

The Maine Event – National Conference on Positive School Climate

2016 Conference Program & Schedule of Concurrent Sessions

WEDNESDAY, June 22nd

6:00-8:00 pm Registration / Vendor Table Setup

THURSDAY, June 23rd

7:00-5:30 Registration Open, Holiday Inn By the Bay, Kiosk

7:30-9:00 Continental Breakfast, Casco Bay Room

8:30-8:45 Introductory Remarks + Chip

8:45-9:35 KEYNOTE ADDRESS – Charity Bell:

THE IMMENSE POWER OF ONE:
CHARITY BELL, Massachusetts Dept. of Mental Health
 Too often, we get sidetracked from our goals for ourselves and our environments, by the seeming impossibility of getting others to cooperate. We dramatically underestimate our own power to change things ourselves, alone. Charity Bell will remind us of our own power and of the awesome opportunity for change that lies within. Charity approaches intense topics with an honesty and humor that empowers and encourages her audiences to see themselves as the

Concurrent Sessions I – 9:45-10:45, Thursday, June 23rd

Session Description	Presenter	Location
<p>A Restorative Approach to School: It's not Just About Discipline! Just as teacher's personal style sets the emotional tone of their individual classroom, the cumulative interactional styles of all adults in a school have a synergistic effect producing a school's climate and culture. This workshop will synthesize current social-psychological and brain research to explain this phenomenon in a way that will increase understanding of, and buy-in for, a restorative approach to all relationships at school.</p>	<p>Chuck Saufler, Safe Schools for All Bath, ME</p>	<p>Kennebec Lincoln</p>
<p>Positive School Climate for English Language Learners: Hear It From the Source..... As administrators, teachers, school-based specialists, and involved community members, many of us wonder what the magic formula is for building a positive school culture and climate in our diverse places of learning. Come learn from the experts! Students, parents, and parent- community specialists from Portland's Public Schools will offer first-hand experiences, perspectives and approaches for growing school communities that embrace identity, inclusion, dialogue, and an open mindset. Over the years, Portland Public Schools' multilingual student population has grown exponentially and become increasingly more diverse. Currently, the district has over 2,400 students who come from homes where about 60 different languages are spoken. These students represent about 36% of Portland Public Schools' total enrollment. Over 1,700 of these students are identified as English Language Learners.</p>	<p>Jane Armstrong, Portland School Department (and her students)!!</p>	<p>Oxford</p>

<p>High Risk Behavior: Good Kids, Bad Choices High-risk behaviors are often symptoms of a deeper call for help. If we don't respond to that call, our children can face devastating consequences. According to the Centers for Disease Control and Prevention, the decisions made and patterns developed during the teenage years have more impact on long-term negative patterns, adult lifestyles, and mortality than at any other time in life. Participants will learn the latest research on how the developing teenage brain, technology, and recent cultural shifts impact high-risk behaviors and protective strategies that produce positive results.</p>	Stacey DeWitt, CEO and Co-Founder of Connect with Kids Education Network Atlanta, GA	Somerset Room
<p>Staying Positive During Times of Change: How to Motivate Yourself and Your Staff During Challenging Times Change is the only constant in education. Unfortunately educator burnout is becoming another constant as well. Although change can be great for moving a school and/or district forward, too many changes at once is often overwhelming and extremely difficult for educators and school leaders. In this session, participants will have the opportunity to learn strategies for: rethinking our own leadership skills in order to overcome difficult situations; helping staff maintain a positive attitude; and creating an environment that fosters growth mindset for all. We will end the session with Q&A and begin to create a bank of strategies that all can access and begin to implement immediately.</p>	Holly Couturier, Maine Principals' Association Augusta, ME	York Room

