(Writer standing by.)

>> SPEAKER: Good afternoon. Thank you so
much for taking time out of what we know are busy
and hectic schedules right now. We want to welcome
you to this webinar, a special webinar that we've
been asked to do based on questions from our
district contacts, as well as a request from the
bureau of exceptional ed and student services. My
name is Beth Hardcastle. I am joined today by some
of my project colleagues who are working behind the
scenes, Lisa, Kelly, Sam, and Diana. So, we, um,
you've been given two ways to join us today. One
is, if you want to be able to communicate with us
verbally, um, you can use the call-in number that's
there on the screen and that pass code. If you're
interested mostly in just listening to the
conversation, then you can, um, just mute your

computer speakers and listen and use the chat box
to, um, to communicate with not just us, but with
your, um, your state-wide counterparts. I'm seeing
some Santa Rosa folks popping in and saying hello.
Hi guys.

Um, so, I am, as I've said, the expectation,
um, for this webinar is really, um, it's really to,
um, create an opportunity for you all to have some
conversation with each other and with us, but the
ask, really, was related to the opportunity for
districts to ask questions and share information
with each other. We are here to host and
facilitate that conversation. We're also hoping
to, um, as we listen to your questions or read your
questions, that, and your comments, that that gives
us good information and not just our project, but
other discretionary projects who may be on this
call, that you're giving us information that then
we, as discretionary projects, can use to continue
trying to meet your needs during this unusual time
and, um, figure out how we provide tiered system of
support with respect to, um, distance learning.
So, our topic today, u, is focused on intensifying
instruction and monitoring progress for tier two

and tier three via that distance learning platform. We understand that for a lot of you, you're still trying to figure out, um, how to do tier one via distance learning, and that's fine, we get that, but, again, we're responding to questions that we got early on related to how do we do tier two and tier three within that virtual or distance learning platform, as well as, like I said earlier, the request from, um, our bureau and chief and her staff. You'll notice that on our title slide, it says facilitated conversation, so that's our expectation. We want to hear from you.

We will be monitoring the chat box, we will be, um, saving everything that you guys are putting in the chat box, so that if there are questions we don't get to today, that we have record of those. We understand that districts are impacted differently by this current situation, we get that. We understand that all of you have lots of questions. I just ask you guys to understand that we don't necessarily have all of the answers. We're relying on you guys to share that information with each other, share good practices with each other, and we're working on finding answers to

those questions, and we're working on, um, funneling those questions to the appropriate people, if, um, that doesn't happen to be our project staff. So, we're all in this together, we're all learning, we all have questions, but, again, this is, um, this is a great opportunity for us to, um, share what we can share at this point. Some instructions for today, if you called into the conference line and you want to be able to, um, communicate with us verbally with your phone, then if you have questions, I want you to use the raised hand feature or, um, put something in the chat box. So, I see that two people have their hand raised, but for those on the phone and want to be able to use the raised hand feature, if you would just go to the top of your screen there, where that little guy is with, um, his arm up in the air and click on that and click on raise hand, that will alert us that, um, you have a question, and I'm really hoping that all of these people who just did that don't have questions right now, but they know how to use the raise hand feature. Um, this is just an aside, too, my colleague, Kelly, if they're selecting a raised hand, I don't see it. I know

some are, but I can't see that on my screen, so I'm
going to have to rely on other people to, um, to
help me out with that, and, Lisa, if you have a way
for me to be able to see those, that would be
helpful.

Okay, we'll trouble-shoot that. If you're
participating via your computer only, please make
sure that your microphone is muted and, again, we
are saving, um, your input and your questions in
the chat box for, um, later review, for things that
we may not get to today, either because of time or
because, um, of, um, the topic or the nature of
your questions. If you have resources to share
with others, um, please e-mail those to Kelly
Justice. Her e-mail is there on the screen in
purple, and she will then upload those into our
shared resources pod. We are, I think it's coming
into view now, but we are, um, providing closed
captioning for those who appreciate that kind of,
um, assistance, so that, they're working on that,
you can see that, excuse me, coming in below there,
below the power point slide, and just to let you
guys know, for others that, um, the session is
being recorded. All right, we're going to, um, get

a little bit of information from you. Kelly, if
you could move to the poll slides. All right, so,
just a lighthearted way to get you, um, interacting
with us and using these polls or written
communication, if you would share with us a movie
or a Netflix series or a Hulu series or a book, um,
that you've been particularly enjoying, we would
appreciate that. I see Ozark. I'm getting ready
to start that one. I hear it's very good. I see
Tiger King, and I'm going to be honest, I don't
understand what that is or what all the fuss is.
Little Fires Everywhere.

