

**BRUNSWICK SCHOOL DEPARTMENT
REVENUE AND EXPENSE REPORT FOR SEPTEMBER 30, 2017**

School Year 2017-18

| Revenues | Approved 06/13/17 | Adjustments | Revised Budget | Revenues through 09/30/17 | Remaining Bal. | % Collected |
|----------------------|-------------------------|----------------------|-------------------------|------------------------------|-------------------------|--------------|
| Unapprop. Fund Bal. | \$ 2,611,364.00 | | \$ 2,611,364.00 | \$ - | \$ 2,611,364.00 | 0.00% |
| State Subsidy | \$ 9,914,775.00 | \$ 600,000.00 | \$ 10,514,775.00 | \$ 2,303,675.76 | \$ 8,211,099.24 | 21.91% |
| Local Share | \$ 24,707,992.00 | \$ (200,000.00) | \$ 24,507,992.00 | \$ - | \$ 24,507,992.00 | 0.00% |
| Tuition | \$ 71,338.00 | | \$ 71,338.00 | \$ 3,709.34 | \$ 67,628.66 | 5.20% |
| Misc. | \$ 63,000.00 | | \$ 63,000.00 | \$ 5,551.71 | \$ 57,448.29 | 8.81% |
| Other | \$ 110,000.00 | | \$ 110,000.00 | \$ - | \$ 110,000.00 | 0.00% |
| Total Revenue | \$ 37,478,469.00 | \$ 400,000.00 | \$ 37,878,469.00 | \$ 2,312,936.81 | \$ 35,565,532.19 | 6.11% |

| Expenses By Warrant Number | Approved 06/13/17 | Adjustments | Revised Budget | Expended Through 09/30/17 | Encumbrances | Remaining Bal. | % Remaining | % Expended |
|-------------------------------|-------------------------|----------------------|-------------------------|------------------------------|-------------------------|------------------------|---------------|---------------|
| 1 Regular Instruction | \$ 16,114,873.12 | \$ 183,999.00 | \$ 16,298,872.12 | \$ 1,335,678.15 | \$ 14,165,200.94 | \$ 797,993.03 | 4.90% | 8.19% |
| 2 Spec. Ed. Instruction | \$ 5,462,310.22 | | \$ 5,462,310.22 | \$ 518,111.00 | \$ 4,334,491.82 | \$ 609,707.40 | 11.16% | 9.49% |
| 3 CTE | \$ 881,756.00 | | \$ 881,756.00 | \$ 293,918.76 | \$ - | \$ 587,837.24 | 66.67% | 33.33% |
| 4 Other Instruction | \$ 750,171.29 | \$ 28,000.00 | \$ 778,171.29 | \$ 80,184.86 | \$ 78,384.22 | \$ 619,602.21 | 79.62% | 10.30% |
| 5 Student & Staff Support | \$ 3,332,439.05 | \$ 188,001.00 | \$ 3,520,440.05 | \$ 505,053.93 | \$ 2,289,994.46 | \$ 725,391.66 | 20.61% | 14.35% |
| 6 System Administration | \$ 1,007,763.00 | | \$ 1,007,763.00 | \$ 220,382.24 | \$ 642,175.84 | \$ 145,204.92 | 14.41% | 21.87% |
| 7 School Administration | \$ 1,593,750.00 | | \$ 1,593,750.00 | \$ 330,417.14 | \$ 1,213,427.39 | \$ 49,905.47 | 3.13% | 20.73% |
| 8 Transportation | \$ 1,822,046.60 | | \$ 1,822,046.60 | \$ 419,859.01 | \$ 1,147,975.53 | \$ 254,212.06 | 13.95% | 23.04% |
| 9 Operation & Maintenance | \$ 4,522,678.86 | | \$ 4,522,678.86 | \$ 969,977.23 | \$ 1,648,765.39 | \$ 1,903,936.24 | 42.10% | 21.45% |
| 10 Debt Service | \$ 1,766,894.86 | | \$ 1,766,894.86 | \$ 94,693.82 | \$ - | \$ 1,672,201.04 | 94.64% | 5.36% |
| 11 All Other | \$ 110,000.00 | | \$ 110,000.00 | \$ - | \$ - | \$ 110,000.00 | 100.00% | 0.00% |
| 12 Adult Education | \$ 113,786.00 | | \$ 113,786.00 | \$ - | \$ - | \$ 113,786.00 | 100.00% | 0.00% |
| Total Budget | \$ 37,478,469.00 | \$ 400,000.00 | \$ 37,878,469.00 | \$ 4,768,276.14 | \$ 25,520,415.59 | \$ 7,589,777.27 | 20.04% | 12.59% |



**Raise \$900,000 to
replace the BHS
Track and Field
facility.**

Let's Keep Brunswick Moving!



