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USF
SUPPORTING PARENTS IN DISTANCE LEARNING
MAY 14, 2020

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>> Since the full distance learning thing started we know too that the current situation impacts districts differently. You have different resources and different needs. We've been doing the series of webinars to address questions that you have. Based on your feedback and your input to us. I'm seeing questions in the chatbox about being muted. Okay. People -- can you hear me? Okay. Perfect. Very good. If you have not yet to the polls that you see to the right of the PowerPoint slide, that lets us know what district you serve and what project you represent. As question have done in the past, we have given you two options to participate today. One is to mute your computer speakers and just listen and engage with other folks via the chatbox. If you have information that you want to be able to share or questions you want to be able verbally or spoken, then we've given you a conference line there and a passcode to use so then you are joining the audio portion of the webinar. Just a reminder that if you -- if you think you want to speak at some point, you have to be using the conference line. You can't do that if you are just listening with your computer speakers. So today I've mixed it up just a bit. We had input from folks on how to support parents during the time. We had a little bit of input last time related to maybe trying to let the webinars be more participate directed and participate driven. That's what we're going to tie. This is an opportunity for you guys to share information with each other. Either via the chatbox or through the conference line, and I've also pulled in some discretionary project folks to assist us today as far as being able to answer questions that you may have about specific types of support to parents as well as share resources with you from their respective projects. We're hoping that questions you have will be related to all three of those areas, academic, behavior, and social emotional. So just a few instructions. If you have elected to participate with the phoneline, and you want to -- and. You have a comment or question, you will need to use the raised hand option. With Adobe Rooms. If you look at the top of the aye doe auditorium, you'll see the little guy with the hand raised. If you go to the icon, click on the down arrow, see where the raised hand feature is. And one I want you to practice. If you are glad that hair salons

and barbershops are reopening in the State of Florida, go ahead and give me a raised hand.

It if you don't care, that's okay. My appointment is Monday. I cannot wait. To quote Jimmy Buffett, come Monday, everything will be all right. All right. So now go back to your icon with the raised hand feature. You can lower your hand now. Okay. If you have dialed into at the conference line, make sure that your computer speakers are muted so that we're not getting feedback and others aren't hearing that feedback. If -- and we've done this with the other webinars that we've facilitated, if you've district or school-based folks have resources that you would like to share with at the participants on this call, we ask that you e-mail those to Molly Headley. Molly is a postop grad student working with us on the project. Kelly couldn't be with us today. If you are things you want to share, e-mail those to her. She will make sure they get uploaded into the handouts pod. Which is below the slide that I'm looking at right now to your lower left. We have -- as we have been using, we have the closed captioning option today. That's at the very bottom of your screen. But what's being said verbally by me and by others will be captioned and transcribed into that particular box. Just so all of you know, this session is being recorded. We'll be disseminated later, so that others who weren't able to join us today will be able to access this information.

All right. So hi. I'm Beth Hardcastle with Florida Project. These are some questions that I came up with or topics for the discussion starter for you to take a look at. Hi, Jodi. We're not limited to these or bound to these. These are just things to get you thinking. On the phone with us today are friends and colleagues. So I just want you to know who you have access to. With us we have Amy within Lane, Ericka Boyd, and Shannon Dodd. A nice group. I'm hoping that with the group that we've assembled that any question that you will be able to respond and have an answer for you and have resources to share with you. So I am looking. So the way this is going to work today is we're going to be relying more on the questions and comments that you guys are putting in the chat pod. The colleagues will be responding to the questions as they come in via the chat pod or with the phone line. Again if you have things that you want to share with us, via the phonenumber, you'll need to use the raised hand feature so that I can know that you are in the -- on-deck or in the wings there to ask your question or make a comment. Again this is to borrow a phrase from the MTSS Innovation Conference that we participate in, except this year it's been canceled. They start off reminding us that the work that we do is for doers by doers. I want you to approach that in the mindset. We're all in this together. We're all doing this. And I want this to be informal. I want you to feel as though it is time well.