>> SPEAKER: Are you able to see the
presenters only view area?

>> SPEAKER: I see that now. Hey Dr. Hall.
You need to, um, if you want to ask a question, you
need to press star 6 on your phone. I'm still
enjoying watching what you guys are providing as
far as what you're reading or viewing right now.
Thank you. Um, that next poll question then, um,
allows us to get a better sense as to who we have
on the, um, on the phone or in the Adobe room with
us today, so if you can use that to, um, help us
identify the role that you play in your school or

district. Yeah, Julie, reality shows count. Oh,
Mind Hunters, loved that. I can't wait till they
come out with their third series.

>> SPEAKER: Hello. Good afternoon.

>> SPEAKER: Hello. Who is this?

>> SPEAKER: My name is, um-- I'm here in
Henry County. I thought I would be able to, I have
a virtual video, but, unfortunately, I'm on the
phone, and I'm just hearing what's going on, and I
don't know how I can interact other than pressing
star 6.

>> SPEAKER: Well, you can interact that way.
Um, in the, um, in the notice that was sent out,
there is a, um, an Adobe auditorium link --

>> SPEAKER: Go ahead, because I'm trying to
download it, and I'm not able to.

>> SPEAKER: Do you have Adobe downloaded
already?

>> SPEAKER: No, it says Adobe, oh, it
requires a flash player 11.2 or above, and I don't
have one.

>> SPEAKER: Okay --

>> INSTRUCTOR: Yeah, that, um, Lisa, can you
go ahead and save what's in the chat box? The

participant limit for this Adobe room is 500. I've
scrolled through, I don't think we have 500 people
on yet, so I don't know. Sam or Diana, do you have
an answer for that particular question?

>> SPEAKER: We do. We have 490 participants.
Plus with the hosts, I think we've reached the max.

>> SPEAKER: Okay, then I'm sorry, you'll have
to just participate by phone as well. All right,
Kelly, can you move on to the next two poll
questions, please? We want to know which districts
are represented, and we also want to know, again,
we're completely aware that providing tier one
through a distance learning platform is difficult
enough, but we are interested in the platform that
you're using for that. Thank you. I'm seeing lots
of Google Classroom. Teams, that's one I'm not
familiar with. It's interesting how, um, the
situation that we're all in, um, just forces us to
do things differently, to look at, um, alternatives
and options, whether we're using technology for,
um, teaching and learning or socially, so I
appreciate your input. It looks as though the
closed captioning is up and running, so thank you
so much, Sheila, who's assisting us with that

today. All right, Kelly, let's go ahead and move
to the discussion questions. We wanted you guys to
at least see who I am. Some of you know me, some
of you don't, but we have four, um, discussion
questions that we're going to be using with you
guys today. The first question is, um, in general,
what guidance has your district provided to schools
regarding the delivery of intensified instruction,
tier two and tier three, to students through
distance learning?

    >> SPEAKER: May I ask you to repeat that
question again, please?

    >> SPEAKER: Yes. The question is, in
general, what guidance has your district provided
to schools regarding the delivery of intensified
instruction at tier two and tier three to students
through distance learning? Sharon, um, Patrick
from Santa Rosa, if you'll go ahead, I see your
hand is raised, um, get us started, and, remember,
you're going to have to hit star 6. Sharon? Okay,
um, Rosalina, I'm going to move to you. I see your
hand is raised.

    >> SPEAKER: Hey. Can you hear me all right?

    >> SPEAKER: I can. Thank you.

>> SPEAKER: Okay, perfect. So, we're taking baby steps. We're kind of doing a staggered release approach right now, so we don't overwhelm everyone. We've just put it out there to continue to guide and support parents, to provide, so they have access to the intervention and understand what that is. I know it's really hard to confirm fidelity beyond that, but making sure they keep at least anecdotal notes during this time period to show that they've provided some support and intervention through that process, but I hope to release some more information this week after a couple of virtual meetings that I have, and, again, just kind of trying to baby-step the approach for them, so they're not overwhelmed all at one time, but I can't wait to hear everybody else's input, because that's what I'm here for.

>> SPEAKER: Thank you. Just a reminder to the whole group, this session is being recorded, so you'll have access to it later, you'll be able to share it with others later. All right, Jody? I see your hand is raised. Remember, you'll have to hit star 6. I hear you.