The Challenge

The track and field facility at Brunswick High School was constructed in 1995 after a private fundraising effort by community members. The track has been resurfaced, but the running surface and field events areas are in dire need of repair. The cracks and cave-ins that have developed in the surface indicate that the underlying base needs to be replaced.

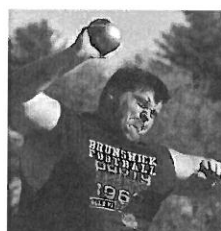
The high jump and pole vault aprons, as well as the discus netting, are too small. The long jump and triple jump runways are not level with the landing pits, and the shot put circle does not meet standards.

The condition of the venue has deteriorated to the point that BHS can no longer hold competitions safely.

The Solution

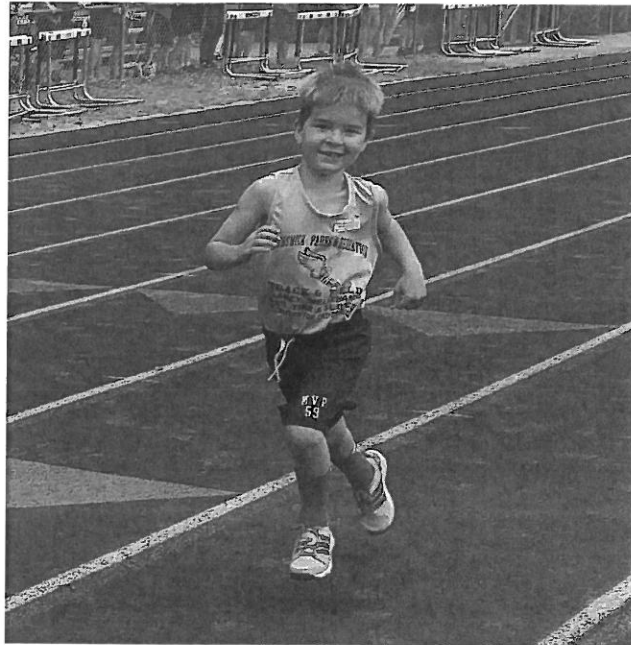
In 2016, the Brunswick School Department engaged an architectural firm, Huntress Associates of Andover, MA to prepare a plan for renovation of the track and field facility. The design will:

- remove the surface and subsurface of the track and the field event areas
- create an 8-lane track with two, 8-lane straightaways
- upgrade and standardize the field event areas



What is RunBrunswick?
RunBrunswick is a group of community members committed to supporting the renovation of the track and field facility at Brunswick High School.

- *Organized in January 2017*
- *Planning & fundraising for the next 18-24 months*
- *501(c)(3) tax exempt organization*



Who Uses the Track?

BHS Track and Field Team

Brunswick Junior High Track and Field Team

Other BHS Sports Teams

BHS Physical Education Classes

**Brunswick Parks and Recreation Department,
Summer Track Program**

Community Members

Our Vision

**Support vital renovation to Brunswick's School and
Community Facility**

- Serve as host location for league and championship meets at both the high school and junior high level, as well as for the Town's summer track program
- Potentially host state and national competitions
- Attract hundreds of athletes and spectators
- Showcase the track facility and the Town of Brunswick

Support for BHS Track and Field Program

- Continue long tradition of competitive teams and individuals
- Promote the welcoming, inclusive sport of Track and Field that is among the most popular locally and nationally (especially for girls, for whom Outdoor Track and Field is the #1 most popular high school sport)

Support for Community Fitness

- Families and individuals
- Retired community members
- Wellness programs (corporate and healthcare affiliated)
- Running clubs and other fitness groups

YOU can help make this happen!

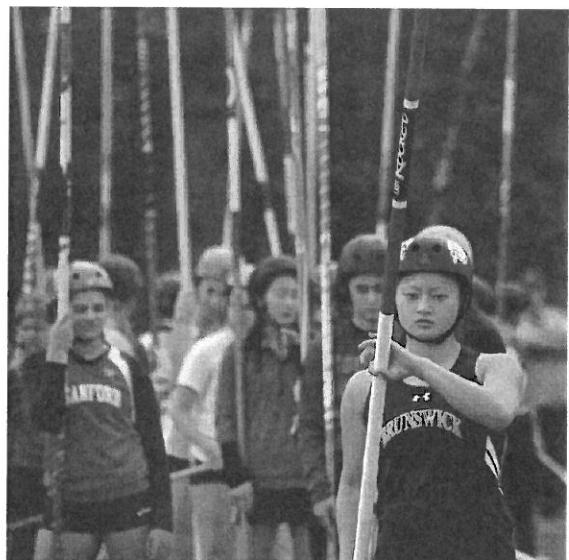
- Actively seeking financial support from the business community and individuals
- Inquire about naming rights and other forms of donor recognition

**For more information or to donate,
please contact RunBrunswick at
runbrunswick@gmail.com**

**or find us on the web at
www.runbrunswick.org**



Barry Logan, President
Jonathan Wayne, Treasurer
Cindy Patterson, Secretary



What is Proficiency Based Education in Brunswick?