Spent. I want you to get your questions answered. I want you to be able to access your discretionary project folks, as well as the resources they've provided. It also looks like we have somebody via chat with Florida Visually Impaired Deaf-Blind Collaboration. We may also have somebody participating from RTMBDHH. Somebody from -- address questions or comments related to deaf and hard of hearing. Hey, Carly. Good to see you too. RMTD-DHH. Thank you. Let's get started. Questions related to how have you and your district or school been -- how do you communicate expectations with respect to what distance learning looks like and what you are expecting of them. Do you have examples of relationships between students and teachers, and teachers and parents that have been strengthened as a result of this

type of instruction and learning format? How have you or what questions do you want related to how do you build parental capacity so the parents are in a better position to provide academic support to students so that normally they may not need to provide. And I'm saying parents please know when I say that, I'm talking about families, caregivers, older siblings, folks who may be in the role. So what about behavioral needs that are -- that have -- or challenges that are related to the fact that students are home, parents are home, people are fighting over devices and Internet time and it is different and confusing. So questions that you may have related to that? We have Julie that can talk about how to we provide the emotional support for parents at this time. What if parents have limited e-mail or Internet access. How are you overcoming that? And any other questions that you guys may have. I see a bunch of people are using the chat box. I'm going to go ahead and while you guys are formulating questions, I'm going to go to my -- my panel of -- for lack of a better word. Amy Lane, to you have -- if you would just make sure you are unmuted and maybe just use a few talking points or talking some of the resources that you have provided to get us started?

>> Yes, am. Hello, everyone. Our mothership, our fiddler's administration project came out right away with lots of webinars for parents to help them understand the accommodations and how to work with their tunes in a more flexible way than perhaps they had conceptualized what's happening at school. She also partnered with companies to provide what's going on with the kids and why we're all at home. All of the webinars they did were recorded and placed on the fiddlers.org and also on each local fiddler center webinar. So for fiddler in particular, but anyone on the state can access it. There's a number of resources as well. So our web site is the fiddlerNEFEC.org. And on the splash page there, one of the first things you'll see is a bunch of padlets that are compendiums of different resources compiled by age group or different challenge that may present itself in a virtual challenge. There's a couple of webinars on there related to how do you make a behavior chart and why would you do that? One on using everyday routines and activities to provide instructions to kids. And it is billed as something for kids with significant cognitive disabilities. It would be great for your pre-K friends as well. They are real short. Maybe five minutes. I think almost every fiddler center is offering online office hours to teachers and parents. I know mine is. We haven't had a lot of people use them. But they are certainly available. I don't know how that's going in other centers. And the last thing I would say is that the Northeast Florida Educational Consortium has a huge list of COVID-19 resources for parents or teachers or people who are struggling with Internet access. All of those things. So it is -- there's a lot there to be out -- to be explored. Sometimes it is a little too much. But those are the kinds of things that fiddlers has done. And also in collaboration with NEFC.

>> I have a question. I haven't visited the web site -- I have for fiddlers. Emerald's Coast over here in the panhandle?

>> Yeah. Yeah. That's them.

>> So we've got folks from all over at the state. So for some of those resources that are listed, are those common across fiddler's or consortium web sites or has each fiddler's location compiled their own resources?

>> It is some of both things. Anything that was done by the Fiddler's Administration Project was given to each center. You can access it from there. If you don't know your Fiddler Center web site address, you can go to www.fiddlers.org and click on the find my center tab. It will make you right to your local center's web site. Each center has done some things in common in terms of compiling resources and what have you. But each of them has also done some really innovative things that are more appropriate for the culture of their area. And so I would encourage you to look at the different web sites. You are always welcome to come to ours, of course. Each local center has its own flair and its own kind of eye for what that community means.

>> Okay. Thanks, Amy. I'm looking at some of the comments in the chatbox or pod. I'm going up to my top. Just a couple of thoughts related to what -- I hope I'm pronouncing your first name correctly. I'm glad that you are using that phrase open communication. The Florida PSRT project we've identified critical components related to the development of MTSS or a multi-tiered system of support. And that communication and collaboration piece is integral. And one of those critical components. When we talk about things like supporting parents, it is important for us to look at it through the lens of what would be part of an effective MTSS. So I like that phrase of communication that -- and parents as with all of us. They do feel more comfortable when they feel and have evidence of that kind of support. And I think the voice component is important as well. Appreciate that. And somebody else may be Marion. Giving them your work mobile number and encouraging them to use it when they need support. That just speaks to the dedication and commitment of good educators. I appreciate that. Because they may not be as present to provide support to their children. Any of my discretionary project folks want to speak to that. What are some things they can do if they aren't asking for the increased level of interaction at home.

