

RREV's Remote Accelerator Pilot Template

Welcome and thank you for your professional courage in exploring multiple pathways for students to engage in learning. The RREV team, in collaboration with several others, has begun the process of outlining next steps in the development of your online collaborative pilot. We are asking all teams to utilize this template because every pilot created and tested with RREV funds WILL BE published in EnGiNE, we want all of Maine's educators to have the assurance of consistency.

This template provides an outline of the components required of Remote Pilot. The information in this template will serve as the basis for requests for school/district/collaborative project funding. Each SAU that goes through our program will be eligible for \$100K in seed funding to implement an online pilot native to each SAU's unique needs. The questions and prepopulated sections are designed to serve as guidance. Individual collaborative teams will be required to refine to meet the specific needs of each team.

This template is a guide. Eligibility considerations will be based on an approved and completed online pilot template and a locally approved budget template. Here is the [Eligibility Checklist](#).

Section 1: Define the Need (Asynchronous Series - Module 2)

A. Describe your problem.

Consider what evidence/ supports the need for an innovation, and the evidence that suggests your innovation will improve the current situation.

BAHS Challenge Statement - How might we create a temporary semester-long online immersion for disengaged, vulnerable youth so that they experience academic growth leading to a hopeful reintegration into school for the 2022-2023 school year.

Problem - School Administrators began to identify these target students at the beginning of the year, because of their absence from school. They have been difficult to contact, and are not responding to the "alternative options" that are available to all students. They are all facing the possibility of not graduating on time due to their learning loss this school year. The goal of this program is reintegration into in-person learning, not to facilitate extended or long-term online learning. Because many of the targeted students have identified anxiety and depression as a factor in their truancy, a key component of the LION program will be coaching these students through mental health challenges, and connecting them with mental health services and meaningful experiences in the community.

Actions taken to date - Administration has contacted each of these students and parents in writing and verbally multiple times, set up meetings in person, accommodate schedules and assignments, completed special education and 504 referrals, offered school based and private counseling, referred to adult education and our alternative high school, made DHHS referrals, completed home visits and sent truancy letters. All actions taken to date have proven fruitless in the goal of having these students return to in-person learning.

If some online programming is not implemented quickly in the 2021-2022 school year, all identified students will be in grave danger of drop-out status.

Of the 19 students we have initially targeted, they have missed a cumulative total of 813 days of school this year, have missed an entire semester's worth of credits, and are "off track" of their 4-year graduation plan.

- B. Identify which students would be impacted, targeted, or supported by the innovation.

Review the evidence – quantitative and qualitative data and research – that indicates this group of students is considered the most vulnerable and would benefit from the described innovation.

Data you can use to inform your innovation, rationale, and targeted student population include the performance of various groups of students (e.g., students in rural locales, students from low socio-economic conditions, students with disabilities, students who are EIs, students at risk for dropping out, student who are homeless) with regard to academic achievement, graduation rates, social emotional and mental wellness, economic data, and/or workforce participation.

LION Program

Learning Intentionally Online Now

Primary Audience: Target Student population - Our target population are truant students who have been out for extended time due to anxieties and difficulties managing the COVID-19 pandemic.

Data Analyzed: The Data Interventions Coordinator has been tracking student attendance, communication with truant parents and students, and requests for online programming. We are also tracking the number of credits that each student has obtained, and their progression to graduation. In addition, we are tracking behavior referrals to see if there is a link between behavior, grades and attendance.

Stakeholder groups interviewed: We have developed a network with Brewer High School's NU program, and hope to connect our remote learning specialist with remote learning specialists from Brewer, Hampden and Old Town. In addition, we have engaged our Administrative Team to review the LION Semester and make changes as necessary. We have also developed a connection with our school social worker who will be supporting students in exploring their mental health needs.

- C. Describe your team's approach to collaboration.

Consider how your collaborative team from several schools will ensure fidelity towards a common goal of implementing a remote pilot program together.