K-12 students acquire essential knowledge and skills through the implementation of standards based instruction, which they need to be successful in careers, higher education and adult life.

Proficiency based education in Brunswick looks like:

- High quality, standards based instruction
- Clearly defined learning standards – what do I need to know and be able to do?
- Transparent expectations – how am I going to be assessed?
- Separation of “habits of work” from academic achievement (6-12 the traditional grade may include up to 10% HOW, which will be clearly articulated in the gradebook)
- Multiple pathways – more individualized learning opportunities

Why is Proficiency Based Education important?

- Holds student accountable for what the student needs to know and be able to do
- Helps to Identify specific knowledge and skills students need to work on
- Provides students with the option to pursue traditional education or a multiple pathway (example – extended learning opportunity, internship, alternative program)

Example of Priority Standard, Performance Indicator and Scoring Criteria used at BHS:

| Brunswick High School Social Studies Dept. Standard | Scoring Guide | |
|---|---|--|
| | Does Not Meet | Meets |
| Performance Indicators | entry skills/lower taxonomy or needs assistance | verb needs to match the verb stated in the PI |
| Students will make judgments about conflicting findings (statements, testimonies) from different sources; incorporating those from sources that are valid and refuting others | identify what is being described in different sources. | distinguish between reliable and unreliable sources and draw conclusions based on my assessment. |
| Students will develop a clear and well-supported position (thesis) regarding the topic | discuss information related to the topic. | develop a clear and well-supported position (thesis) regarding the topic |
| Students will synthesize information from varied sources (primary and secondary), fieldwork, experiments, and/or interviews that reflect multiple perspectives | identify information about the same topic in varied sources | synthesize information from varied sources that reflect multiple perspectives |

Proficiency Based Curriculum in Brunswick K-12

- Teachers have identified the Brunswick priority graduation standards and performance indicators K-12. These are based on the approved district curriculum, which stem from the Maine Learning Results and the Next Generation Science Standards.
 - **Priority graduation standards** are what students need to know and be able to do by the time they graduate from Brunswick High School. (Ex: ELA-1 Language: Demonstrate the command of the conventions of Standard English grammar and usage when writing or speaking.)
 - **Performance Indicators** are standards that move students towards proficiency of a priority graduation standard over time (Ex: ELA-a Language: Notice and correct grammatical and mechanical errors in writing. Demonstrate command of correct sentence structure and variety. Apply standard usage to formal speaking and writing.)
- K-5, 6-8, 9-12 course work has been mapped to ensure that students achieve proficiency in each of the subject areas before students transition to the next grade.
 - Students who require additional instruction or support will receive targeted intervention by the classroom teacher or Response-to-Intervention (RTI) teacher.
 - Students with an IEP have standards based academic goals that outline their expected level of achievement for the year.
 - Students who require additional instruction beyond what can be provided by the classroom teacher, RTI teacher or service provider may be required to attend academic programming outside of the regular school schedule in order to acquire credit (i.e. Saturdays, school vacations).
- Students are assessed using standards based formative and summative assessments. (Quizzes, tests, exams, projects, presentations, portfolios, journals etc.)
 - Students will continue to receive a traditional numerical grade at high school
 - Assessments are designed by classroom teachers
 - Assessments are evidence that demonstrate what students know and are able to do
 - Assessments help to identify student mastery in priority standards and performance indicators as well as identify where a student needs help
 - Students will have multiple opportunities to show their understanding and skill achievement of priority standards and performance indicators
 - Priority standards/performance indicators are mapped out by unit

How does Brunswick certify that students are proficient when they graduate from BHS?

Brunswick has been standards based since the Maine Learning Results were adopted as the basis for the curriculum in 1997. Standards based instruction is implemented K-12.

- K-5 Reporting
 - Students need to meet the standards outlined at each grade level

- K-5 students receive a standards based report card
- 6-12 Reporting
 - Traditional grades represent the student's academic achievement on standards, based on the approved Brunswick curriculum
 - Up to 10% of the traditional grade may include habits of work (example: handing assignments in on time, organization, participation)
 - Teachers track a student's progress on their standards in their grade book
 - 6-8 students need to achieve a passing grade in all subject areas
 - If student fails a course, teacher identifies the standards the student needs to become proficient in before moving to the next grade/course
 - 9-12 Students need to receive a passing grade in all graduation requirements which are:
 - 21.5 credits as outlined in course handbook
 - If student fails a course, teacher identifies the standards the student needs to become proficient in, which becomes focus of credit recovery
 - Proficiency in Maine Guiding Principles
 - Evidence: Portfolio, facilitated by Flex teacher
 - Credits + Proficiency = Graduation from BHS