>> This is Amy again. I'll jump in with the early childhood perspective. Which is every moment is a teachable moment. Every thing that we do with our kids, folding laundry and making dinner. Parents are trying to be all things to all people without recognizing the power that they have as parents. I want to make sure we communicate that message to help them feel comfortable to reach out.

>> Thank you.

>> And looking at yours. That's a good requested. They may be more responsive to a different type of communication method. If you are having good luck using text messages, that might be something that folks can try if parents haven't been as responsive as they would like for them to be. I think that, you know, as we're looking at food for thought or formulating questions and thinking too about, you know, right now we're in a distance learning format or environment. It may return to brick and mortar face to face. It may go back to a distance learning environment at some point. It may -- we may look at -- be looking at some sort of hybrid where it is a combination of the two. We don't know those things yet. I think it is -- as we're trying to meet the needs of parents and putting things into the place and putting thought into the fact that we need to be able to be fluid and flexible in terms of what that support might look like. Just as a reminder to you all, at the chat box will be shared. The contents of the chat box will be shared when we share out resources. I can see a lot of people are putting in additional resources that are available. Okay. Let me -- Jenny, Kelly from PBIS. Are

there a few thoughts that you can share with the group related to behavior at home and needs or challenges that may become more apparent during distance learning and some of the resources that you are providing?

>> Sure. I would be happy too. Good afternoon, everybody. I think first I'll just start to direct you in the handout box. So as I talk about these things, resources that we have, I'm -- if you scroll down to the PBIS family overview of PBIS in the home. And that's an old review of something five essential practices that parents have put in place will really help them made through all of this overwhelming responsibility that they now have. And so we have done webinars. We've started -- gosh, I think about four weeks ago. And we have two every week. Same topic, deeper dive into these. One is directed for families and the other is directed for educators in the same topics. So the topics are really how to maximize structure in your house, particularly with the challenges of multichildren at home, potentially parents working at home, how to develop expectations and rules that work for each individual family in their homes. And focusing on behaviors that you want to see with the children. How to keep your child engaged which is a challenge for a lot of parents we're hearing. Some real good strategies for keeping your kids engaged in the work. And then as the focus of so much of our work is around behavior. I have two other handouts here. One is the family resources for acknowledging appropriate behavior. And we always start with those. Because it is the most preventive way to address behavior. If we can prevent it, and so there are family resources there. And it is a whole links of great suggestions and ideas for acknowledging behavior. Another is responding to inappropriate behavior and family tips. Prevention is key. That's the first step. And how to respond, parents at home when behavior occurs. And really focusing on maintaining that relationships with your children if you have behaviors showing up at home that you haven't experienced before or deal with. And to get things back on track. There's a link here also to the Florida PBIS web page. Right on the landing page, there's a link to -- there are recorded webinars on all of the topics that go much more in depth and provide resources around those things that we've talked about. We have really -- I think some focus on ones that I've done with family and had a great reaction was letting parents know that it is not expected that they are going to reproduce the classroom environment in their homes. Professionals are developing ways to get caught up when we get back. Just to take some of the pressure off of parents that some are really struggling with managing. And their own stress levels, of course, due to a lot of the financial problems that we are headed and many of our families are headed. I really encourage you to go to the Florida PBIS web site. There are tip sheets on each one of these topics and recorded webinars and many other resources available there as well.

>> Thank you, Jenny. And I -- as I was listening, I reminded me too thinking back to some of the comments that we were looking at as far as some parents are hard to engage. Reminding ourselves that for a variety of reasons parents are overwhelmed right now. Some are. And may be looking at the type of support that a school or district can provide related to managing behavior, creating a structure, tending to the needs of the parent, him or herself. That may be a better way in to providing support or engaging with them initially than the actual academic instruction piece. I want to go up to comment from Ron. In Gaston county. Shannon Dodd, can you look at this?

The question is how can we increase the impact of reading with struggling learners using distance learning?

>> Sure. One of the things -- and some of you might have been on the call with Rebecca Knead on Tuesday when she went through the PowerPoint with everybody. We're working to add that to our web site. Unfortunately it is not available just yet. We have some other things we have to do before we can do that.

