? The Michigan Educational Technology leaders are working on what services will become available on this network. Currently there is a 60 GB link to an internet provider that is being piloted by five schools in the state.

Data Hub Project and local schools - The MOISD is taking a key role in the state helping the Data Hubs with Skyward schools and the integration of Skyward. Joe Bouman of Big Rapids Public Schools has been a long-term user of Skyward and has teamed with the MOISD and the Data Hubs to share his expertise in this area. We met with the Data Hubs team to offer them training on how we have integrated Skyward into the Data Hubs project. The Data Hubs project has asked us if we would be willing to share the path to success of a Skyward integration with others in the state.

Fall Student Count Reports - The Technology department has helped in the

collection of the Fall reporting for the Fall Student Count reports with all the departments.

Community Broadband Network meeting
The Technology department will be hosting at the Mecosta-Osceola ISD a workshop in partnership with CoSON on Closing the Digital Divide: How Schools and Businesses are Working Together. This will be hosted at the MOISD to help schools learn about what can be done to help students gain access to the internet 24-7.

Month End Technology - The Technology Team had an outstanding month of support help for the staff and students. They have improved the metrics continually each month.

MOP Co-Op - Technology Team Support Service Metrics for the month of October

The Technology Department helped to provide the following support:

- There were **559** support request tickets created
- The average response time for first contact for a help request was **2 hours, 57 minutes**
- **The average resolution time was 10 hours, 8 minutes**
- Technology support setup for **28+** Professional development meetings for the month
- Major MOP projects for the month
 - PresenceLearning - Helping to set up the systems
 - SEN - Connection

- Finished up the video security system with the vendor
- New inventory asset system Snipe-IT
- Bid the Van Video Systems

Special Education

Director of Special Education Kim Tufnell Reports:

State Directors Meeting - I attended our quarterly State ISD Directors' meeting on November 8 in Lansing where we reviewed our area's State Performance Plan (SPP) indicator data and determined our area of focus for the next few years. None of our districts met the percentage requirements under the graduation rate, so it was an easy choice for us. We do continue to question the integrity of the data, as it is all dependent upon the person who is entering the data and if they have the background and training to understand each component. For example, there are two codes available when exiting a student with a certificate of achievement. If the incorrect code is selected, it obviously skews the data. We talked extensively about proper training to those data entry staff. Other areas discussed were the potential changes to the way Significant Disproportionality is calculated and the 1% cap rule on alternate assessments as per Every Student Succeeds Act (ESSA).

MOISD-Eaton RESA Collaboration - There were over 40 participants from around the state who attended the **Trauma Informed Care for the Prevention and Treatment of Opioid Use & Abuse**

Workshop put on by Eaton RESA on November 9, including a few of our own itinerant staff. The presenter praised the facilities and the attention to detail from our maintenance and technology teams.



Area social workers collaborate on a resource mapping activity During the Trauma Informed Care workshop

Northern Michigan Mobile Child Advocacy Center Visit - I had the wonderful opportunity to visit the Northern Michigan Mobile Child Advocacy Center on November 20 to learn more about their Handle With Care program which works in cooperation with area law enforcement. The gist of the program is that law enforcement will notify schools to alert them about any type of activity that may have involved a student and/or student's parent/guardians the night before so teachers and staff are aware that student may need additional TLC as he was exposed to some traumatic incident. I was excited to be able to share it with Danielle Marek from DHHS as they continue to gain great momentum to open a Mecosta-Osceola Child Advocacy Center.

Mecosta Elementary Staff Meeting - Kyle Talicska, Principal of Mecosta Elementary School, invited me to attend their 6:45 a.m. staff meeting on November 21, where he led his team through the Adverse Childhood Experience questionnaire and continued their in-depth discussion about childhood

trauma and resiliency. Not only were every single staff member in attendance at 6:45 a.m., but all itinerant staff who serve Mecosta Elementary were also there. It was truly inspiring and heart-warming to see and feel the dedication and commitment they all have for their students. Well done, Mecosta Elementary and MOISD staff! You make us all proud!