Concurrent Sessions II – 10:55-11:55, Thursday, June 23rd

Session Description	Presenter(s)	Location
<p>Keynote Address Follow-up Session: Living in Possibility - Although you may believe you have little control over your thoughts, your brain can reframe and even reject negative, belittling, bullying ideas, opening the door to thousands of positive moments a day. Charity Bell will share with you concrete, actionable, steps you can take to transform the manner in which you experience yourself and the world around you. Drawing from non-violent communication, brain science, and her own amazing experiences growing up in chaos, her own struggles with anxiety, and her work as foster parent to more than 150 infants, Charity has created and implemented a process that will leave you feeling empowered and hopeful, with plans to live a happier, healthier, and more contented life.</p>	Charity Bell, MA Dept. of Mental Health, Director of Training Boston, MA	Somerset Room
<p>School Justice Partnerships and the School-to-Prison Pipeline- On 11/2/15, an Interagency Governance Agreement on the Handling of School Offenses was signed. This agreement is designed to keep kids in school and out of court, and to bring consistent and positive response to student behavior. The session will include background information to establish the need for the work, the makeup of the team and how the team was brought together, the process involved in coming to an agreement, and the process of implementation. Participants will leave with a heightened awareness of the problem and with tools to begin addressing the issue in their own jurisdiction.</p>	J.H, Corpening, II Chief District Court Judge Wilmington, NC	York Room
<p>What you need to Know about Title IX! (Violation Prevention and Response) Information for ensuring safe, harassment-free, schools and workplaces ... and a trouble-shooting guide for steps to take when/if violations occur. Learn about the LEGAL RESPONSIBILITIES and the BEST PRACTICES!</p>	TBA	Oxford Room
<p>You Show it Before you Know It - How Self-Awareness can Improve School Climate and Culture Affect Script Psychology (ASP) explains a lot about student and adult behavior. This presentation will provide a synthesis of current ASP research that will illuminate how our adult behaviors (body language, facial expression, tone of voice, word choice) can trigger disproportionate responses from others (adults or students) and offers resources for increasing our self-awareness and understanding of what to do when that happens.</p>	Chuck Saufler, Safe School For All	Kennebec Lincoln Room

LUNCH – 12:00-1:10 - CASCO BAY ROOM

Lunch KEYNOTE: (Video Address)

Senator Angus King will address Conference Participants on the topic of Positive School Climate

1:10 FABULOUS Door Prizes!!! 😊 – CASCO BAY ROOM

1:15-2:00 KEYNOTE ADDRESS – Chip Brewer

Improv: The Virtuous Cycle

CHIP BREWER, *Business and Strategy, The Smart Cube*

Improvisational Comedy` is the art of getting on stage with a random group of people in front of a live audience to create stories from scratch, in the moment, with no script or prior discussion. Ironically, it takes a great deal of preparation and practice to get a group of people to create spontaneously. In other words, one needs to prepare how to be successfully unprepared. In this fun and interactive Keynote and subsequent hands-on workshop, we will take the tools and exercises used to teach Improv and apply them to creating a positive classroom experience. In particular, we will focus on utilizing the virtuous cycle that starts with generating self-confidence and leads to spontaneous joy, which then generates yet more self-confidence. You will walk away with a smile on your face and a new way to think about and manage group dynamics in the classroom and beyond.

Concurrent Sessions III – 2:10-3:10, Thursday, June 23rd

Session Description	Presenter	Location
Keynote Follow-up: Interactive improvisation Comedy Workshop for Educators and School Leaders: In this highly interactive break out session Chip will teach you how to use your physical being (body language) to work collaboratively with colleagues ad students, react in positively to in-the-moment challenges and respond effectively in difficult situations.	Chip Brewer Owner, The Smart Cube, Inc.	Casco Bay Room
Ethical Decision Making For Educators and Social Workers - This session will focus on the cross currents that exist in our schools with respect to professional ethics and social work boundaries. How can we support our most challenging youth and maintain confidentiality while at the same time sharing critical information to help bolster networks of support.	Susan Burns Chong, LCSW CPI / Leslee LCSW	Somerset Room
Truancy Dropout Prevention - This session will focus on truancy dropout . issues and strategies to support local schools and local Dropout Prevention Committees. Maine Law requires that all school systems have a Dropout Prevention Committee in place. However the reality is that very few systems have viable committees doing this work. This session will give participants the opportunity to get information and to ask questions about how to jumpstart their own local committee.	James Hodgkin, Superintendent RSU 4 / Maine DOE	York Room

<p>Project Based Learning and the Unsung Heroes Projects from the Lowell Milken Center - The Lowell Milken Center mentors and collaborates with students and educators to pursue project-based learning (PBL) that celebrates Unsung Heroes from history who have changed the world. Two veteran Maine teachers, and Lowell Milken Center Fellows, will introduce you to the unique approach that PBL gives to students and educators to research through primary and secondary sources, synthesize and evaluate their findings in a thematic way, and gain firsthand experience with their Unsung Hero. Unsung Heroes projects encourage student-driven learning, cultivating invaluable academic and professional skills among ALL students while infusing them with a passion for learning. As students discover their Unsung Hero and reflect on the values demonstrated by their Hero, they become role models themselves, creating change within and around them.</p>	<p>Melissa Noack and Rich Meserve, Milken Education Foundation</p>	<p>Kennebec Lincoln Room</p>
--	--	------------------------------

