

REALTIME FILE
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>> Good Afternoon. So glad that so many of you are able to join us again today. This is maybe the fifth, sixth of these facilitated conversations that we've had that have proven to be very well attended, and very successful. And so we appreciate your participation

The topic that we're going to be focusing on today is planning for the 2020-2021, that's a mouthful, school year. We're using the same opportunities for you to communicate with us that we have in the past.

So you can either participate on the phone line, using the number on your screen, right there, in the PowerPoint slide, that 800-number as well as the pass code to use.

If you plan on sharing with us orally, you will have to sign in -- you'll have to call in to that phone line and use that pass code so that we can allow you to share out orally.

If you're not interested in that, and plan on using your chat box, only, please mute your computer speakers, you can hear us. And we will hear from you via the chat box. But just a reminder that if you want to talk to us and talk to others you have to be on the phone line.

If there are any questions about that right now, can you insert those into the chat box?

So, our objective for today as usual is to create an opportunity for you to have some peer-to-peer sharing, and peer-to-discretionary project personnel sharing. Asking questions of each other as we again as a state looking to -- how the new school year is being approached for our districts.

Another objective for today is to give discretionary project staff an opportunity to listen to you, to learn from you, so that we're better able to support your planning efforts.

So, again, some instructions, feel free to include questions and comments into the chat box. Anybody is able and welcome to do that. Also, we will monitor the chat, clean it up a bit, but save anything that goes in there so that we can share that information with you later.

So, that becomes a resource that we're able to share after the webinar, again if you're using the phone, please turn your computer speakers off and make sure your phone is on mute. Until you're ready to share out with us

If you are going to speak using your conference line, then the way that we'll recognize that you have something to add is use the raised hand feature. So, I'm fairly certain people are pretty familiar with Adobe, and Zoom, and other things right now. Are people having trouble hearing me?

>> Yes I've noticed that some are having some low-volume, but some are not.

>> And it could be their own phone. Okay. Others can say yes, I can hear you. So if you're having trouble you may want to adjust the volume on your own phone.

But anyway, if you are going to ask a question, or share a comment orally, we will recognize that if you use the raised hand feature. So if I could get a couple of you looking at the top of your adobe bar there, the little guy with the raised hand, if you want to practice with that, click on your raised hand and that way, when you do that, it bumps your name up to the top of our participant list so that we can see that you have something to share.

So I appreciate that. You can go ahead now and lower your hand. Perfect.

Thank you. As before, if you have resources that you would like to share with the rest of the folks on the call, if you will email those to Mollie Headley, she will take what you send to her and load it into our handouts pod or share file. The email is there. The closed captioning option is going on right now. That's working smoothly, so thank you to Mandi, our captioner, and said before, the audio recording will be shared with you in the next several days as well.

So, moving us forward, I have two more poll questions for you to consider. As you guys are considering that, many of you saw the email that came from Monica Veritarato yesterday afternoon. She sent that to her ESE directors, we sent it to our director's MTSS contacts. Monica, and Dr. Castillo and I had a conversation after he had a conversation with her yesterday.

She is very intent on making sure that schools and districts understand that as we move into planning for the new school year, it's more important than ever for districts to have comprehensive systems of support for students, and not only students but teachers and families as well.

So, that MTSS as a system is going to be critical to planning efforts for the new school year. And her focus as well is that we are making sure that tier one for academics, and tier-one for social and emotional needs and behavior is as healthy robust, as powerful as possible. So that we are all approaching the new school year from the standpoint of yes, the last quarter or so of this 2019-2020 school year is very different. It's created challenges. It's created gaps where we're all aware of that. But as we move into the new school year, we have to ensure that we're still focusing on a solid tier-one, and not too quickly moving to making decisions about who needs tier 2 support. Who needs tier 3 support, who needs to be evaluated for SE --

That's her message. She was not able to be on the call with us today. But she did check her schedule, so we don't have her here. But that is the message from her, and I was asked to make sure I share that with you, and again help us all be on the same page. Rosalina I see you didn't receive that. It may have gone to Misty because I think she sends those to her ESE directors. So my guess is somebody in your district has it.