One of the things that we have really been trying to focus on that we addressed on Tuesday was for all of you to sort of embrace the very difficult idea of kind of abandoning our traditional curriculum that we are used to using when we have students with us eight hours a day, five days a week. Because that's not our reality any longer. We need to kind of shift our thinking. And just -- like Ron brought up. Our struggling learners are a huge concern for all of us. And what we are trying to kind of shift in our thinking is to make sure that everybody understands that what we're looking for is progression towards mastery. And not necessarily completing a given curriculum. So the -- I think the first order of business is shifting our mindset as educators. Because that's a very difficult thing for us. We are in the process of some specifics for that. Particularly as we're rolling into summer. But the -- on Tuesday, Rebecca dealt with tier one, tier two, tier three instructions. Our struggling learners are going to fall into tier two or tier three. Those tend to be our -- trickier areas also. They are the areas where we have a harder time historically connecting with parents and like it says on our web site that has just some very simple things. I think it was -- I can't remember who brought up just kind of daily interactions with our students. What I would say is because we know that our struggling learners need a lot more practice with things to reach mastery and more direct instruction, and our parents and caregivers don't necessarily have that capacity built right now, I would say the maximize all of those daily things that they are already doing. And we have -- the one pager that you guys have is it looks super simple because it is only one page. For K-5, one page for 6-12. We have basically on both broken down the simple task of reading a book. Most parents read to their kids every day, even in the situation because they -- that's kind of the go to. They know that's a golden standby strategy for their kiddos. So what we're trying to do and one of the things that we're working on developing even further is the idea of just take a simple book reading together and maximize it so that you are hitting on oral language and print concepts and decoding and comprehension strategies fluency. All of the things parent can add into that, so they aren't having to tackle the assignments, necessarily, but they are able to address foundational learning skills that the struggling readers have gaps in. I would -- to answer your question, I would suggest that you start with looking at the one pagers and keep going back to our site to look for more resources as we are able to get them approved to put them on our web site.

>> Thank you, Shannon. That was great information. I just want to add one thing. I'm a grandmother myself. I have grandchildren in three different states. I've become real integral to the reading and the comprehension in they -- rearranged for it in almost every day I get a phone call from one of the kids. They are reading a story to me. We are talking about it. Being an educator, that is a challenge -- too challenging for me. We are encouraging families to look beyond, you know, themselves and what other resources do they have available that may be neighbors or family members of any

sorts who -- you know, for kids to get on the phone and read a story that we do FaceTime. It is a nice way to get that reading really continuing and just as we were talking about. >> I'm so glad that you said that. That was one of the things that we've been really trying to push out is to engage other members of the family. Particularly grandparents who are often feeling disconnected from their families right now anyway. And they tend to have more available time on their hands. Not always. Sometimes they do. And grandparents are phenomenal resource. And as our neighbors and siblings, and we often talk about going to have older siblings, or have younger siblings ask older siblings, and having our older siblings who might be struggling with the foundational reading gap, have them kind of teach their younger siblings. We all know e that expressive muse is where mastery is made.

>> Thank you, Shannon. We have to clear the chat pod every now and then.

Otherwise we lose it. It is been cleared. I like your comment about having kids read to their pets. I see Karrie has add a link in will. Lisa Yount has offered to when we're able to go back and offered to take all of those links and put them into a PDF or document to share them when we're able to share out the recorded link and the chat pod and the closed captioning transcript for this familiar webinar. So I'm looking in Ann Marie Orlando. Thinking about kids with autism spectrum disorder. Making more engaging, closed captioning, and the features that maybe more strategizing and interesting to some children and students.

Erin question from looking again to Florida or just read, any resources for dyslexia that you could suggest?

We may be on mute.

>> This is Amy. I don't have anything that is directed towards the parents intervene. I know that the fiddlers is right now today, I believe, punishing up the rollout of a explicit instruction package for that purpose. But I don't know that it would be available very widely at all until July 1. So at this point, I'm not useful. I would think Shannon may know and would definitely know more than me about that.

>> Ann-Marie has added a comment that Fiddlers and MDPT will be hosting some sessions for parents of students with dyslexia. Do you have any information that people could use to access those sessions? They are not face to face. Something that would allow people to access that resource. Okay. Thank you.

>> I like your comment. I don't think anybody from Duval is -- I don't know. If anybody is on in the call, would you let me know in the chat pod. The site they created for their distance learning, they were able to -- they've got -- it is very comprehensive. And they have it translated into 12 languages. So I think that's an important thing for for us to keep in mind that some of this information and some of the supports that we have to provide we may need to be able to share those in another language.

