



Frequently Asked Questions

Remote Programming Development and Implementation

**This is a living document. We will update as new information becomes available.*

The experiences of 2020-2021 have illuminated the inequities and exacerbated needs that have long existed for students, and have given rise to a commitment to improve our public education system, ensuring the growth, support and development of the whole student. A whole student approach recognizes the unique strengths and needs of each child while ensuring the universal needs of safety, belonging, engagement and well-being are supported. Well-developed remote opportunities provide additional pathways for learning, options for engaging those with different interests and learning styles, and can provide students with agency.

1. Will SAUs be required by the Maine DOE to develop a Remote Learning program for students?

- No, the Maine DOE is NOT mandating SAUs have a remote option for schools.

2. What supports are available to SAUs to assist in the development of Remote options?

- [RREV Rethinking Remote Education Ventures](#)
- [MOOSE](#)
- [RREV Innovative Pilot Summer Coaching Series.](#)

3. What are the minimum requirements for a remote program?

[Minimum Requirements](#)

4. What are the requirements for the student application?

- SAUs need to ensure that the application process is equitable for all students. SAUs are encouraged to utilize a variety of tools in determining eligibility for remote program participation. Students' participation should be incrementally re-validated throughout the year to determine appropriateness of remote programming.

5. Can SAUs set up a tuition-based model to recruit students from all over the state?

(example, SAU #1 has created a tremendous pilot through RREV, could this remote pilot be used to support students state-wide?)

- For student counts and other student information, please refer to the [Student Enrollment Guide](#)
- Synergy Reporting. Student data is reported by the attending school district



- *As long as the sending SAU operates a school at the grade, they would be able to pay tuition for that student. As some districts do not operate PreK programs, those districts could not tuition students at that grade level.*

6. Could a remote program be aligned with a CTE region cohort?

- SAUs are encouraged to collaborate with each other to create comprehensive remote programs.
- The existing funding structure for CTE is NOT applicable to the development of regional remote programs.
- The cost sharing structure for this collaborative would need to be determined locally.
- Please refer to the [Student Enrollment Guide](#) for enrollment framework.

7. Will SAUs be expected to provide remote education options to students who have exceptionalities that could benefit from a remote programming model?

- SAUs need to ensure equal access to all available general education modalities of learning. If a SAU does not offer a remote general education option, the SAU is not legally obligated to provide a remote option to maintain FAPE.

8. Will remote students need to participate in the state-wide assessments?

- Yes. Section 1111(b)(2) of the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA) of 2015 requires participation in statewide assessments. In Maine:
- all students in grades 3-8 and 3rd year in high school participate in math, and ELA (NWEA/MSSA Math, MSAA ELA/Literacy) assessments
- All students in grades 5, 8 and 3rd year of high school participate in science (Maine Science/MSAA Science)
- students who are English learners in grades K-12 participate in the ACCESS (alternate ACCESS) for ELLs assessment.

9. Will there be any vaccination requirements for remote students?

- As of right now, even remote programs require students to follow the immunization requirements in 20-A M.R.S. §6355.

10. Can trauma informed approaches and Social Emotional Learning be used in Remote Learning?

- Trauma informed approaches in schools rely on the creation of a warm, welcoming learning environment that embeds learning in a culture of safety, connection, belonging, equity, predictability, and positive relationships with

adults and peers. These same approaches can, and should be, adapted to a remote learning environment.

- i. [SEL4ME](#): Maine's free, PreK-12 module-based program
- ii. [Free SEL trainings for staff](#)
- iii. [SEL Resources](#)
- iv. [Dept of Education Covid-19 Handbook v2](#) , Pages 11-13
- v. National Child Traumatic Stress Network: [Core Trauma Training](#)
- vi. [Supporting Students, Families and Educators: Trauma Informed Remote Learning](#)
- vii. [Strategies for Remote Learning](#)

11. How can school based mental health supports be applied to Remote Learning?

- Many students have been exposed to trauma, disruptions in learning, physical isolation, and disengagement from school and peers, which negatively affects their mental health. Students learn, take academic risks, and achieve at higher levels in safe and supportive environments and in the care of responsive adults they can trust. However, the ongoing impact of COVID-19 has contributed to student experiences that are far from universal — with underserved students experiencing a disproportionate burden of the pandemic. As a result, many students might require additional supports and interventions to take risks in their learning so they can achieve at higher levels.
- In a remote learning setting, it will be important to have clear policies for managing inappropriate behavior, unexpected events, and dysregulated students. With a view into a student's home there comes a greater exposure to personal information as well as situations existing in the home that are beyond the students' control. Staff should have training in mandated reporting in remote learning settings, while also having access to school counselors and social workers for support.
- Students may need extra supports with managing their mental health and finding ways to build positive relationships between students and mental health support staff can create awareness of resources that allow students to more easily connect and seek support. Having visible and available mental health support staff in a Remote setting reduces stigma and creates awareness for all students.
 - i. [Dept of Education Covid-19 Handbook v2](#) , Pages 14-18
 - ii. Professional Development Training: [A Conversation About Practical Interventions for the Impact of COVID-19 on Mental Health](#)
 - iii. [Providing School Mental Health Supports Online](#) - Loyola University School Mental Health Advanced Practice Program
 - iv. [School Social Worker Association of America](#)
 - v. [Maine School Counselor Association](#)

Additional questions should be submitted to the DOE through the:



[I have additional Questions about Remote Education Portal](#)

Link to the updated Standard Operating Procedures:

[Revised school guidance as of 5/17/2021](#)