I can send it to you later if you want me to. There you go. So, this is the first of a two-part conversation. Again, in that note and that request for Monica yesterday, she is asking us to begin framing our conversations from a MTSS perspective, as well as using this time today for some peer-to-peer sharing. Again, that's the purpose of these calls. They are not content-driven. We have tried to make them participant-driven and using the information that you're able to share with us then to plan as we move forward. And so we have a part-B to this call. That's scheduled for later in July. Where after today, we'll have some more specific information from you as far as needs and questions that we will be able to build into the part-B aspect of this conversation.

So, I'm looking now at your poll results. So -- interesting. The majority of you who are responding say that there has not -- there are no decisions yet about instructional delivery for the new school year. And I guess if that's the case, it's going to make answering the second poll question a little bit more difficult. So not sure. Interesting. Okay.

If there are -- I know that one of the beauties of this format and forum is that we have educators from schools and districts all across the state, all different levels from teachers to district administrators, from a district administrator perspective, if any of you are in the chat box if you could let us know you know is it possible that some of these conversations are occurring? And that maybe some school-based people aren't aware yet?

And while we're waiting on that, I just want to give thanks and a shout-out to my project colleagues who are working behind the scenes today as well as my discretionary project colleagues. I know a number of you are on the call today. So we thank you for that and know that as we dwell here from our school and district personnel that's good information for you as well.

Okay, the discussions are in progress. More data is needed. Planning full face-to-face -- I believe the conversations may be happening no decisions yet -- conversations are occurring --

contingency plans, that's actually one of my discussion questions. Waiting on guidance. (speaker reading from chat). Okay.

All right, thank you so much. Appreciate it. Okay, so Lafayette is going face-to-face. Okay, so I have heard that as well in the area of the state where I live that there is a district that is planning on full face-to-face. And another one that's looking more at a hybrid, and another district that as a lot of you just weren't sure yet.

All right. I'm going to lead us into our next layout.

>> Beth, are you there?

>> Okay, Beth not in her typical location right now. And we are experiencing a storm. So her Internet and power has already gone out once today while we were preparing. So -- can you guys hear me at all? Wait, I see her.

>> I think she's popping back on.

>> Okay, great.

>> I'm just not hearing her.

>> Okay.

>> Thank you guys for letting me know you can hear me.

>> Thank you everyone. Looks like she might know.

>> Sorry guys if you can just be patient with us for a couple of minutes while we figure this out.

>> Why don't we go ahead and continue the conversation and when she jumps on she can pick back up.

I'm going to assume that she had just started asking this question, so regardless of the delivery format that your district is considering, what plans do you all have for delivering multi-tiered instructions?

>> Okay, so Lisa has said no adjustments will be made to the academic plan but that the scaffolding will be increased.

>> And Lisa you have multiple attendees that are typing so I think a lot of thoughts are coming about here in a second.

>> Thank you. Okay, Beth is back.

>> Some have said not sure at this time just uncertain with the format so there's that barrier at this time.

>>BETH: Hello?

>> Hey Beth.

>> We can hear you.

>> Goodness gracious.

>> No worries.

I'm so sorry everybody. I am not in my normal location, and we've had weather and I had a cat that I'm not used to being around walk across my computer a minute ago. So I appreciate your patience. So I know I'm missing a lot.

If you'll give me just a second to try to catch up.

And again, if any of you are interested in talking with us, go ahead, use your raised hand feature we would love to have --

>> Hello?

>> I can hear you.

>> Okay, I got kicked out of the adobe room.

>> Okay.

>>BETH: I'm back.

>> Okay. Some have been sharing about how they're formatting and plans for delivery multi-tiered instruction. There have been a lot that have been focusing on academic planning and scaffolding. Some have talked about potential barriers because they don't know the format, and they're uncertain. So -- that they you know they're not sure as of yet. There was a note about increased mental health supports knowing that children had been in a completely different setting.

Others in terms of not having an opportunity to socialize, and maybe those increased concerns too. So that was noted.

Focusing on essential standards and acceleration overcome that COVID slide phenomenon and adjusting district blueprints was also noted.

And then, also, Dr. Maddic from Osceola said they were examining how to -- one of the primary issues with the MTSS format is we were not able to accurately determine how students were providing to interventions provided.

>> Mollie?

>> Yes.

>> Okay, I have a couple of questions, someone for I just lost it. I'm loving your enthusiasm. Someone said they were putting a together a task force.

I thought it was Monroe. Just curious as to who is on that task force? Okay. And I believe it's David Maddock -- in Osceola. David, you said we surveyed our teachers, got a

thousand responses and will share our results. I'm curious can you give us a little more information as to the kinds of questions that you were asking of them, and information that you were trying to obtain.