Our RREV/LION Team at BAHS consists of the remote teacher, Assistant Principal, outside consultant for curriculum support, BAHS Staff for remediation support, and social workers for emotional/mental health support, and the community members who are interacting with the students.

The core LION team should meet by-weekly for the first month and then monthly as a group unless more meetings are needed.

There may be group zoom meetings with the LION semester students, which the LION Core Team would be invited but not required to attend.

What makes a team effective: Good communication- flexibility, resilience, teamwork, accountability, responsibility. The ability to work through disappointment and frustration as a group. Provide support for each other when things go well and when things don't go well.

Section 2: Describe the Innovation (Asynchronous Series - Module 3)

A. Describe the goals of your innovation.

Consider how your innovation will meet the needs of the identified target student population(s) and how you plan to achieve your goals. Additionally, consider any changes in policy, practice or structures you expect as a result of the innovation.

Proposed Innovation with Supports Provided: Belfast Area High School's Accelerator RREV project (LION Semester) is proposing to offer a remote learning pathway to its 9-12th grade students. This pathway ensures that students who aren't attending in person— for varying reasons—will still have access to a high quality education. Students that choose to be a part of the Remote Learning Pathway will have access to a full time multi-age teacher for instruction.

This proposed temporary modality of instruction will offer core subject instruction along with enrichment and personalized learning. There may be opportunities where remote students can come to the school to access in-person instruction or co-curricular activities, as well as have access to other programs that Belfast offers. The goal is to design at least one in-person interaction with other remote peers, but that will be based on the mental health capacity of each student.

The Remote Learning Specialist will be a State of Maine Certified Teacher (See Job Description) and may provide interdisciplinary and individualized instruction.

The BAHS LION curriculum (Learning Intentionally Online Now) will be uniquely designed using a curricular framework where instructional goals, assessments, methods and materials are customized to meet the students' needs as well as meeting the state standards. With these customizations, students with IEP's, 504's and other accommodations will be able to be successful in this environment, as well, based on an IEP change of placement meeting. Because LION students are considered BAHS students, they will also have access to all the programming that in person students have. Accommodations will be easily met as the Remote Learning Specialist will tailor lessons and assessments based on students in their class. With this unique curricular design, the full remote educational program will not only be engaging and enriching, will meet student educational needs and will assist in transitioning students back to in-person instruction for the 2022-2023 school year.

Finally, in addition to increasing student engagement, our approach also leverages student schedules to allow remote students to attend school with their in-person peers if they so choose, thereby supporting students' social and emotional health. It is critical for students to be able to have the involvement of school activities like sports, clubs and events. Just because the instruction is not in the building, does not mean that students can not be involved in the school environment. With this multi-pronged approach, students can experience learning anywhere and still be a part of the school's culture.

Students will be selected as a LION candidate based on their attendance, mental and physical health status and will be recommended by an administrator and/or school counselor.

The LION semester will consist of three 8-week core credit bearing modules to be determined by student credit needs. Students will also be encouraged to participate in one “outside” in-person course that could be part of an early college, adult ed, BAHS academic or work experience. Each student is required to meet with the Specialist or Social Worker once a week for a status check.

A wildly successful LION semester student will:

- Attain between 3-4 credits in the spring semester
- Engage actively in online courses and experiences
- Will increase their confidence in the way they view themselves as learner
- Develop positive learning connections with the LION Semester staff
- Will have a plan for re-integration into in-person learning for the 2022-2023 school year
- Have a better understanding of their mental health, with tools and strategies for moving forward

A wildly successful LION semester program will:

- Adapt to the mental health and academic needs of all students
- Exist within a framework that supports academic growth
- Has strong understanding and support from both RSU 71 administration and parents
- Develop connections between students, LION staff, peers and school administration
- Will have 12 students successful complete academic credits and re-engage with their learning journey

UDL Implementation Framework -

Step 1. Students will be contacted personally to invite them to apply to be in the LION semester. During the intake session students will review their 4-year plan and will discuss how truancy is impacting their 4-year plan. Students will also have opportunities to explore their interests and passions and to work to define the challenges that they have been experiencing relating to their academics.