>> SPEAKER: Okay, awesome. So, um, we've,

you know, it's been tricky to kind of figure out
how to, um, continue this tier two and tier three
interventions as we go to this virtual world, but
we are, we have an MCSS committee that works on
developing an update that went out to the schools
as to some suggestions that could be used, um,
virtually, and in just reading some of these
comments, I see we're not the only ones that did
this, um, and it's quite tricky, I mean, again,
that's why I'm listening, but we have i-Ready,
that's one tool that we're able to use that kids
are both familiar with, um, and, hopefully,
families, um, but we also, I know teachers are
trying to put small group activities on to their
platform via, for us, it's Schoology, and then they
try to monitor progress once a week or every other
week through, um, it could be audio or a Zoom type
thing, but it's tricky, and I don't know that it's
even working. So, yeah, I definitely want to know
what other people are doing and if they've found
some success with something.

>> SPEAKER: Great. Thank you, Jody. Um, so,
apparently, the star 6 feature is not working, so,
Lisa, if you, um, if you're raising your hand,

Lisa, um, from my project is un-muting you. So, Adrienne, do you have something that you want to share with the group?

>> SPEAKER: Can you hear me now?

>> SPEAKER: I hear you.

>> SPEAKER: Hi. Hello.

>> SPEAKER: Hello.

>> SPEAKER: I don't know how to get rid of the echo. I'll just go ahead and give it a try. Our teachers use a platform called Canvas, which is familiar to what many of the colleges and universities use, and we, early on, got on with our school leaders and principals to poll their teachers as to what they were doing. Many of them are offering virtual sessions during their office hours, many of them are using their, um, computer-assisted instruction, such as i-Ready, to prescribe pads, and then we work with our exceptional student education department to create input forms for IT implementation and a virtual learning environment, and we also created a digital form for teachers to provide input as to RTI decision-making. So, we're just in week three. Week one and week two was about access, devices,

connectivity, and that's been the bulk of our experience, and then this week, we just provided additional guidance for our CPS teams on how to conduct meetings, what resources are there, decision-making criteria, and that's where we're at at week three.

>> SPEAKER: Thank you. Lisa, can you un-mute her?

>> SPEAKER: I'm not sure which number she's calling from.

>> SPEAKER: This is Sydney. Did you say my name?

>> SPEAKER: Yes.

>> SPEAKER: Okay. So, we've sent out guiding questions for teams to consider, while they're problem-solving, how to continue to do interventions, so since it's unprecedented, we really don't know exactly what to tell them, so guiding questions, like how are we going to provide them more time, how are we going to reduce the group size, and then providing suggestions under each of those guiding questions that would work for how our core is being implemented right now, and also including strategies for including the

students in interventions, for helping them access

the core better, so pre-teaching vocabulary

introduction, small group over Zoom, doing what

they can, and then we've been very clear that it

would be very difficult to use any type of progress

monitoring data to move between tiers or ever move

towards consent right now, so the progress

monitoring can drive their instruction and can be

kind of mastery assessment, but not to be overly

concerned with flexing the six or eight data

points, because it would be very hard to make that

good data and make a really sound decision on that.

>> SPEAKER: All right. Thank you, Sydney.

Um, Natalia, I see your hand is raised. I'm going

to take this question or comment from her, and then

we're going to move on to the next question. If

you have a question and the star 6 feature is not

working for you, if you'll put your, um, the number

you're calling from in the chat box, Lisa can then

un-mute you. All right, I'm going to move us on to

the next question. Oh, Natalia, are you going to

put your number in the box? All right, Lisa, once

that comes through, can you un-mute her? And then

we'll move on to the next question.

>> SPEAKER: Sure. That number's not in here.

>> SPEAKER: Okay. I'm going to move us on
then. I'm looking real quickly at a question from
Jessica. Tier three interventions still need to be
face-to-face, right? And if others have, um, more
information to share, but I don't think in this
situation, I think there are ways that we can
provide tier three support through that distance
learning platform, and I think that's what we're
being, um, tasked with right now. Thanks,
Adrienne. That's a good reference to the Florida
Virtual School. Thank you. Take a look at our
second question. I think some of you guys are,
maybe have provided us with some information
related to this. You know, when we started
drafting questions for this, I was using the phrase
virtual learning, but was reminded that not all
students have the technology that other students
have, and when I said at the beginning that
districts are impacted differently by the situation
we're in, districts also have, um, have different
levels of resources that they're able to use during
a time like this. So, how are you supporting
distance learning, the students who don't have

access or have only limited access to technology?

All right, Melissa, I see your hand.