Again, Gina, I see it -- so we've been doing virtual stuff now for two and a half, going on three months, and it's all gone so smoothly until today. And again, I apologize. Yeah, it was Christine in Monroe. They're putting together back to school task force. To help us see what schools will look like.

I like that too that you want community input as well. And I think when we think about the six critical components of a multi-tiered system of support and knowing that one of those critical components is the communication and collaboration aspect of multi-tiered system of support, so I think getting input from families and communities is going to be essential. And I saw on participant list that Devin Minch, Dr. Devin Minch from the Florida PBS project is on today, and she is, as far as I know, our local expert on community and family engagement. So, Devin if you have anything that you want to share or to put in the chat box or a resource that would be great.

Umbrella let's see, there were a few closed-ended questions. This is back to Dr. Maddic in Osceola.

Open-ended questions about what could be perceived and improved barriers. So if you're getting input from them related to using distance learning are some districts trying to ascertain whether staying in a distance learning mode is most appropriate right now?

Gina, I'm appreciative of your comment as well as far as whatever we plan, bearing in mind the needs of all of our stakeholders, b so that includes teachers, families. And I think that making sure people feel safe, if there is a return to schools and how do we -- what do we put into place that allows them to feel that kind of being protected? Or not vulnerable?

>> That's Devin just shared she's not on the phone, but she does know that the FSDA is in process of creating guidance documents about family voice and reopening discussions and planning processes. So you are aware.

>> Okay.

>>BETH: Very good. And maybe Devin, maybe by the time our July call comes around some of that would be in a more finalized format that we could share with folks at that time.

>> Beth I'm going to transition the phone line it's in question and answer mode but I'm going to switch it over to presentation. If people want to speak then they can unmute themselves and speak on the line.

>> Okay, so right now everybody who is on the phone line will be able to --

>>BETH: Just remember, if we want to hear from you, but if you're not speaking at a time, then go ahead and mute your phone.

All right, and Lisa, I see your message that Monica is listening in, and if she wants to speak to the group that would be fabulous. I know that some of you were expecting that you would hear from the state today. And so if Monica has a minute to share that would be a -- I think people would appreciate it.

Teresa, we should be muted if you're on the computer. That's corrected, as long as you can hear us, if you're not planning on speaking make sure you're at the top there. That your computer speakers are muted.

I'm going to move us on to the next question. Again so much great information that you guys are sharing. This chat history will be recorded and saved and archived so that we can sort through this, look for some themes and questions, and some things that you guys have planned, and build that into our follow-up call on this topic. So I thank you. And you guys will have access to that. As a group.

So the next question is, because when we talk -- when we think about a robust tiered system of support and a healthy and powerful tier-one in particular, such an important piece of that is school-based problem-solving. So the question is, how are you planning or what plans will be made to bolster those school-problem solving teams and that school problem-solving process to allow them to resume the kinds of meetings that they may have been having before COVID.

How what that might look like if you're looking at more of a hybrid approach or going to be continuing in a distance-learning approach. So, just curious as to your thoughts or questions

related to problem how problem-solving is going to look and how the teams are going to be supported.

While you guys are giving thought to that, I know there are a lot of questions about supports for mental health, and social emotional learning. Just a quick heads-up. You know that our project also in addition to these special webinars we do a monthly statewide webinar, and the June webinar will be our guest presenters are going to be CAT Rollerson, and Dana from the Florida PDS project, and they are specifically going to be addressing that particular issue.

So I encourage you to be on the lookout for information related to that. Okay. Let's see. I'm looking at Blair in Pasco. Okay, three teams. School-based leadership team, school intervention teams, and teacher teams. And I'm guessing each of those teams is engaging in some type of structured problem-solving. We're going to -- one of our discussion questions is related to professional learning, so we'll get to that.

Michelle from St. John's okay. Great even in the absence of brick and mortar schooling that you guys are continuing your problem-solving meetings. I think that's fabulous. Flexibility and format. All right. I -- we are have a great opportunity. Monica is with us and does want to say a few things to you guys. So Monica, are you in a position where you can do that?

I think I am. Can you hear me, Beth?

>> Yes, I can, hey, how are you?