>> Beth, this is Ericka. I just wanted to let them know the tips for family that we're providing as a resource, if you need that in Spanish, we have that in Spanish. If you want a copy, each out to your local facilitator. They can provide you the resource in Spanish.

>> Thank you. While you are on, anything else that you want to share about at the resources that you provided or any thoughts that you want right now?

>> FIN admin created a resource for the children with families with children with disabilities. It is a quick tip to help children with disabilities. Such as setting up

comfortable spaces, whether it be a visual schedule or routine for children. Especially the younger children that needs that routines. Allowing those breaks and some type of resource for children that are in elementary school. Limiting those distractions and finding other activities for them decides the screens. A lot of teachers are using the virtual platforms. They want you to be able to find some other things that students can do that doesn't necessarily involve screens. Maybe having FaceTime with their friends. Maybe having some type of interaction with their friends. Basically just reaching out to your families and just letting them know that you are there for their support. Whether it be through e-mail or text messages. Any way that you can let those families know that even though you are not seeing their children face to face, you are still there and you care about their well being.

>> I think those are great suggestions, Ericka. I love the -- you know, the notion of how do we continue to provide opportunities for the kids. I was on a work call with a colleague. His son was doing a Zoom lunch with some of his friends or classmates. I think when parents do have access to devices and Internet and when we can build things in, that it is beneficial and helpful as well. So I see some of you. You guys are giving Diane -- I think it was Diane -- who wanted the information about Duval. I was talking about the district. If you Google Duval Homeschool it takes you to that site. Thank you all. Thank you all. I'm going to -- as people are continuing to comment on that, Julie Varro. Can you talk to us a little bit about parents maybe even more on that emotional perspective on stand point and some of the resources that you have provided.

>> Absolutely. I would say as a mom myself who was participating in helping with the education of the students while I was working full-time this is such an amazing opportunity for us to support our parents. And it really reminds me of terminology that we hear quite a bit. If you are on an airplane and it is experiencing turbulence, the parent is supposed to put that mask on themselves first. I think one of the things that we can do is encourage our parents to model that sense of calm and do that Maslow's hierarchy of needs. When you wake up in the morning do you have a roof over your head? Are you safe? Is there food? If you've got those things, you are rocking it. You are amazing. You have every tool that you need. And it is everything is up from there is gravy. I think those are the beginnings. Is that if you are safe and if your child is safe. I think providing those social supports for our parents, whether it is those daily teacher check-ins, those texts, and those communications with schools is so helpful. I think we also need to be encouraging our parents to form their own social support. They will learn so quickly from each other. They will be able to be raw and real about the struggles they are going through. And finding out from their peers what is working for them in similar situations. I know I learned from peer mom about using food during the day to support my child's in answering a single question. They would get a frozen grape. Using those positive supports and going in the strength that you already have. What does your family and what are they good at? My daughter, we worked it out so that she would teach me what kind of behavior modifications do they use in her classrooms? They use chants. We would chant it out every morning. I would share what I had to get done. She would share what we had to get done. We would write it up on the board. She lead it. These are early elementary students. They are so gifted.

They are worked on technology. They know how to go to go Noodle or pull down things for the parents. I think that's one of the things with all of the pressure that we have on us that we forget to use our greatest asset. That's our own children who have been provided incredible educational format. They have been learning social and emotional skills. What have you learned that helped with these particular situations. If I'm stressed, what can we do at home that was similar that worked in school for you. And so I think those are some big things. One of the things that we provided in the handout box is if we have older children, one of the things I do encourage those parents and any child with a phone is to put in hotline numbers. To encourage and sit down with them. Hey, this may not apply to you. I want you to know when you don't feel like talking to me, there's someone else 24/7 willing to talk to you. Any time of the day. So I think that's really important that we equip our older students and encourage them to share those resources with their friends. So really having those deep conversations about there's always help out there. You have your guidance counselors at school, school social workers, teachers on assignment. There are so many people out there that you want to hear from you if you are struggling. And then the same goes with the parents. You are not ever alone. There's an entire school system. There's all of the special projects out there.

And then there's your regular community support. And so if you are struggling, please do not be embarrassed to reach out for help. Because it is universal. We're all struggling in some way or shape. I think that's a big part is that we need to help each other help each other. That's completely normal to need the supports and those helps. I think a big part of what we can also convey regarding behaviors is that our teachers spend weeks and weeks and months and review establishing behavioral expectations. In the home and at the same thing -- you know, give yourself grace as a parent. This isn't just going to magically be amazing. So some simple things. I like to remember is 5210. If everybody just ate five fruits and vegetables, had two hours or less of screen time, and if they had one hour of exercise, zero sugary drinks, add nine hours of sleep. That's the best way.