Brunswick School Department's K-12 Mini-Conference

October 6th
Brunswick High School
7:45-11:30

Agenda:

- 7:45-8:15 BHS Cafeteria
Breakfast treats provided by Brunswick Parents and Community
- 8:20-8:50 Crooker Theater
Keynote Address - "Relentless Positivity/ Living in Possibility", Charity Bell
- 8:50-9:15 Crooker Theater
District-Wide Approach to Bullying Prevention, Response, and Reporting

** Fabulous Door Prizes **
- 9:15-9:30 BREAK
- 9:30-10:25 Concurrent Workshops – Breakout Session 1
- 10:30-11:25 Concurrent Workshops – Breakout Session 2
- 11:30 Adjourn to your buildings ...



Charity Bell - Speaker / Trainer

Charity Bell has been recognized as an “Everyday Hero” by Brian Williams of NBC and featured in Good Housekeeping Magazine for her work with more than 150 foster children in Massachusetts. After her mother’s early death, Charity applied to the Peace Corps, and spent 18 months in a remote West African village as the only English speaker within 15 miles. She worked primarily with women and infants and delivered more than 60 babies as a lay midwife.

She returned and spent time as the Founding Director of an arts/youth development foundation, as Director of Training for a large child welfare organization, and she also began her life as a foster parent. She has worked mainly with drug addicted newborns, going so far as to take them with her as she pursued a graduate degree at Harvard’s Kennedy School of Government. After working as Director of Training for Boys & Girls Clubs of Boston, She is now the Director of Learning and Development at the Massachusetts Department of Mental Health, NE. She has spent the past 10 years researching and implementing mindfulness and positivity in environments ranging from after-school programs to schools to government agencies. She is an engaging and inspiring speaker, bringing laughter to the important messages that audience members have called "transforming" and "utterly on-point".

Keynote Address: “Living in Possibility” –

Although we may believe we have little control over our thoughts, our brains – through neuroplasticity - can begin to automatically reframe and even reject negative, belittling, bullying thoughts and feelings, opening the door to thousands of positive moments each day. Charity Bell will share concrete, actionable, steps we can take to transform the manner in which we experience ourselves - and the world around us. We are far more powerful than we often realize when it comes to choosing our perceptions and reactions. Improving these choices will also impact how family, colleagues, and students perceive us. Drawing from non-violent communication and cognitive neuroscience science, Charity offers insight, wisdom, and strategies for increasing both personal and professional wellbeing.



Susan Stein – The “Ettty” Play

Susan Stein is an actor, playwright and teaching artist in NYC. Stein has spent the past five years touring her original play, *Ettty*, directed by Austin Pendleton, to theaters, universities, and prisons throughout the United States and the United Kingdom. A certified English teacher, Stein taught High School and Middle School English in public and private high schools in Connecticut, Maine, New Jersey, and New York for almost 20 years. She was a faculty member of Princeton Day School for 13 years. She has a Master’s in Writing from Wesleyan University and a combined B.A. in Literature and BFA (Drama) from SUNY Purchase.

The “Ettty” Play - is a touring one-woman play based on the diaries and letters of Ettty Hillesum, adapted and performed by Susan Stein. Directed by Austin Pendleton. Susan Stein will share information about her play, bringing us to 1941 when Esther "Ettty" Hillesum, a young Dutch Jewish woman, is living in Amsterdam. Upon the recommendation of her therapist, Julius Spier, she began a diary on 8 March 1941 to help her with her depression. Hoping to become a writer, the diaries take on their own literary life, presenting both Ettty's growth as a writer and spiritual transformation. As deportations begin, she prepares for the three day journey eastward, she digs deeper into her soul to understand “this piece of history” and root out any hatred or bitterness, believing that humanity is the best and only solution for survival. Ettty's words, insights and beliefs reach out from the Holocaust and allow us to see the power of hope and individual thought in the most extreme circumstances. In her gentle yet forthright way, Ettty asks us not to leave her at Auschwitz but to let her have a “bit of a say” in what she hopes will be a new world.



Jessie Graham – Master Coach / Consultant

Jessie is a Professional Certified Coach who has been studying and practicing Speech Language Pathology with a Master’s Degree in Communication Science and Disorders, since 1991. She understands that effective communication and healthy relationships are key to a happy and fulfilled life. Jessie has experience working in the fields of Mental Health, Early Childhood Care and Education, Public Education



Cheryl Miller – Consultant

As Senior Program Director of “Leadership Maine” / Interim President/CEO of Maine Development Foundation, Cheryl has provided inspiration, mentorship, and leadership development to individuals and organizations in Maine for over 33 years! Cheryl will facilitate an activity that has helped Maine’s most impactful business, political, and educational leaders to identify, clarify, prioritize, and powerfully articulate their personal and

professional values and vision!