>> Okay, great, Good Afternoon everyone. Thank you so much for joining this call. I will be very brief because I don't want to have to think I have the world's best connection. Beth, thank you for starting off the calls during you know that -- that important message that we be thinking of our approach through a MTSS as we reopen school buildings. And I want to give a little bit more context. This is of course always important but it's particularly important in life because the need to rethink what will all students need as a result of this interrupted learning.

So as an example, very simple example, fifth grade what do we typically do when our schools are a district for fifth graders? Well what would we do differently knowing how our fourth-graders ended their fourth-grade year? We know for some students the experience actually may have been wonderful.

We know that some students are very independent. We have families who have been able to really add to and enrich what has been happening in school.

We also know that the digital divide, as well as the parent's ability to support student's learning divide is greater than ever before. For those students for whom their parents very best, but not the same level as the parent who is having and I listened to a lesson that the teacher provided we know the gaps may be great, and perhaps greater than they were when they left when the school building is closed.

However, we can't assume that everybody is going to need a double-dose. We need to use data to make those decisions. But we have to be prepared for that. We have to be prepared that tier-one may need to at least in the beginning of the school year look different than we would typically have an approach for this first few weeks or first quarter of the school year.

And perhaps beyond that. I've also discussed this with colleagues across the nation, as well as Julie Weatherly, she strongly suggesting using the MTSS framework to make those broad decisions about more robust tier-one that's responding to the impacts of all students.

That includes students with disabilities, obviously. Some students need more intensive, and what about some students may need the tier 3 level support that perhaps might not have needed it before but may need it now.

To close some of those gaps, and that when we're done talking about services that may have not been the same that were provided for students with IET's, it's not so much a compensatory session for session. Or this for that. It is in the totality of all students, including students with disabilities, we're looking at the needs of each student and how do we respond to that through our general education intervention and support through our MTSS, and then the IEP team taking recommendations as to then what is needed to help support that, and close any gaps that may have gotten wider. Again, assuming that's not going to be the case for every student. There will be some students that do quite well.

But being prepared for that, academically, socially, emotionally.

I heard one district mention something about they're already looking at their pacing guides, their instructional guides, and rethinking how they may want to lay out some of the district-wide approaches for next year. And to me, that sounds very similar to that let's rethink tier-one as we're reestablishing uninterrupted learning for the 2021 school year. I'm going to continue to listen. I love the ideas that are being shared.

We thank you for leading this. And I'm going to go ahead and mute myself now. So thank you.

So as the rain is pouring down here I'm noticing that Beth is no longer on the phone line. Oh, there she is. Beth, are you there?

Hello?

>> There you are.

>>BETH: Sorry, I got knocked off again. Is Monica finished?

>> Yes, she did.

>>BETH: Okay. Monica, if you're still on the phone line, thank you so much. I got kicked out of the conference line but I'm back.

So I missed the ending of what she said. If there is something that I need to know, Lisa can you share with me?

>> Lisa: I had a lot going on back here so --

>>BETH: No worries. That's okay. So I'm looking at what people have added recently to the chat. I see questions about evaluating kids, and some are starting that next week. Others are not.

I do want to remind you that this is a good time for plea to remind you that Dr. David wheeler will be on the next of these facilitated conversations on June 11th. To specifically answer questions related to evaluation, timelines, eligibility, how we're making decisions in the absence of what may be viewed as invalid data.

So -- you might want to go ahead and mark your calendar, June 11th c David wheeler, 2-3 eastern, 1-2 central.

Next discussion question is what -- what will be the focus of professional learning over the summer and next year, and how do you plan on providing it?

>> Yeah I see Laura in baker County, I know there are lots of folks that have concerns about how those decisions are going to be made. Because of this interruption in typical schooling. So, I'm hoping that when David Wheeler is able to be with us on June 11th that he will give us some information that will be helpful in terms of feeling more confident in how we move forward with that.

Virtual PD. Google meets, various topics.

Okay. What sorts of topics have some of you identified that might be different now given the circumstances than what you might have -- might typically do as we approach a new school year, with respect to professional learning.

So, Osceola, it's going to be virtual, still waiting on state expectations. Okay, Lori Allen, more emphasis on FCL than before. That's important information for other discretionary project folks who are on the call today. And for our project as well.

I'm going to make sure that I share this information with CAT Rollerson, and Dana Ascher for their statewide webinar with us in June.

Hey Martha, what is MELD, I know that but I'm drawing a blank.