A Framework for Understanding Poverty -I took part in a 3.5 day intensive training program with Ruby Payne and became a certified trainer in **A Framework for Understanding Poverty--A Cognitive Approach; Research-Based Strategies--Narrowing the Achievement Gap for Under-Resourced Students; and 10 Actions to Education Students**. It was an incredible experience to collaborate with other professionals from around the country and learn from the best and most experienced. Our trainers included Ruby Payne, Ph.D, Bethanie H. Tucker, Ed.D, Chestin Auzenne-Curl, Ph.D, Jim Littlejohn and Ruben Perez. I look forward to being able to provide valuable resources to our schools and community.



Graduation Day with my Table Team, Kervin T. from Houston, Lemora S. from Kentucky and Ruby Payne

Special Education Supervisor Carol Phelps Reports:

Transition Council - Transition Council is comprised of a group of individuals,

including school staff and administrators, and community partners, who work with and/or are responsible for the transition needs of students with disabilities. The council meets monthly (with two exceptions) to discuss the most current transition topics, share school and community resources, and collaborate and network amongst each other.

The purpose of this collaborative group is to share and gain resources and information that will help in better preparing young people with disabilities for the transition from school to adulthood.

Transition Council met on November 1. The speaker was Linda Miller from the Big Rapids Housing Commission. She spoke to the members on Housing How To's and gave specific tips regarding looking for and leasing an apartment. She also shared other community information regarding housing.

Each meeting this year, there is a featured speaker on a variety of topics that were generated by the group at the end of last school year. In addition to Steve Locke, CTE and Linda Miller, housing, on the schedule for the rest of the year:

- 1/10/18 - Leslie Green - Disability Network. Topic: Social Security Benefits & Working
- 2/7/18 - Val Robbins - Mecosta County Probate Court. Topic: Guardianship 101
- 3/7/18 - Rashell Bowerman - Michigan Department of Education. Topic: Personal Curriculum
- 5/2/18 - Christy Miller – MOISD. Topic: Building Your Future, a START Initiative Overview

The Michigan Rehabilitation Services (MRS) representative was unable to make the meeting, so I updated the group where she is at with Pre-ETS (employment training services) with all of the schools. Pre-ETS is a part of the WIOA (Workforce Innovation and Opportunity Act). This is landmark legislation that is designed to strengthen and improve our nation's public workforce system and help get Americans, including youth and those with significant barriers to employment, into high-quality jobs and careers and help employers hire and retain skilled workers. MRS is to use 15% of its vocational rehabilitation budget toward these Pre-ETS activities for youth with disabilities 14-26 in coordination with schools and other community partners.

The group reviewed several transition assessments using the Indiana transition matrix and received upcoming updates to the transition section of EdPlan as well. B14 (post secondary outcomes) data was questioned and that data will be discussed at the next meeting in January along with which districts will be in the cohort for the B14 surveys this year.

MTSA - On November 8, Michigan Transition Services Association (MTSA) hosted a training with Mary Shehan-Boogaard, Community Inclusion Coordinator, from the Michigan Developmental Disabilities Council to speak about Person Centered Planning. This training lends itself to identifying skills that can be worked on during the transition years that will help prepare the students and families for life after school. I will be sharing this information with the Transition Council in January.



Early On staff at the conference in Kalamazoo

Early On staff spent three days in Kalamazoo at the Early On Conference. This conference is held every other year and is jam-packed with information to help service providers do their jobs and serve their families. Some of the topics included: 16 Gestures by 16 Months, An Invitation for Self-Care, Caregiver Responsiveness, Communication from A-Z, Early Intervention for Autism Spectrum Disorders, Engaging Families, Healthy Sleeping, and Learning Motor Skills is Not Easy.