Step 2. Students will meet weekly with LION staff and/or social worker to review individualized goals and objectives and will have opportunities for collaboration and connection to the LION Semester community.

Step 3. Students will be assessed on Habits of Work and Learning, encouraging them to reflect on their participation and academic progress, as well as mental health challenges.

Step 4. LION semester staff will utilize student information described above as well as universal design for learning guidelines to develop responsive, academic materials and experiences catering to the needs and interests of LION semester students.

B. Describe activities included in your plan for each stage – preparation (P) or implementation (I) – of your innovation.

- **Preparation** includes building stakeholder awareness, establishing routines and processes, and coordination of logistics.
- **Implementation** includes planned implementation activities, as well as professional development for the educators participating in the innovation.

	Activity	Purpose	Stage (P or I)	Date of Completion	Person Responsible
1.	Meet with district leadership	to approve job description and funding questions/concerns.	P	January, 2022	JJW/JL
2.	Survey Students to assess openness to participating in the LION Semester and extend invitation to apply	This will assess needs and interests, and will result in a clear understanding of what target students need to be successful academically and emotionally.	P	January, 2022	JJW
3.	Identify/ hire remote educator.	Identify/ hire remote educator.	I	March/April 2022	JJW
4.	Inform District Student Services Director about identified LION students who also qualify for services.	Identify a process that will result in qualified students transitioning into the LION Semester	P	January, 2022	JJW/MP
5.	Identify how SDI will be delivered. (IEP meetings will adjust individual IEP determinations)	This will ensure that IEP requirements lead the development of these programs.	P	March, 2022	JJW/MP
6.	Establish and complete curriculum templates and road maps for full remote students.	Mutually agreed upon framework	P/I	March, April, 2022	JJW/KS-RAP
7.	Create a parent/student contract/application which outlines the expectations for full remote learning.	Initiate a culture where membership is intentional and valued.	P	March, 2022	JJW/JL

Section 3: Define Innovation Outcomes & Measure to Assess Outcomes (Asynchronous Series - Module 4 & 5)

- A. Identify the outcomes (*i.e., student outcomes, changes in instructional practices, changes in student practice*) that you expect to see as a result of your innovation.
Consider both short-term and long-term outcomes, at different points in the time (e.g., at 6 months, 12 months, 2 years and 3+ years).

LION Semester Outcomes:

- At least 80% of LIONS participants attain between 3-4 credits in the spring semester
- At least 50% of student reintegrate into in-person learning SY22-23
- All students will develop tools and strategies to support each students unique mental health situation
- Curriculum will be developed and archived to support potential future online learners, allowing the district to appropriately respond to future truant students
- Students will complete a pre and post survey to identify growth - academic and emotional
- All students will leave the program with a personal learning plan outlining next steps toward graduation

- B. Describe your plan for collecting and reviewing data to assess your innovation outcomes.
Potential data to collect includes qualitative and quantitative data (e.g., surveys, interviews, focus groups, observations, exit tickets, and on-demand assessment(s) that can be considered.

	Data Type	Baseline (B) Interim (I) Summative (S)	Frequency of Data Collection	Person(s) Responsible for Collection and Data Quality
1	Academic Assessments	B, I, S	The state standardized testing will be in the spring window. Local assessments will be completed in the winter and spring windows. . Students will have assignments graded and assessed using similar grading practices as in-person BAHS teachers. Credits will be awarded at the end of the LION semester.	Remote Teacher and Admin.
2	Student Social & Emotional Engagement	B, I, S,	This will be assessed monthly through the number of students participating. Our Social Workers will focus on connecting students to outside counseling support and agency services.	Teacher, Social Workers, Admin.