>> I love cat too. And Rosalina, what's TIC? Got it thanks Martha.

>> Blended learning, trauma info, thank you. All right. The last discussion question and I know some of you have already made mention of this. So I'm curious as to what type of contingency planning or discussions have taken place in case this ever happens again? And I know that this was also a suggestion from Julie Weatherly in the director's call that she had with Monica back in April. Was you know as you're planning for next year, in the event this happens again what are your plans? And part of knowing what your plans are, would be examining what's been happening since March, as far as what's gone really well. What didn't go as well as we had expected.

>> Beth during this time while others are starting to respond I did want to let you know that we did receive some wonderful

information from Lisa Friedman, in regards to project 10 and some additional resources. They're not ones that I can directly prop into our messages, so I just wanted to let you know that I'm going to find a way to format that so everyone can access those. Those are some of the ones that were mentioned in our last webinar and I know that there is a lot of focus on social/emotional learning and support for our teachers and districts leadership. So I wanted to make sure you know that and that we'll be sending those out to our participants today.

>> Thank you, and what we can do with that is what Lisa did after the last session that we did on supporting parents. Because lots of folks had links and things that we can't upload into the handout section. But she just created a PDF of that. So if we want to do that, and then I just included it when I sent out the chat script and the recorded webinar, etc.

Wonderful. I'll definitely put that together for folks, and you can send that out when you send out the recording.
Wonderful.

>> Great, thank you. So I'm looking -- virtual tier-one for all grades. So Blair in Pasco County, that's a contingency plan that you would proceed with virtual tier-one. Interesting. So you say a growing data system. I'm wondering if for others has the way you're using your data system or finding the need to add to that data system have there been changes to that, given the distance learning platform?

I think you're in Palm Beach what we have been doing we have some experience now. Again, I think for some folks they have a better sense as to what works. What some challenges have been, and if we need to return to this delivery model's exclusively, we'll certainly be much better off than we were when everything just happened so quickly at the beginning of March.

>>BETH: Dr. Thompson, I think there has probably been ups and downs and ebbs and flows respective to people's enthusiasm. From the instructional side as well as from the receiving side. So that it may have been exciting, it may have been novel, or new, and then it just becomes tedious or wearisome.

And for parents. Okay, so Martha is going back to one of our first questions -- one of our poll questions was if you're looking at a hybrid what might that model look like? So past students attend face-to-face. Half attend virtually.

So that social distancing practices can be used properly. I so, Martha, and others who are considering that, would the -- would the face-to-face and the distance groups be switched at some point? Or would you be looking more at particular grades? Just -- affirming that virtual instruction is tiresome. Yeah, Gina, I know that a lot of schools and districts have been concerned about the attendance -- challenge that some kids have been hard to keep track of.

And it's easy for them to seem engaged at the appropriate time when they're supposed to be but yet we know they may really be absent when they're supposed to be as well.

And I see Ann addressing Iris. Iris had also included in the chat box before Monica started speaking that student services support project has resources related to mental health, and FEL.

When the keys open many parents will have to return to work. You must be in Monroe County, Dr. Thompson.

Is okay, so back to if you're going to have -- and Martha, if you responded to my question, the chat box has been cleared so I don't know, but -- so Teresa's question is would you have morning afternoon groups, Monday, Thursday, Wednesday, or Monday, Tuesday, Wednesday, Thursday, just as options for how you might divide students into groups for face-to-face instructions.

>> Okay, Candace is asking if you have if you are bringing students back to brick and mortar environment for face-to-face will face masks be required?

>> And Candace, I'm not sure have districts taken into consideration masks that are visibly accessible? I'm not sure what that means.

And Jane is asking. Safety concerns with faces covered. All right. Thanks Martha.

>> One of our initial -- when we were talking a little bit there were questions regarding this topic as well. In regards to CDC, requirements and how districts are responding to that as well. So those are fairly similar but a little bit more broad. But just so you're aware.

>> Okay, thank you.

>> I see that people are referencing attendance works and that's been -- that's always a great resource, but in particular

right now on keeping kids -- keeping connected with kids and engaged during distance learning. So thanks Jana.

School safety with faces covered would alarm parents. Particularly with secondary.

What are some of the concerns do you think that parents would have? All right, thank you Candace, I thought that's what you meant, but I wasn't sure.

Personally struggle, wearing them, feeling like they can breathe. I know if you wear glasses sometimes, the glasses fog up.

