RREV

Rethinking Responsive Education Ventures

Recognizing the unique needs of ALL learners. Maine Department of Education

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The RREV Online Pilot Accelerator frequently asked questions

"Remote online programing, done locally"

Rethinking Responsive Education Ventures in partnership with Brewer School District has created a remote pilot plan that will serve the needs of remote students while maintaining a personal connection with in-school opportunities through extra curriculars and/or unified arts courses. This pilot program will be a prototype for SAU's across the state who are interested in implementing their own remote programs.

This first pilot was developed through the RREV project. We are inviting all educators state-wide to join us in an accelerated design class to develop a pilot that meets the unique online learning needs of their schools' students.

How might we… Create an independent and unique online-hybrid program that supports the individualized needs of students while increasing the capacity for participation by using a collaborative approach?

• RREV is supporting additional iterations of our prototype by using a collaborative of several schools, each contributing one core content teacher towards the remote program. This core educator will be responsible for teaching one of the core subjects to all students in the collaborative. In addition, this educator will serve as an advocate for the attending students from the educator's home school. Each collaboration would have a team of at least 4 core educators from 4 different schools to cover the four core subjects. Emphasis should be placed on educators which have a strong foundation and interest in teaching through an online approach.

 As an online educator in the collaboration, what would I be responsible for?

• The delivery of one content area to ALL students in the collaborative program.

• Connecting with the students from the local school to provide individualized support and identify additional supports if needed.

• Scheduling and advising

• Point of contact for limited time students are in the building. Ideally, these educators are located in the building when possible. If educators are also working remotely the SAU will need to identify one person who can be the in-person contact when appropriate.

• Recording content mini-lessons that would be stored and accessible to all students at any time.

How do we get started? RREV is offering a remote pilot accelerator course (RPAC) to develop an online/hybrid program. Educators will be enrolled in an accelerator course which will use existing pilots to develop site specific collaborative teams of educators from several districts to form a partnership in the delivery of an online program. Educator teams (at least one teacher and one admin) will go through this accelerator course with colleagues state-wide. Please use this link to set up a meeting with the RREV team to learn more and see if this accelerator is right for your students.

When could funding become available? Funding of up to 100K per SAU for the implementation of online collaborations could be available as soon as January of 2022.

Why this accelerated model? Upon completion of this uniquely focused course, RREV will provide each successful RPAC graduate team with a one time, $100K stipend to hire a teacher and other associated costs towards implementation. Graduates will leave this course with a team of at least 3 other content partners and a framework for implementation of a site-specific remote program. Participation in the RPAC project does not exclude SAU's from eligibility in the traditional RREV funding model.

Why partner with others? The pivot in March of 2021 has proven that some students are more successful in an online program. This program is designed to help SAU's create this important online opportunity through an economical and sustainable, from a teacher capacity/development perspective. Partnering with other SAU's minimizes the individual investment of teachers and reduces the number of staff to effectively run a successful program. The initial technical support and $100K seed money will ensure that these collaborative pilots have a solid foundation and financial support to ensure success. The RPAC will be tailored toward creating a pilot that meets the unique needs of participant schools.

Students will earn credit from their school while meeting like-minded peers from a broader geographical area. By maintaining this local connection and creating a broader network of peers, students will feel less isolation and make connections with peers across the state which share an affinity for online learning. We have created a matchmaking survey for partner schools to share the specific needs of their unique school setting. Please take a few minutes to complete this short survey to be matched with schools state wide in collaboration.

RREV remote pilot accelerator considerations for students that receive special education services

The programs which are developed through this accelerator will be general education programs. They are designed so that all students are eligible for participation. Students with specially designed instruction, enrolled in this program would have an IEP that is reflective of this unique setting and appropriate accommodations to ensure their success.

- The responsibility for FAPE would reside with the resident district.
- Enrollment into a virtual academy should always include the participation of the IEP team to adjust modifications and supports for the remote environment. Consultation with Student

Services director should be one of the first initial steps in the development of a remote pilot program.

- Many schools are using an application process that is reflective of historical success with the online modality. Some special education students were more successful and required less direct support in an online model than in the traditional classroom.
- The resident teacher does not have to be a special education teacher although, the resident teacher will need the support support of a special education teacher to allocate resources and modify programming to meet the needs of special education students enrolled in these proposed program.

We will continue to refine and update as we develop this online pilot project.   Please refer to the RREV website for updates to our FAQ page.   Click her to set up a conference with the RREV team at your convenience.