Concurrent Session IV – 3:20-4:20 Thursday, June 23rd, 2016

Session Description	Presenter	Location
<p>Trauma-Informed Practices Panel – This interactive session will provide participants with highlights from innovative, human-centered practices for supporting students whose Adverse Childhood Experiences impact their social, emotional, behavioral, and academic success.</p>	<p>Marissa Ritz Karen Williams</p>	<p>Kennebec Lincoln Room</p>
<p>Play with a Purpose: Developing Students’ Relational Skills - Participants will get a hands on experience that will help them to develop “a bag of tricks” to engage students and build a strong classroom community. This workshop will introduce a number of games and initiative problems. There will be a focus on processing each experience. Participants in this interactive session will gain a number of lesson plans for team building, a list of inexpensive materials, and the skills necessary to be able to lead these activities for youth and adult groups.</p>	<p>Charles Harrington Director Maine Seacoast Mission. Bar Harbor ME</p>	<p>Casco Bay Room</p>
<p>The Power of One - A motivational presentation that is designed to help participants recognize their personal power to effect change in their lives and in the lives of those around them (students). The session is centered around three words, Imagine, Believe, and Lead. Participants are led to open their mind to new possibilities through Imagine, to Believe in their personal power and to share that power with others, and to take a leadership role in bringing change in their lives and the lives of others. In the school setting this plays out in improved relationships among administrators, teachers, and students, improved school climate, and safer schools.</p>	<p>J.H. Corpening, II Chief District Court Judge</p>	<p>York Room</p>
<p>Create your own “Un-Program” for Supporting Positive Behavior (How to Leverage the Best Practices from a Variety of Approaches While Maintaining Flexibility) - Do you see value in SOME parts of PBIS? Some aspects of Responsive Classroom Model? Also ... Collaborative Problem Solving? Restorative Justice School Discipline? This session will guide participants through development of a multi-tiered approach that “cherry-picks” the best components of a variety of evidence-based practices to fit the strengths and needs of each unique school culture.</p>	<p>CPI Team Portland, ME</p>	<p>Somerset Room</p>

Concurrent Session V – 4:30-5:30, Thursday, June 23rd

Session Description	Presenter	Location
<p>Making Mindfulness Meaningful – Neuroscience for Students: This session will provide an introduction to mindfulness in the classroom and explore the neuroscientific basis for that practice. Participants will learn how mindfulness impacts brain structure and function, and the nervous system, and will learn how to translate that understanding into practice. Throughout the workshop, participants will engage in a cross section of mindfulness exercises to personally understand the nature and impact of mindfulness. They will leave with a firm foundation in basic mindfulness practice and neuroscientific explanation, as well as resources for continuing this inquiry.</p>	Erica Marcus, Wise Minds Big Hearts	Kennebec Lincoln Room
<p>Volunteer Management and Available Resources: The session will provide ideas and strategies for incorporating volunteers and national service into the school and classroom AND will offer information about current grant opportunities to support volunteer and national service programs in your school setting. Ideas for maximizing the support of parents, community members, businesses, and other agencies will be shared. Participants will leave with a better understanding of how they can incorporate National Service and Volunteer Management into their school programming.</p>	Joely Ross, AmeriCorps Program Manager	Somerset Room
<p>Linking STEAM with Social Justice We will present two key emergent projects (Creating an International Restaurant and The Making of a Super (S)Heroes movie) from a preschool classroom, showing a progressive educational model that links all the STEAM components of curriculum, while also integrating key aspects of cultural identity, peaceful problem solving, and progressive solutions to social problems within our world. (Social/Emotional Intelligences that are critical to Early Childhood Development). Participants will learn: 1) Concrete Steps and Tools in Emergent Curriculum within a Preschool Classroom 2) Observe and Reflect on the multiple avenues an organic project takes and ways to integrate STEAM. 3) Observe and Reflect on tools in dialoguing and integrating social justice, cross-cultural learning, and peace education with children.</p>	Virginia Dearani, Director, One Tree Center	York Room
<p>Supporting LGBTQ Students and Staff: Ideas for creating a welcoming school climate that <i>protects the rights</i>, the dignity, and the social/emotional safety of diverse populations.</p>	TBA	Oxford Room