So are the safety issues I'm not I'm looking at Emily's comment that I'm not sure that what you're thinking parents would be concerned about would be the child's safety because he or she has a mask on, but that they pose a -- if they pose a threat that that would be harder to detect.

Thank you patty. Transparent or masks that would allow people to see the mouth.

And Emily, I am thinking this is the high school group that has needed to process school shootings.

Okay. I'm curious as to other thoughts related to that Rosalina, I see your comment that students who may have intellectual disabilities or on the spectrum may be -- that may be something that's either confusing to them, or from a tactile or sensory-related issues, or compulsions that some kids might have that that might be difficult.

All right. So there is the attendance works resources now available to you in the share pod. Molly has condensed the project links and will drop it into the chat in a bit. Okay. Katie can asked what the ski-through mouth portion.

Thank you Janet. All right appreciate all of this. Again this entire chat will be made available to you I see a couple of other folks are adding something.

We'll wait to see what they have to say, and then move on.

Okay.

Okay, there are the links to the project 10. Face shield type of mask at the flea market. Okay. I think that you know again when I consider one of the objectives for today, which was to learn from you, and get a sense as to what you're thinking is right now, as you plan for next year this is going to be very valuable information for us and for other discretionary projects and for these as we prepare for the second part of this conversation, and as we as projects, and are looking at our the things we want to include in our grants for the next school year this gives us some good information as far as things to consider. So thank you.

Okay, thank you Rachelle.

All right, okay. So, you've given us great information in the chat pod but, this gives you another opportunity to what about this webinar was helpful? What additional supports do you need from us from the state, from each other, from other discretionary projects? And any other additional comments that you have.

So please know that how -- when you have a second to respond to these three summary questions it's extremely helpful to us.

I guess and Patti, those kinds of masks maybe it's just easier to breathe.

How do you keep them from getting fogged up?

Okay. Again, your input matters. There were over 200 people on the call today. So, please take a minute to let us know what was helpful and what else we can do for you.

Yeah, you're right Katie. Okay. Thanks Rachelle.

Okay. I guess for like people what scuba divers use in their scuba masks. Lisa has offered that if you did not see that email that came out from Monica yesterday or from Judy hide yesterday, if you put your email address in the chat box, she will make sure that you -- that she can forward that to you.

Obviously, that was a good call Lisa, thank you

Again anything else that you want to add to those three summary questions? You've got another minute or so as we allow people to give us their email addresses.

As we're wrapping up, just a reminder that I'm going to try to get this date for you. That -- the it looks like Beth's call was dropped again but she was looking for the date.

>> I believe the date for the webinar where David wheeler is going to be on is June 11th. Then, it looks like July 9th is the follow-up for today's webinar. So this was a planning for next year part A, and then July 9th we have tentatively scheduled part B.

And then we have one last one for the summertime, tentatively July 23rd. And that is going to be looking at again this is tentative. But we were considering trying to work on one for screening or assessing to determine student's needs for the next school year.

>> Lisa they had a question about what time that might be. I'm not sure if we have that?

>> LISA: The webinars that are similar to today's webinar are going to be at 2:00 eastern, or 1:00 central.

>> Thanks Lisa.

>> LISA: Sure.

I'm just looking -- I appreciate okay. I'm seeing that Beth wrote she got dropped from her phone again. June 9th is the statewide webinar. That's the one with CAT and DANA on social/emotional learning, and June -- is the one with David wheeler. June 11th is the special webinar with David wheeler.

You do get the E-mails with from Monica, or you may get E-mails from Judy hide, our communications coordinator. I know many of you when who aren't on the call don't get the E-mails directly when the transcripts are sent out and the recording links are sent out you can get them. It's helpful I have your email address. I was trying to do Googling to find people last time, so this is much more helpful.

>>BETH: Hey guys.

All right. So we are at the end of our time. I'm going to go ahead. Thanks again for everything that you shared, and as always your dedication, your commitment to regardless of the delivery format your immersed in the care that you have for your students, and your families. So, we thank you. I think between Ann and I we got plugs in for the June 9th webinar with cat and

Da in, a as well as the June 11th webinar with David wheeler.
So keep an eye out for that information.

Please stay safe. We'll leave this room open for just a second if there are still folks who want to provide us with their email address. So thank you again, I'm signing off before I get kicked off again.

So, thank you so much.

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