Mecosta/Osceola Children's Council Meeting
November 10



Fine motor work in Mrs. Clay's ECSEP classroom

Special Education Supervisor Christy Miller Reports:

Fall Leadership Day - On November 13, I attended the Regional Collaborative Network (RCN) Fall Leadership Day for the START Project. Twice a year RCN leaders from the state gather, hear about updates from the state initiative, and gain training to take back to districts. The focus this fall was on creating and supporting meaningful work opportunities for students with autism. Erik Carter, an educational leader out of Vanderbilt University, presented on creating community partnerships and pathways to support transition age youth in finding meaningful work opportunities. One of the strategies Carter presented on was holding community conversations. As a part of leadership day, we were also able to take part in a mock community conversation. This spring, I will be using this training to facilitate a community conversation around employment for

transition age youth and adults with disabilities in the Big Rapids Community.



Early Release - This year we have adjusted the early release schedule to allow itinerants opportunities to attend trainings with their locals supporting local district initiatives, or with their discipline teams gaining discipline specific knowledge. This also provides opportunities for satellite teams to come together and attend professional development opportunities pertinent to their classrooms. During November early release, itinerants serving the Chippewa Hills School District spent time attending MIBLISI training with their colleagues. Our occupational therapists took the opportunity to view an all-day webinar over discerning sensory needs from behavior, and supporting student sensory needs in the classroom. Satellite teachers and paraprofessionals came together to share data collection methods and tools for both academics and behavior. A lively discussion and collaboration about what has worked and hasn't, provided everyone with new tools to add to their data toolbox.

US 10 Special Education Supervisor Pat Craven Reports:

Four More US 10 Staffers Trained in EBLI

Four US 10 Corridor School staff members recently completed three days of Evidence-Based Literacy Instruction (EBLI) at the Hillsdale Intermediate School District in Hillsdale, Michigan. Teachers Kathleen Rau and Krista Tiedt, along with Title 1 staff Adam Wahl and ELA Consultant Kimberly Habra spent three intense days of training with EBLI founder Nora Chahbazi. During this training, staff learned the foundational theory and practices of EBLI and how they might use the strategies within their classrooms and the small groups or individual students they work with. Further training with EBLI trainers will occur on-site at Muskegon River Youth Home in January where these educators will be able to use their new strategies in practice and have a hands-on approach to teaching and facilitating the techniques. After this round of training, the US 10 Corridor Schools staff is nearing 100% staff training in the use of EBLI strategies.

Osceola Leadership Summit Visits Muskegon River Youth Home

While many were playing hooky from work on November 16, the Osceola Leadership Summit spent the afternoon visiting Muskegon River Youth Home learning how the facility and the school collaborate to provide a top-notch education for the adjudicated youth within the facility. Five local community members who are participating in the Osceola Leadership Summit met with Muskegon River Youth Home leadership and school personnel and received information regarding how students are placed into the facility and how the school communicates with parents, state workers, facility workers, and previous

schools to create an educational plan that will move students toward high school graduation or completion of the Michigan GED program. Summit participants were extremely impressed by the collaboration between facility and school and the overall academic successes of students. It was exciting to have visitors from our community and the ability to show off the great things our staff and students are accomplishing.

US 10 Corridor School Participate in Transition Job Shadowing

Staff and students were off during a regularly scheduled balanced calendar break during the week of Thanksgiving. During this break time, three students on the US 10 Corridor were able to participate in a community collaborative job shadowing experience. Two students worked along Eric Schmidt of Unit Assistant in Evert while another student worked along with Jeremy Morgan of Morgan's Composting in Sears. All three students were able to gain further career readiness experience in their areas of career interest. Students shadowing at Unit Assistant were able to process through a complete customer tee shirt order and observe how entrepreneur projects grow from beginning stages to completion. Our student shadowing at Morgan's Composting was able to get his hands dirty in worm casts and observe how the deer baiting industry continues to explode in northern Michigan. Both students and community collaborators were thrilled with the experience and excited for our next calendar break!