Molly Kellogg – Educational Consultant

Molly Kellogg has been an educator for 19 years, teaching students in grades K-8 and working with teachers at all levels. Her passion is working with advanced learners (when she's not cooking, reading or chasing her two little ones around!). She is currently an educational consultant living in Brunswick. Molly will present a workshop aimed at providing strategies

and resources for infusing opportunities for deep, critical thinking into the differentiated classroom to support intellectual growth for our most advanced learners .



David Eichler – Pedagogical Director

David Eichler, pedagogical director at Maine Coast Waldorf School has worked in multiple pioneering capacities, helping to grow technical assistance project to support public schools, co-founding the first Waldorf school in Kansas, serving as a founding faculty member of Holos University, and founding the Center for Environmental Energy Medicine (CEEMS). David’s workshop on

approaching student behavior through a developmental neuroscience lens has received accolades from national conference audiences, providing insight into the role of parasympathetic nervous system responses and related strategies for educators.



Julie Campilio - Executive Director

Julie founded Radiant Beginnings out of Denver, Colorado in 2008. It has since expanded to New England and grown from a children's yoga business to an organization offering stress management solutions to children and adults on both coasts. Informed by her own struggles with anxiety as a child, Julie's approach has produced the immediate results in students shifting from anxious and impulsive to calm and focused. Julie has worked with therapists, social workers, school psychologists, and researchers to create effective and therapeutic material geared around social and emotional health. She leads professional development and trainings around the country and makes it her mission to empower people from all over the world to develop a toolkit for stress management that they can use throughout their lives.



Jamie Dorr - Midcoast Community Alliance

Jamie Dorr is president of the Friends of the Bath Youth Meetinghouse and Skatepark and founder of the Midcoast Community Alliance. She is also a mother to two teen boys, a "foster" mother, of sorts, to two additional teens, and a seven-year mentor through Big Brothers Big Sisters and the Fresh Air Fund. She is passionate about advocating for at-risk youth.

Elizabeth Munsey, LCPC-c, Prevention Specialist at Mid Coast Hospital, who coordinates the Youth Mental Health First Aid Grant in our community.

Jennah Godo - MS, PS-C, is the Substance Abuse Prevention Coordinator for Access Health who works with schools and the community to prevent underage substance use. She has been working in public health for nearly 20 years.

Kent Pierce - New England Executive Director of Spirit Series, Kent has now led over 3,000 students in 100 classrooms through this breakthrough drama-based values & literacy initiative. Tasked with overseeing regional program delivery, marketing, and fundraising, Mr. Pierce has grown the SERIES in New England three-fold since January 2013 and helped the organization double in size. A graduate of Dartmouth College, professional screenwriter and father of three, Mr. Pierce brings extensive experience working with young people in athletics where he has coached youth baseball and basketball as well as high school and college soccer.

... AND our own presenters from BSD!

Elizabeth Van Uden - is the Behavior Interventionist for Harriet Beecher Stowe Elementary School, a Crisis Prevention Intervention (CPI) trainer for the district, as well as an instructor for graduate and undergraduate courses through the University of Maine System.

Jeremy Floyd is in his third year working at the REAL school where he has focused on working with students at the middle school level. He received his bachelors degree in Special Education from the University of Maine at Farmington in 2005. Since then he has worked in a myriad of special education programs. Before starting at the REAL School in 2015, Jeremy completed a masters degree in Professional School Counseling from the Citadel in Charleston South Carolina.

Mary Lord - currently teaches French and Spanish at BJHS. She is a proud product of the Brunswick educational system, having attended Jordan Acres (when it was just a two-room schoolhouse), Hawthorne, BJHS, and the Spring Street BHS! This marks her 38th year of teaching, her 23rd here in Brunswick. Mary and her husband, Gary, have just built a new home in Brunswick where they live with their children, Hunter and Hailie. They also have two dogs and a cat!

Page Nichols - has been working with highly at risk students for over ten years. As a Restorative Learning Specialist at The REAL School, Page helped to develop and implement restorative disciplinary practices and protocols using evidence-based practices and emerging research on adolescent brain development as a guide. She serves on the executive board of directors of Seeds of Independence and the Juvenile Justice Advisory Group of Maine. Page speaks at local and national conferences and provides professional development training for teachers, counselors, and school leaders.

Alanna Roy – is in her 5th year as a School Counselor at Brunswick Jr. High School. As a counselor, she enjoys finding new ways to connect with her students and encourage them to challenge themselves. This summer, she had the opportunity to take the ropes course training, and is excited to be able share this with staff and students.

Jacob Goldstone – is in his second year teaching at BHS, and his third year teaching overall. He cut his teeth as a Middle School Special Education teacher in Chicago, before moving to Maine. This year he's teaching Algebra in the Freshman Academy as well as Honors Algebra outside of the Academy.