3	Teacher Evaluation	B, I, S	An evaluation of educator effectiveness will be completed. Example rubric	
4	Program Completion	S	Students who complete the LION semester will be awarded academic credit, which they would not have been without this innovation.	Teacher, Admin

- C. Describe how you will **scale and sustain** your innovation, including necessary policy changes, changes in mindsets, capacity-building activities, and **long-term financial sustainability**.

Consider the systems changes that this innovation will require and promote.

Please use these resources to help determine the success criteria of your innovation.

The LION semester model will provide a template for serving future truant students who experience difficulty with school due to academic and mental health challenges. BAHS has no intention of developing a long-term online program but has every intention of using what we have learned through the LION semester to meet the needs of future students in an ever changing educational landscape. All curricular materials will be archived for future use as needed, and this grant proposal will provide the resources needed to design this necessary structure.

- D. Describe the feasibility review you engaged in during the development of your innovative pilot plan, including which aspects of the plan for the pilot were reviewed, which stakeholders were engaged, feedback received and revisions made to the plan as a result of the feedback.

The LION Semester design team met extensively with the Brewer School Department to learn about strengths and challenges of their online program.

Student quantitative data was collected prior to identifying potential students to be sure their attendance, mental health and academic status was considered prior to entrance

Conducted feasibility study of students and staff around school engagement through their work with Rural Aspirations in the first RREV course.

Interviewed mental health professionals to design survey tools and mental health benchmarks for students.

Researched curricular structures to determine best practices for remote learning

Met extensively with Rural Aspirations, at-risk learning experts, to determine an appropriate support structure for both academic and emotional wellness in an online environment.

Section 4: Identify Key Expenses (Asynchronous Series - Module 5)

- A. Identify the key expenses associated with the preparation, implementation, and ongoing refinement of your pilot.

Expenses could include staff time, materials, professional development activities, facilities, and other related expenses. This section does not need to include specific costs, but rather list out the different costs that should be considered to implement the innovation.

The ultimate goal of the LION semester is to re-engage 12-15 Belfast Area High School students with learning in order to achieve a desired outcome of these students attending school in-person for the 2022-2023 school year. RSU 71 does not have a remote program, and there is no budgetary conversation about providing one for next year. Helping these students to become comfortable with both the learning process and also the facilities of BAHS and BCOPE are critical components of the LION semester.

The LION Semester Teacher is the key to the success of this program. Upon hire, the specialist will begin to engage with students both remotely and in-person by visiting the students at their home or the location of their choice, and creating individual learning plans with the students that will span the months of May, June, July and August. These personal learning plans will outline the student academic goals, and define a plan for credit awarding in specific content area courses as well as remediation of previously attempted courses when possible.

The LION Semester Teacher will also work with each student to find engaging online or in-person coursework in addition to the courses offered by the LION Semester Teacher. These courses could include UMaine System Early College Courses live at the Hutchinson Center or online, courses at Waterfall Arts, Belfast Adult Education, Maine Media Workshops or other credit granting programs. The purpose of pairing in-person instruction is because many of these LION semester students will need positive in-person experiences in order to gain the confidence required for them to be successful in-person this fall. This proposed budget will support student enrollment in these courses and cover the costs of related supplies.

The LION Semester teacher will also partner with the Social Worker at BCOPE, the RSU 71 Alternative High School Program, to provide social/emotional support and lessons geared towards overcoming school related anxiety. The RREV Accelerator Funding will support that connection with the Social Worker, and possibly consultation with other mental health experts, to provide much needed mental health group and individual support for these students.

Additionally, the LION Semester Teacher will facilitate in person experiences, both site-based at BCOPE and BAHS and in the community for “field trip” experiences as a way to form a cohort model with the students in the LION semester. These in-person experiences could be career-exploration focused, curriculum focused, or purely social as a way to strengthen the connections that students have with each other and hopefully increase their chances of attending school in person next year.

This financial award for the LION semester will make this life-changing educational opportunity possible for a dozen of the highest risk students who live in the Belfast Area High School catchment area.