>> That would be for us adults as well; right? .

>> Absolutely. It is universal.

>> Thank you so much, Julie. Those are great ideas. I want to go back to a couple of questions that were in the chat pod before the chat pod got taken away. So a question from Julie Davis. Maybe Ann-Marie Orlando or maybe Amy Lane. Any ideas on engaging our students with autism during a virtual class?

>> Ann-Marie would answer that one? Don't you think she could somehow?

>> We'll give.

Okay. Ann-Marie is going to respond. That was enough. There were a couple of other questions related to eligibility and identification. I do want you to know that we have another chat planned -- the official announcement has not gone out yet. Do know we have a chat planned to bring David Wheeler on board to be able to answer and participate in the dialogues. David is the state school psychology consultant. We're aware that people have lots of questions related to that. We are going to make that chat available. And that will be upcoming. That I would rather hold off on responding to some of those questions until we have David on board. Molly, did I get -- is there

anything educational? This may go to Shannon Dodd from Ron Pearson again. Can districts or schools give parents permission to use AR books?

>> I went ahead and responded in the chat pod to that. I would say yes. I do not see any issue with that whatsoever. And I know that book share has a number of AR books along with many, many thousands of other titles for free right now. So I would stay that if you are continuing with AR, yes, I would go ahead and give parents book share as a resource to access those books.

>> Okay. Thanks, Shannon.

>> All right. I see -- yeah. I hope that you are able to participate in that. Just note that I made this announcement -- maybe we did during the Tuesday webinar with Rebecca Knead. It will be really important when we have that chat with David Wheeler joining us that people in your district who are responsible for evaluations that would be school psychs and SLPs, it would be important for them to be participating in the session. I don't know how many folks who are participating today fall under those rolls. But if you -- if they are not participating, then that would be something that you would want to make sure to share with them. Ann-Marie has given some additional input there as far as engaging students with ASD. All right. So school social workers would need to be included. And I think -- I do have a date for that. And my contact is in the room and participating in the call. There's a certain protocol that we have to follow in order to share information about these chats. I do have a date. Karrie, if you could put something in the chat box to let me know what I'm able to share at that point, that would be helpful.

>> That's -- while we wait we have a question about challenges with having students experience loss of family members. She was wondering if there might be any resources she can forward to parents.

>> Can you -- can you say that one more time?

>> Sure. The question was there are -- since the pandemic has started, there have been family, lots of family members and along with those challenges with the certain student and I'm sure this is happening across various districts. She was wondering if there might be any resources that she can forward for the student with the severe challenges. So the loss of a family member amongst other things, obviously with the stressors of the pandemic. Would there be any potential resources that are panel may have?

>> So I'm going to go to Julie, and I know that Dana is participating, if not via phone. Dana has been very involved. She's with the Florida PBIS Project as well and very involved with school-based mental health. If you have any resources that you think would be helpful, if you could include those in the chat pod, that would be great. Julie, thoughts from you?

>> I think -- helping and supporting a student and their families when it comes to a loss is really just so, so integral during this time. And so I -- we're very fortunate that most of our school systems have a great safety net built right into their schools. And so I would definitely start looking at who their guidance counsel is at the school, the school social worker, and then sometimes it comes down to finding out what kind of insurance they have and the safety net support they have in the community. I know in the chat several people have mentioned 211. That's a great way to look up. There are grief and support groups that have now moved online that are operated through an agency,

such as hospice, or they are offered through churches. And different faith-based groups that really finds out from the local resources what is available right there in their network and building a circle of support around that student where it isn't just one level of support. But that they are really getting the support they need from their school system which is their home away from home and their family members are getting that support and a lot of times, like I said, through their insurance, they are going to have the ability to really shop hopefully for somebody if they need that long-term counseling. So we do have your members. Those are people you can reach out and we'll help connect and contact. People in your area. Because we're really tied until the with the different stakeholders.