Danielle LeBlanc - has been teaching 8th Grade English Language Arts at Brunswick Junior High for three years, after working for three years as an Ed. Tech. in the Alternative Education program, Project X. She holds a masters from Emerson College, and a BFA from the University of Maine at Farmington. Danielle is the co-founder and event manager of the monthly reading series, Word Portland.

Mary Kunhardt – has lived, raised three children, and worked in Brunswick for 22 years which has allotted her many different vantage points of this community. She came to Maine from New York to open the Big Top Deli. In 1999 she sold it and went back to school for a social work degree! She worked at Sweetser with many families in the community gaining knowledge of resources and systems available in Brunswick. Mary is now a full time LCSW-cc at the high school. This year her youngest child went away to college and - although she misses her - she is enjoying coming home to a clean kitchen every day!

Dr. Hilda Wiley - has worked as a school psychologist in Brunswick for 5 years, with previous experience working in Boston Public Schools and in a special education cooperative outside of Minneapolis, Minnesota. In her “free” time she enjoys spending time with her husband and three children, reading, kayaking, traveling, and baking.

Andrew McCullough - is a Science teacher at BHS with experience teaching multiple levels of Biology. He currently works in the Sophomore Academy and also teaches the Marine Biology elective.

Rick Wilson – has 30 years of experience as an educator (in and out of the classroom). He currently serves as BHS Community Outreach Coordinator / Service Learning Educator. Real native Mainer living the local

Doug DeCamilla, MS. Ed. – is retired from the Navy and has 24 years teaching 3rd and 4th grade. Doug also has 12 years serving as Team Leader and he currently serves as *Co-Chair* of the Supervision and Evaluation Steering Committee.

Susan Burns Chong, LCSW, - joined the REAL School in 2012. She brings 20 years of extensive experience working with students and their families in multiple systems—juvenile justice, child welfare, and mental health. She loves working at the REAL School because of the laughter, tears, and learning that she shares with students and their families.

Lisa Cushman - has been assistant principal at BJHS for 21+ years! She was also a teacher in Sydney, ME, New Gloucester, BJHS ... Trainer for the certification peer mentors ... Lisa is a dog groomer.

Cory Bucknam – A founder of the QNA Club (Gay Straight Alliance) at BJHS, Cory is an artist and Art Teacher at BJHS. She enjoys sharing her practice with others and has presented at state and national conferences. Cory is an avid fan of the Ohio State Buckeyes!

Conan McNamara - has been working at BJHS since 2003, teaching the alternative education program since 2009, co-advising the gay-straight alliance since 2016, and has never developed the knack for writing his own bio in the third person. In addition to all that, he has a fear of public speaking, so when it happens you know he’s up to something important, interesting, or, at the very least, sensible.

Select your TOP 2 CHOICES for Workshop Session I

| | | |
|--|------------|----------------------|
| SESSION 1 | 9:30-10:25 | (pick top 2 choices) |
| <p>1-A) <u>Keynote Follow-up I: "Self Compassion For Educators"</u> <i>Workshop Leader: Charity Bell</i> Building on the work of Dr. Kristin Neff, we will examine how our own inner monologue impacts how we perceive ourselves and others - and at the incredible impact we can have on our own everyday happiness by focusing on changing that messaging. Participants will learn the self-compassion framework and will gain tools to apply it to their own lives.</p> | | |
| <p>1-B) <u>"Maine's Bullying Law – What Teachers Need to Know!"</u> <i>Workshop Leader: Sarah Ricker, Maine DOE.</i> This session will provide participants with important information about Maine's legal requirements around bullying. Participants will also learn strategies and procedures for prevention, intervention, and response. Opportunities for discussion / Q&A</p> | | |
| <p>1-C) <u>"Challenge by Choice!"</u> <i>Workshop Leaders: Alanna Roy and Mary Lord</i> The Challenge by Choice workshop invites staff to participate in and learn about several fun and engaging activities focused on teamwork and trust. From icebreaker games to ropes course challenges, the goal will not only be to add to your repertoire of activities, but also to support students at varying degrees of participation. Participants will learn how to help all students find success in challenging teambuilding activities.</p> | | |
| <p>1-D) <u>"Etty: A Conversation: How a young woman's Diary Becomes a Vehicle for Discussions about Social Justice"</u> <i>Workshop Leader: Susan Stein (For Teachers grades 6-12)</i> Recent events displaying racism, anti-semitism, violence and hatred, make timely the one-woman play, "Etty", adapted from the diaries of Etty Hillesum, a Dutch Holocaust victim. Using only Hillesum's words, "Etty" portrays one woman's struggle to sustain her humanity in the face of the Nazis' brutality and engages the audience in a discussion about social justice, human rights, and personal responsibility.</p> | | |
| <p>1-E) <u>"Verbal Intervention Techniques to Manage Difficult Behaviors and Strengthen Rapport"</u> <i>Workshop Leader: Liz Van Uden</i> Participants will learn basic verbal intervention techniques and interventions for when students become verbally escalated. The session will focus on identifying types of verbal escalation and interventions for each type, including setting limits, empathic listening, and re-establishing communication to develop therapeutic rapport.</p> | | |
| <p>1-F) <u>"New Staff Support Group"</u> <i>Workshop Leaders: Danielle Leblanc, Jacob Goldstone, Sonya Armer, Mary Kunhardt</i> This will be an open conversation between new teachers and recently "new" teachers (second and third years), where we share what is and isn't working in our fledgling classrooms. Participants will gain fellowship, support, and connection with other new district staff, as well as some problem-solving tips for the future.</p> | | |
| <p>1-G <u>"Grantwriting 101 for Teachers"</u> <i>Workshop Leader - Susan Burns Chong</i> This workshop provides step-by-step information for preparing a grant proposal to fund classroom activities and supplies. Grant lingo will be explained, sample proposal language will be shared, and resources for locating funding sources will be provided!</p> | | |