>> SPEAKER: Okay, in our district, and other schools, I do believe, we are providing paper packets for our schools, for our students who do not have access. We have also been able to provide hot spots for, um, a wide variety of students as well who had the computer, but their Internet might not have been the best, but for the most part, I know that on Wednesday, for example, we are, we're having our, um, our school pickup, and students' parents will be able to come by and pick up paper packets that we'll provide them, assignments for the remainder of the month.

>> SPEAKER: Okay, great. Thank you so much.
Okaloosa County. Are you able to use the star 6 feature?

>> SPEAKER: We have been, um, providing some mobile hot spots, as well as our IT department has been amazing during this time. They've gotten, they've ordered a bunch of iPhones that have hot spots on them. We also have, I don't know how to explain this, because I have no idea how this works, but they've done something to where they

have extended the radius for WiFi that are offered
at each school site for 2-miles, so families that
live within 2-miles of the school would be able to
kind of get, link into the school's and the
district's WiFi, as well as they could go and they
technically could go sit, and some families have
been doing this, going and driving up to the school
parking lot and, um, letting their students log on
to the WiFi that way. We do have some very rural
parts, um, in the north end of our county, that if
it really has not been possible to get them, um,
access to WiFi, they've been instructed, the
schools up in that part of the county have been
instructed to provide paper copies to the families,
but that has been pretty limited, because we've
just been having, um, a lot of different ways to
try and get Internet access through our local cable
companies, as well as these hot spots all over the
district.

        >> SPEAKER: All right. Thank you so much.
Shelly, I see that your hand is raised. Can you
use the star 6 feature? Okay, again, if the star 6
feature is not working for you, um, the only way
that Lisa can un-mute your phone is she needs to

know the number you're calling from. Been looking
at some of the comments in the chat box. Michelle
Barlow, how are you? Students are receiving paper
packets, yeah, that's my understanding too, that
for, um, a lot of the younger kids, instruction is
happening through packets.

>> SPEAKER: Can you hear me?

>> SPEAKER: I can hear you. Is this Shelly?

>> SPEAKER: No, ma'am. I'm Maria from Union
County.

>> SPEAKER: Hey Maria.

>> SPEAKER: We also are, um, we're mailing
out packets and sending, um, stamped and addressed
envelopes back to us for those who have not been
able to get to, we have some satellite areas where
we're, um, providing food and packets, but if it's,
you know, just been, um, brought to our attention
that they're not able to get to us, we are also
mailing, and we have actually received packets back
now, so that's been a big support system for some
of our families that just can't get to pick up the
packets and get them returned.

>> SPEAKER: Great. Thank you. Quick
reminder to the group that the only way you can use

your phone, um, to communicate with us is if you called in to that, um, that 800 number or the number that's assigned to your particular part of the state and used that pass code to get on the phone. So, if you're listening only, calling us or having us, um, get you on the phone is just not an option. You're welcome to call in. So now, I'm seeing some input from Shelly and from Adrienne. What's helpful is that we're able to, um, archive this information that you guys are sharing in the chat box. It's also the fact that we've got the closed caption option is a nice reminder that, um, technology and universal design for learning helps us in many ways, so as you guys are speaking and sharing information with us over the phone, we're able to have that, um, captured for us as well. So, um, nice feature. All right, I'm going to, unless there are any other comments that you guys want to make related to how you're providing distance learning to students who have limited access to technology, I'm going to move us on to the third discussion question. All right, so, I see a question, and, maybe, this will, um, prompt some discussion. So, we understand that under

these current circumstances, it may be difficult to
monitor progress or even know what adequate
progress is in this kind of situation, but we are
curious as to what ways is your district working to
monitor student progress through the distance
learning platform. Rosalina, I see your hand
raised.

>> SPEAKER: So, right now, their directive is
just to obtain parent input on their student's
progress and, of course, look at their grades. We
do use several technology platforms, like i-Ready,
which can track progress on independent level
instruction, but for those students, and I heard a
lot of students having to do paper packets for
students that have limited technology, those are
the ones we are struggling with. Even though we
may make daily phone contact or e-mail contact with
those families, if they don't have access to
technology, it's really difficult to be able to
determine adequate progress when it's just paper
copies.

>> SPEAKER: Yeah. Understood. Thank you.
Megan, I see your hand, and we'll go to you next,
and then Adrienne, we'll go to you after that.