>> Thank you, Julie. Thanks, Dana for chiming in. Hi. All right. Any -- we've got about five minutes left. And I so appreciate the way you guys have handled these questions in the chat and the way the discretionary project folks have been able to respond to those. We are blessed. If you have some last-minute wees now because you have access to the fabulous group of people. Julie Davis will these resources be posted so we may access them? Do you mean the resources and the handouts, or do you mean the links the people are putting into the chat pod? Links? Okay. Yeah. Lisa Yount has agreed to extract all of those and put those into a PDF that we can make available when we do share the resources from today's webinar. When we're able to disseminate those. We'll share the chat pod contents itself with you, so you'll have access to those. And they'll probably be more context if you are looking at them within the chat pod. Lisa is going to create a document with the length. Adding school counselor, school social worker would be good folks to work with and have connections to direct and community resources as well. Thank you. All right. Any other last-minute questions or comments for each other or for our discretionary project folks?

Yeah. I agree. The resources are really -- really helpful. Thank you, Mary Beth. Appreciate that. Okay. I'm going to go to our closing. Then I'll come back to this slide. So that if some of you are still needing to download those resources, you have a chance to do that. Yeah. Jackie, when -- so there will be three things that we'll make available at some point after the webinar. There's a protocol that we need to follow to make that happen. What we will send out to the -- it will come from the directors and then from our project and it will be shared with our direct contact. Whoever is communicating with you to let you know about these sessions, those resources will go to them. It will include the link to the recording of the webinar, the contents of the chat pod, and the contents of the closed captioning pod. All right. Switching real quickly here. We have a couple of -- so Lisa I'm not able to switch to the closing slide. And the closing polling. Okay. Thank you. Okay. So I don't see the poll question es. Do you think they may have gotten erased when Sam was troubleshooting?

>> Okay. Three questions for you. It is extremely important to us and your input is how we handle subsequent chats. Please take a moment to tell us what was helpful, any other supports, and any other comments that you have. We have a number of chats planned. I have five more planned after today that I'll be working with Karrie Musgrove to make sure people get the information. Our project -- other projects. We're all working on resources for you. You have a multitude of people that you can reach out to for support. Please stay healthy. Please connect with us.

Thanks, Carly. I think I forget sometimes what you guys see maybe a little bit different from what I see. And that's true across the board not just during the webinar. Julie has added another resource there helping with childhood grief.

Molly says I think there was a question about the handout of links. Lisa is going to work on it.

>> Okay. Awesome. There was just a question in regards to will it be e-mailed and posted and how it will go to the participants.

>> It will go out with the other resources from this webinar. The link to the recording, the contents of the chat pod and closed captioning pod and that particular PDF that Lisa is going to work on.

>> Sounds great. Thanks, Beth.

>> So I'm going to give you guys another -- I know there are a whole lot of people in the room. We have about 230 participating today. That did include some of our discretionary project folks. So I'm looking at the question. Who is providing the Adobe Connect. It is coming from the technology unit of the TLC, technology and learning connection. So give me another second. Please, please, please share your input and feedback with us. And I am going to clear the other page, so if you still needed to download some of those handouts and resources that you have the chance to do that. Lisa, are they on both pages? .

>> They are. They are on all of the pages.

>> Okay. They are just in a different spot. Now they are towards the bottom middle. Okay. Thank you all so much.

>> There was one more question. It might be for Lisa as well. It was asking about how can we get acknowledgment of participation that they participated today. I wanted to see if there might be anything if from the resources they gained to share they had participated in today's session?

>> We haven't addressed that. For any of you who do participate in the regular, monthly, statewide webinars, we have a certificate of attendance that we offer for those. Those are different in nature. Those are really a little bit more of a professional learning presentation content oriented type of webinar. We've not done that for these. Just because the format is different and a little bit more informal and more conversational in sharing. So we don't have a certificate of attendance or participation that we've developed for this type of webinar. If you need -- if you need to -- evidence of something, you are certainly welcome to e-mail me. I can, you know, e-mail you back and provide some sort of communication that way. If you want the PowerPoint that we had today. I can send that to you. All right. We're past our time. Sorry, Lisa?

>> The PowerPoint is in the handouts as well.

>> PowerPoint is in the handouts. It could be there's a permanent product that you can access that would show evidence of your participation. But we're past our time. Thank you all so, so much. Special thank you to Amy Lane, Ericka Boyd, Julie, Jenny, and Shannon Dodd as well as all of my discretionary project friends and colleagues who were participating in the chat pod today. We are better together. And I am so thankful for you. Thank you for all of the school and district folks and for everything that you are doing for parents and families and kids. Thank you.