1-H) “Considering the ACES of Children at School” *Workshop Leader: Jessie Graham*

Participants will have an opportunity to reflect on the impact of ACES and a Trauma on learning for the children they work with each day and develop strategies to shift their thinking to “what happened or is happening for the child” from “What is the Child’s diagnosis or disability?”, “What is wrong with the child?” or “what is the child’s disability?”

A typical caseload of a Speech Language Pathologist will be described. The developmental history / profile of 3 children will be reviewed to look at progress and change over time in relationship to grade and curriculum. Interventions for supporting children who have experienced Adverse Childhood Experiences and Trauma with learning challenges will be provided for the Elementary, Middle and High School Levels.

1-I) “The Changing Landscape of Marijuana” *Workshop Leader, Jennah Godo*

Participants will be part of a discussion-oriented presentation with a variety of information about marijuana, what we might expect to see with legalization, how it affects youth, and what to focus on when talking to your students. Participants will increase awareness and understanding about marijuana as it relates to youth in a changing landscape.

1-J) “Teacher-to-Teacher Observations: Sharing Practices for Enhanced Leadership and Collegiality - PART I” *Workshop Leaders: Douglas DeCamilla and Lisa Cushman*

Description - This 2-part workshop provides training for developing a teacher-to-teacher observation cohort group at your school/impact area. Specific information about our 10-minute walkthrough processes, our "Claim-Evidence-Impact" statements, and best practices for sharing honest, helpful feedback with colleagues will be provided. Participants will gain necessary information for engaging in our Teacher-to-Teacher observation pilot project.

1-K) “Working with Challenging Behavior in the Classroom: Using Advances in Neuroscience to Allow the Educator to Work Smarter not Harder” *Workshop Leader: David Eichler*

Advances in neuroscience in recent years has provided valuable information around what triggers and calms humans in our social interactions with each other. In this session we will discuss very concrete ways to bring this information into your classroom and school building. This information can help you learn how to avoid conflict within the school setting and increase student compliance.

1-L) “Mindfulness for Social-Emotional Learning” *Workshop Leader: Julie Campilio*

An experiential workshop where participants learn simple and effective tools to help youth build self-awareness and self-regulation strategies for the classroom and beyond. Research shows that cultivating a mindfulness practice improves emotional regulation, attention and compassion. Come as you are and learn tools that help youth thrive emotionally.

1-M) “Developing Executive Functioning Skills in the Classroom” *Workshop Leader: Hilda Wiley*

This session will briefly outline what executive functioning skills are and provide interventions for how to develop these skills in the classroom. Participants will learn about different executive functioning skills, how they are evaluated in school, and strategies for developing these skills in all students. Specific intervention ideas and strategies will be presented for each executive functioning area.