FRIDAY, JUNE 24th, 2016

Registration Open – 7:30

BREAKFAST - 7:30 - 9:00 – CASCO BAY ROOM

8:00-8:15 Announcements Welcome Back / Overview of Day

8:15-9:00 KEYNOTE ADDRESS – Dr. Kirke Olson

Awaken the Positive Force(s) in your School & Classroom

DR. KIRKE OLSON, Psy.D., author, The Invisible Classroom

This is a practical talk with a positive approach toward education that will introduce you to the critically important ever-present yet invisible force(s) embedded in every school. You will begin to learn how to see and awaken these positive forces so you can improve the culture of your classroom and school. It starts with us the educators, before we implement curricula for our students. We will do this by briefly integrating the research of Barbara Fredrickson on love, Dan Siegel's and Stephen Porges's research from interpersonal neurobiology, Richard Davidson's research on mindfulness, and Dr. Louis Cozolino's work on the social neuroscience of education. There will be lecture, real life examples, and experiential components so that you will not only learn about these techniques, but also experience a taste of them.

9:00 FABULOUS DOOR PRIZES!!! CASCO BAY ROOM



Concurrent Session VI – 9:15-10:15, Friday, June 24th, 2016

Session Description	Presenter(s)	Location
KEYNOTE FOLLOWUP - Strengthen the Positive Force(s) in your School & Classroom - We are so fortunate to be alive and teaching today! It is an exciting time with an amazing amount of solid science offering good ideas to apply in school leadership and the classroom. But if you want to use what is known about love, human connection, mindfulness, and neuroscience it will take more than a keynote address. Join us for an hour to dive more deeply into the practical application of research at the intersection what is currently known about: human connection and love – neuroscience – mindfulness - learning. You will get to exercise your vagus nerve as well as your right and left hemispheres!	Dr. Kirke Olson <i>The Positivity Company</i>	Casco Bay Room
Understanding Poverty from an Insider's Perspective – Dispelling the Myths that Keep us Divided - Participants will explore the impacts of poverty across race & class and will gain tools for improving the student/parent/teacher relationships that connect people and break poverty barriers and School Improvement strategies they can begin implementing immediately to better assist and communicate with families facing poverty.	Ethan Matthews & Dr. Donna Beegle, <i>Communication Across Barriers</i>	Kennebec Lincoln Room

<p>Supporting the Grieving Student - Grief and loss touch all of us, our students, and our schools everyday. In fact, 1 in 7 children will experience the death of a parent or sibling before they are 20. Entire schools are left reeling when there is a death of a student or staff member. Grief can have a profound impact on a student's learning - and staff, faculty, and other students are frequently uncomfortable or just unsure how to help. In this session, participants will increase understandings and knowledge of grief and loss and develop confidence/comfort in supporting students who are facing grief and loss. Participants will learn about the tasks of grieving and relate grief responses to child development. They will also learn and practice the skills of reflective listening and be able to apply this information to real world scenarios.</p>	<p>Susan Giambalvo, LCSW, <i>Center for Grieving Children</i></p>	<p>Somerset Room</p>
<p>Be the Disruptor - "Disruptive" is commonly used negatively to describe a student's behavior or the environment of the classroom. To disrupt, however, can just as well lead to positive change and innovation. Drawing intellectually from social and complexity science this breakout session will begin by looking at four frameworks that create the educational arena- whether your work is in a classroom, a school bus, or an administrative office. Then, with practices that combine individual reflection with creative expression, we'll experiment with tried and tested ways of tapping into the self for the unique resources we hold that these frameworks are missing. Coming out of this session participants will have techniques and practices for how to resource themselves when feeling restricted, discouraged, or burned-out, and how to transform that into positively disrupting the very circumstances—personally or systemically—that can feel limiting.</p>	<p>Allison Johnston, <i>CtznWell</i></p>	<p>York Room</p>

