

THE RETURN TO SCHOOL COMPREHENSIVE SUPPORTS FORUM



9:00-10:00-
NETWORKING AND
BREAKFAST



2:45 CLOSING
CONVERSATION, NEXT
STEPS AND REGIONAL
OPPORTUNITIES.



10:00- OPENING
REMARKS



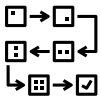
3:00 THANK YOU AND
HAPPY TRAILS.



10:45- RANGE OF
CONCERNS BREAK OUT
GROUPS



12:30- LUNCH



1:15- AFFINITY
ARRANGEMENT



RREV

Rethinking Remote Education Ventures



1:45 WHOLE GROUP
REPORT OUT

THE MAINE DEPARTMENT OF EDUCATION'S RETHINKING REMOTE EDUCATION VENTURES (RREV) PROJECT IS 100% FUNDED BY THE U.S. DEPARTMENT OF EDUCATION'S EDUCATION STABILIZATION FUND AWARDED THROUGH THE RETHINK K-12 EDUCATION MODELS (REM) GRANT. MAINE WAS AWARDED \$ 16,958,613.

THE CONTENTS OF THIS DOCUMENT WERE DEVELOPED UNDER A GRANT FROM THE DEPARTMENT OF EDUCATION. HOWEVER, THOSE CONTENTS DO NOT NECESSARILY REPRESENT THE POLICY OF THE DEPARTMENT OF EDUCATION, AND YOU SHOULD NOT ASSUME ENDORSEMENT BY THE FEDERAL GOVERNMENT.

Curriculum and Instruction

Primary themes from the C & I discussion:

1. Design:

- UDL: Universal Design for Learning
- Use existing tools
- Unique paths for Credit Deficient students.
- Comprehensive/ embedded curriculum that engages students across content areas.

2. Perspective:

- Equitable education ACROSS zip codes.
- New programming modalities need to include curriculum development at all levels from the beginning.
- Data driven decisions

3. Communication and Support:

- Parent and community involvement
- Quality professional development and support
- Communication and structures need to be consistent and clear
- Support for new and emergency staff to support a trauma informed approach to curriculum development.
- Utilize the existing infrastructure (summer camps, and other organizations) in a variety of capacities.

Connections

Primary themes from the Connections discussion:

1. Relationship building:

- Capitalize on existing resources and programs that are already exist.
- Reconnect and Reframe the school/ community relationship.
- Prioritize understanding families/ Allocate resources with intentionality towards engagement.
- Capitalize on “intergenerational approaches” in both the classroom and the community.
- Leverage/celebrate teachers connections to students and families.

2. Using technology to support connections.

- Build Capacity for online learning by supporting caregivers with clearly explained tools and resources for navigating technology at home.
- Authentically represent student “voice”
- Reframe what the phrase: Remote means. (not just online learning at this point)

3. Stakeholder connections

- Involve union reps early in the discussions

- School Admin meeting in non-traditional venues to talk to community members.
- Connect public health and other community advocates to schools.

Experiential Education

Primary themes from the Experiential Education discussion:

- 1. Quality professional development around Experiential Learning(EL)**
 - Convene Maine and national experts to provide legitimacy around EL.
 - Use the Distinguished Educator model to build capacity for EL
 - Building a network of stakeholders to share ideas.
 - Clearly articulate the 5W's to increase capacity around teacher training.
- 2. Build a culture of Experiential Learning in Maine**
 - Convene Maine and national experts to provide legitimacy around EL.
 - Focus on rethinking the system.
 - Experiential learning does not need to be exclusive.
 - How do we manage and advocate funding for non-traditional approaches?
 - Create extra -curricular opportunities that support Experiential Learning.

Online Learning

Primary themes from the Online learning discussion:

- 1. Some students (and teachers) have done better with online learning.**
 - Continuous learning unbound by time, days, etc.
 - There are models that support elements of Social and Emotional learning in addition to the academic requirements of online learning.
 - When educators feel supported, they are better prepared to support students.
 - Additional PD and support for technological integration. This is happening in pockets all across the state. How do we capitalize on these existing resources and curate a usable compendium of resources that is useable for our unique needs.
- 2. The pivot has opened our eyes to the potential for viable alternatives to the traditional school day.**
 - Where are these pilots and how can we capitalize on these existing Maine- based resources?
 - [Prenda Learning pods in NH?](#) Is this something we want to explore in Maine?
- 3. Hybrid models make sense for some students.**
 - How do we ensure that we are capturing all aspects of the new and innovative approaches? What mechanisms do we have that ensure don't lose sight of our recent progress and insight into what is possible.

Mental Health

Primary themes from the Mental Health discussion:

- 1. What systems or structures can we look at to change the way we approach the mental health of our students AND staff members.**
 - Shared accountability
 - Full-service community school approach
 - How can we support our school leaders to ensure mental health is a priority?
 - What state and Federal level supports exist to support the improvement of the delivery of mental health supports.
 - How do we shift the narrative of mental health to a supportive paradigm rather than a stigmatized perspective?
 - Politics often create unnecessary barriers to positive outcomes.
- 2. Language and Definitions**
 - Common Social/Emotional language
 - Shared vision and moral obligation
 - Mental Health: Deficit vs. Opportunity
 - Motivating Language theory
- 3. Culture**
 - Self care, Put your mask on first.
 - Feeling safe to admit that you are struggling as a teacher/ leader
 - Educators always put themselves last... Leading to burnout and anxiety.
 - Culture of wellness
 - Vulnerability as a strength.
 - Critical friends groups
 - Camps have the ability to work with students with out all of the expectations of schools. How can use this freedom to create trust and buy in for our educators.
 - Student centered is vital, but it is also hugely valuable to acknowledge the importance of self-advocacy.
- 4. Assessment and tools**
 - What supports exist for the adults in the schools?
 - Are we utilizing the existing structures in our insurance packages? Is admin aware of these benefits and can they share them with colleagues
 - Schools are the central distribution hub of these resources for families.
- 5. Professional support**
 - Camps for educators
 - Wellness committee
 - What supports exist for the adults in the schools?
 - Are we utilizing the existing structures in our insurance packages? Is admin aware of these benefits and can they share them with colleagues
 - Schools are the central distribution hub of these resources for families.

- Intentional focus on teacher training in the advisor capacity
- Emerging virtual training you can do on your own.
- Burnout prevention

6. Mental health Work force

- Systems that reward clinicians to go into private practice.
- Incentives for getting involved in the mental health field.