Select your TOP 2 CHOICES for Session 2

| |
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| SESSION 2 10:30-11:25 |
| 2-A) <u>Keynote Follow-up II: "Mindfulness in Classrooms"</u> <i>Workshop Leader: Charity Bell</i> This session offers simple strategies for implement practices that work! Staff will learn how mindfulness practices can improve their students' experience in the classroom and simple ways to implement this. |
| 2-B) <u>"Challenging Classroom Behaviors: Strategies for Prevention, Intervention, and Response"</u> <i>Workshop Leader: Page Nichols</i> This session will provide effective strategies for: setting up classroom dynamics that increase the likelihood of positive behaviors; effective interventions for minimizing disruptions and continuing the flow of lessons when maladaptive behaviors do erupt; and responses - based on Restorative Justice - that actually do change difficult behaviors over time! |
| 2-C) <u>"Stand and Deliver: Developing Your Professionally Courageous Voice"</u> <i>Workshop Leader: Cheryl Miller</i> While external forces and rhetoric continually attempt to define public education - and educators - in mostly negative terms, our public schools and teachers are actually achieving miraculous results! Teachers and school leaders are usually too busy to "advertise" their successes. In this inspirational activity, participants will have the opportunity to hone in on individual personal and professional values, and to develop a clear articulate, professionally courageous "elevator pitch". |
| 2-D) <u>"Diaries: A Key to Activism"</u> <i>Workshop Leader: Susan Stein www.ettyplay.org</i> Diaries are powerful. Their rich detail, spontaneous form and authentic voice provide insight into a world that would otherwise remain unknown. Diaries written by young people (we all remember Anne Frank) during the Holocaust do just this. This workshop will afford teachers the opportunity to include other young people's diaries that give a wider range of daily life under Nazi rule, teaching them how to integrate primary source documents into their curricula. Actress, playwright and educator, Susan Stein, provides lessons that teachers can use with a variety of texts. Step by step exercises are designed so teachers can replicate them in their classrooms! Participants will learn strategies to engage students intellectually, emotionally, and artistically as they develop their understanding of history, wrestle with moral dilemmas and issues of social justice, human rights, resistance, and personal responsibility. Participants will receive materials and study guides for use with their students and colleagues! |
| 2-E) <u>"Maquoit Bay Place-Based Learning and Brunswick Community Resource Mash-Up"</u> <i>Workshop Leaders: Rick Wilson, Andrew McCullough</i> First Half: Andrew McCullough will discuss merits of experiential teaching and learning in the field using Maquoit Bay as a classroom. The second half of this break-out session will be discussion/ sharing examples and resources in the Brunswick area that lend themselves to possible place-based,, project-based, and experiential lessons. |

2-F) "Supporting LGBTQ Students and Colleagues in Brunswick Schools"

Workshop Leaders: Jeremy Floyd, Cory Bucknam, Danielle LeBlanc, Conan McNamara

Given the external climate of increasing fear and hatred based on perceived differences, it is more important than ever that our schools model acceptance and celebration of diversity. This interactive session will provide participants with information and perspectives that will help all of us to better support members of our school community who may face barriers related to gender diversity / LGBTQ issues. Participants will deepen understandings about the challenges faced by LGBTQ students and will gain specific tools for creating safe classrooms and schools.

2-G) "Trauma Informed Practices In the Classroom" *Workshop Leader: Susan Burns Chong*

Students who have experienced extreme trauma present their symptoms in many ways – these may sometimes be observed as behavioral challenges or unusual reactions/perceptions under "normal" circumstances. And, often, trauma symptoms are invisible from the outside, while wreaking internal havoc on a student's ability to learn. A trauma-friendly school and classroom environment can improve learning – and the overall classroom experience – for all students. This presentation provides strategies and resources for mitigating the impact of trauma in the classroom.

2-H) "De-stigmatizing Mental Illness: Practical Ways You can Increase Help Seeking in Teens" *Workshop Leader: Jamie Dorr and Elizabeth Munsey*

Stigma surrounding mental health remains one of the largest barriers to accessing help for high-risk teens. Learn practical ways you can reduce stigma in your everyday interactions with students, to increase the likelihood of teens reaching out for help. Find out how members in your community are collaborating to find innovation solutions to the issues facing our youth and how they are working to become a suicide-free community.

2-I) "Teacher-to-Teacher Observations - PART II (Continued from Session I)"

2-J) "The Spirit Series" - *Workshop Leader: Kent Pierce*

The importance of Maine's Guiding Principles in preparing students for lives as successful civic-minded adults is generally acknowledged. But these "soft skills"--such as teamwork, self-direction, empathy, creative problem solving, and leadership--can be very challenging to teach. Presenters share critical teaching tools and insights gained from firsthand experience successfully leading 45,000 upper elementary and middle school students through a rigorous, high-stakes project-based learning adventure...to remarkable outcomes.

2-K) "Mindfulness for Social-Emotional Learning" *Workshop Leader: Julie Campilio*

An experiential workshop where participants learn simple and effective tools to help youth build self-awareness and self-regulation strategies for the classroom and beyond. Research shows that cultivating a mindfulness practice improves emotional regulation, attention and compassion. Come as you are and learn tools that help youth thrive emotionally.

2-I) "Differentiation Strategies with Advanced Learners in Mind"

Workshop Leader: Molly Kellogg How do you weave in authentic critical thinking opportunities for all students that challenge advanced thinkers? How do you muck about in true inquiry and big ideas to give all learners room to wonder and explore? Together, we will look at some useful strategies to get at these meaty questions. Participants will analyze, discuss and share differentiation strategies that support the social, emotional and intellectual growth of all students with a focus on advanced learners.