Concurrent Session VII – 10:25-11:25, Friday June 24th

Session Description	Presenter	Location
<p>Redefining Classroom Culture: From The Culture of Power to True Inclusivity- This workshop challenges participants to unpack the inherent bias and culture of power that dominates US classrooms and to come up with creative solutions as educators to shape classroom culture in more inclusive and equitable ways. Workshop attendees will walk away with a better understanding of systemic oppression and some tangible strategies to combat it in the classroom.</p>	<p>Katherine Stitham, <i>Integrative Inquiry LLC</i></p>	<p>Kennebec Lincoln</p>
<p>Verbal De-escalation - We have all found ourselves in situations in which someone is escalated, overwhelmed, and overwhelming. In this session, Charity Bell will help you understand the reasons people "just snap" and how to provide them with an environment that gives them an opportunity to regain control and de-escalate with dignity intact, both their dignity and yours. You will also learn new tools with which to interact with an escalating individual and to assess situations after they occur. This training provides a trauma informed and collaborative method for interacting with everyone from colleagues to strangers.</p>	<p>Charity Bell, <i>Dept. of Mental Health,</i> Boston, MA</p>	<p>York Room</p>
<p>Starting and Sustaining Alternative Education Programs (That meet the needs of YOUR community - one size does not fit all)! Learn from a veteran alternative educator – ideas to dramatically improve school attendance and graduation rates of marginalized populations. Topics: 1. Defining your Rationale, 2. Start -Up, PR with stakeholders in school and community, 3. Student selection 4. Integrating curriculum and standards into Alternative Ed. programs (ex. Service Learning), Participants will depart session with greater clarity and a real sense of how-to. They will also receive a presentation handout (or 2).</p>	<p>Melissa Denick <i>Gorham High School</i></p>	<p>Oxford Room</p>

<p>When Youth Return Home: Crossing the Bridge from Corrections to Community (Best Practices for Supporting Student Reintegration) - When our students become involved in the Juvenile Justice System, it is critical that we support ongoing connection and communication between the locked facility and the school. Participants will learn about Project IMPACT and the importance of collaboration between the Transition Coordinator, and the Reintegration Team Members of the school of origin for the detained youth, and the receiving school for committed youth. Additionally, this seminar session will explore communication best practices and communication techniques that can be employed while working with at-risk youth.</p>	<p>Sherreccia Jackson, <i>Project Impact Transitions Coordinator</i></p>	<p>Somerset Room</p>
--	--	----------------------

11:30-12:30

LUNCH – CASCO BAY ROOM

PRESENTATION OF
THE PEGASUS AWARD for PROFESSIONAL COURAGE!!
 The Pegasus Awards honor individuals and organizations who have demonstrated professional courage by going above and beyond to support safe, welcoming, positive schools.
 2016 Awardees will be recognized during lunch at The Maine Event National Conference on Positive School Climate, June 24, 2016!



12:35-1:35

FEATURED KEYNOTE ADDRESS – KAREN WILLIAMS!

Viva Las Vagus! Singing the Praises of Our “Second Brain!”
Karen Williams
 Did you notice the spelling of “Vagus”? Well, that’s no mistake. It refers to our vagus nerve, or our vagal nervous system. Understanding this system is vital for anyone working with youth, especially youth with a history of adversity. And, understanding the importance of our “second brain” is essential to fully understanding trauma-informed services, including prevention, education, therapeutic interventions, juvenile justice interventions, and treatment. The workshop will provide an overview of the latest research and how we can apply it to better the lives of youth in all settings. Participants will learn about the role of the vagal nervous system and the gut as a “second brain”, and will understand why prolonged distress has such a negative impact on development and behavior. This dynamic presentation will provide the information and the inspiration for practitioners looking to improve their practice with at risk youth.

Concurrent Session VIII – 1:45-2:45, Friday, June 24th

Session Description	Presenter	Location
<p>The “Firefighter’s Strategy: Mitigating the Harm - When we send firefighters into a roaring blaze, we give them survival training and protective gear to mitigate their exposure to harm. When we send children back to families, schools, and neighborhoods ablaze with violence, they also need skills and protection to mitigate their exposure to the harm of prolonged distress, anxiety and trauma. Harvard calls it “toxic stress”. “Trauma” is defined as: “encountering an environment, situation, condition, relationship or event that <i>overwhelms the ability to cope.</i>” We may not be able to remove every child from adversity, but we can increase all children’s ability to cope! We will examine simple interventions that: increase children’s coping, stress-management, and “survival skills”; build their vagus nerves; and protect their second brains. Participants will be able to: explain the terms “trauma” and “unmitigated” and their relationship to children’s ability to cope; explain the simple daily practices that children can use to build their stress-management and coping skills; commit to two actions they will take to improve their own coping and stress-management skills.</p>	<p>Karen Williams</p>	<p>Casco Bay</p>
<p>The Power of Voice: Creating a Safe Space for Every Student to be Heard In this interactive workshop, we'll look at how student participation - and belonging - impact their social and emotional learning in the classroom. The Telling Room, a nonprofit writing center in Portland, Maine, was recently recognized by the White House for its work in developing literacy skills, increasing confidence, and building community. We're excited to share some of what we've learned about how to create inclusive learning spaces in which students feel empowered to express themselves.</p>	<p>Nick Schuller, <i>The Telling Room</i></p>	<p>Kennebec Lincoln Room</p>
<p>ESSA: Planning Ahead to Maximize Opportunities in the New ESEA Legislation - What are the impacts of ESSA? How will these changes impact your district and/or your school? Learn about the opportunities buried within the <i>Every Student Succeeds Act</i> (ESSA)! This session will provide an overview of ESSA’s key components and ideas for planning ahead to maximize the opportunities!</p>	<p>Ed Cervone, <i>Educate Maine</i></p>	<p>Somerset Room</p>
<p>Breakthrough Leadership – Breakthrough Results ... AND ...Educating the “Unique Urban Child” - Memphis is the 21st largest school district in the nation. See what the administration did at Kirby High School to address negative behavior such as fighting, class cutting, tardiness, profanity, misbehavior, insubordination, and cafeteria decorum (2 fights in 90 days) that gave Kirby High a very bad image before his arrival. Enrollment has increased by at least 400 students and students are now on a waiting list trying to get in. Safety transfers are coming in rather than leaving. See and hear what steps Dr. Reginald Williams Sr. put in place to combat these negative behaviors. must be trained in cultural sensitivity issues and how to prepare for parent conferences such as “What to say and how to say it”.</p>	<p>Dr. Reginald R. Williams <i>Shelby County Schools</i> Memphis, Tennessee</p>	<p>York Room</p>

Concurrent Session IX – 2:55-3:55, Friday, June 24th, 2016

Session Description	Presenter	Location
<p><u>Doing Good Better: Three Keys to Achieving Improved Outcomes and a Happier Staff</u> - Improvement initiatives come and go because they lack one or two of the three critical legs required for long-term sustainability. This presentation will focus on three key strategies that empower schools to improve the feasibility, effectiveness, and sustainability of organizational change initiatives. The presenters will draw from decades of experience and buckets of enthusiasm to discuss an approach to program improvement achieved by integrating trauma-informed assessments, resilience-focused strategies, and a foundation of progress monitoring. Examples of integrated approaches include: Appreciative Inquiry to increase students' and staff's well being, Environmental and Communication changes to transform leadership meetings and improve students' responsiveness in the classroom. While these ideas are not rocket science, they are practical and all participants will leave with at least one tool they can immediately implement in their own settings.</p>	<p>Susan Casey, LCSW; Carmela J. DeCandia, Psy.D./IAP Susan Douglas, Ph.D; <i>Inspired Action Partners</i></p>	<p>Kennebec Lincoln</p>
<p><u>Start Here Now : Starting Restorative Practices in your School by Reflective Action!</u> Participants will gain strategies for implementing a restorative approach on any scale, from small projects to a large system-wide objective within a school. Included will be strategies and techniques to develop a team, understand and articulate needs and aspirations of this team, develop a concept and implementation plan, evaluate, tinker, and grow. This session features basic understandings of restorative practices in schools; a framework for a reflective-action process of restorative practice implementation; tools and strategies to begin this process; concrete examples of schools using this process.</p>	<p>Ryun Anderson, <i>Restorative Justice Institute of Maine</i></p>	<p>Somerset Room</p>
<p><u>Using the Results of Neuroscience to bring Practical Applications into the Classroom:</u> Participants will learn Social and Emotional Skills (based on emerging brain research) for improving quality of life in general – and in the classroom. Strategies for teaching and modeling these skills for students will be shared.</p>	<p>Nancy Hathaway, Center for Studying Mindfulness</p>	<p>York Room</p>

4:00 – CASCO BAY ROOM – CPI proudly presents a performance by

THE STREET KINGS!!!

Followed by....

EXTRAORDINARILY BRIEF Closing Remarks, Door Prizes, CEU Certificates