>> SPEAKER: Using i-Ready, which I think a
lot of people have commented on already, and just
making sure that we are assigning lessons, you
know, that are tracking along with what instruction
is being provided, but sometimes, it's hard to
find, um, the lessons in i-Ready that correspond
with the instruction being provided, so for
families that have access to technology, teachers
have been creating, um, assessments using Microsoft
forms, and then, that way, it checks either their
whole classroom or a group or that student's data
and can export it to Excel and provide different
item analysis for those teachers. Um, for families
that are having, um, you know, challenging time
with accessing technology, I think a lot of this,
we've already said, you know, maybe doing phone
calls, sometimes, if they do pick up, um, paper
packets for work, they do have a phone that could
send a picture message, so they're able to at least
text, like, a picture of, um, the work that the
student has produced.

>> SPEAKER: Thank you, Megan. Adrienne?

>> SPEAKER: Thank you. Here in our district,
we have -- traditional data collection is

challenging, and traditional data collection is not required until traditional school resumes. Our superintendent and academic chief and a few other chiefs are holding a, um, virtual town hall with teachers, to get every three weeks, we've done it twice now, the teachers are informing and sharing out that they are, um, gathering informal data, such as virtual observation, assignment, assessment, to determine the students' response to their instruction, and in our guidance for them, we have said that you can record this in our centralized data system, but plan to, um, make the decisions about positive, questionable, or eligibility in the next school year. So, we have given them guidance and instructions to say, for now, students' responses have been questionable, and they will automatically generate a system referral into the next school year. So, we haven't gotten a lot of, um, too many questions from parents at this point about this process, and the department here in our district has said the same thing, that we will resume when traditional school resumes, but now we're moving into phase two and getting out in front of some questions and

providing a parent letter and a parent info, um,
input document that will be produced next week.

     >> SPEAKER: Okay. Thank you, Adrienne. I
had a district contact say to me earlier in the
week that, um, our ways of assessing where students
are is going to become extremely important in the
fall, when kids return to school the way they know
it best, so that we have methods and ways to gather
the data that we need, to know what kids are going
to need given this hiatus and given that learning
is happening so differently for them right now.
Any other, yeah, Carrie, I'm looking at your
comments, concerned about, um, making eligibility
decisions during this time. Yeah, I think that's a
valid concern and question. I see Laura from Baker
is asking to see that document. Again, if you have
resources that you can share with, um, your peers
on this call, if you'll e-mail those to Kelly, and
her e-mail is justice@USF.edu, then she will upload
those into our share file. Yeah, students are
going to regress, and, again, when it comes to
thinking about eligibility decisions, um, I think
we're in some unprecedented times right now related
to how would we ascertain that, but those are

questions that are good for our, um, our folks, so
questions related to eligibility and evaluation,
we're, um, we'll collect those and share those with
our, um, colleagues. Sydney, I see your hand is
raised.

     >> SPEAKER: I'm not sure if the question was
originally for all students or for students being
monitored through intervention, but we've been
really slow to provide much in this, because what
I'm noticing is even monitoring progress in our
core, we're trying to figure out how to provide
instruction instead of just activities, um, that
don't receive feedback in and of themselves, so
just overall, I think we're struggling with just
that core basic. So, even if we were to figure out
a really great way to monitor students and
intervention, then we still can't compare them to
other students either, so we've just been really
slow with any sort of directive with progress
monitoring.

     >> SPEAKER: Understood, and, again, that's
why, you know, we're acknowledging that that's
difficult to do. Quick comment, or question from A
Gibson, has the state DOE responded to the document

with concerns about suspending new evals and
eligibility decisions? Um, I don't have an answer
to that, but if anybody else on the call has
information to share back to A Gibson, um, that
would be fine. Rosalina, I see your hand is
raised.

>> SPEAKER: Yep. Sorry, follow-up questions
to, um, with what that other person said, that's
something I wanted to share also, that the last
document from them was that we can't do that for
students during a global pandemic, because there
are none. So, as I just mentioned before, I'm
asking our teams at this moment to maintain what
support they can, and making sure we just keep
really good anecdotal notes during this time,
because I don't think we're going to have valid
data, or if it is, it's going to be really limited,
and just revisiting that in the fall.

>> SPEAKER: I agree, and it just reminds me,
you know, I think people are being told do the best
you can, gather and collect what data you can.
Dr. Hall, I see a comment from you in the chat box.
Our project's been getting questions about
the 60-day timeline as well. That's a little bit

beyond our purview, so we're sharing those
questions with folks at DOE or with, um, David
Wheeler. For those who don't know who David
Wheeler is, he's the state's school psychology
consultant. All right, I'm trying to pause every
now and then, just to give you guys a chance to
catch up a little bit with what's going on in the
chat box. I'm just, um, thrilled with the, um, the
amount of information that you guys are putting in
there, so thank you for that. I'm going to move us
on to our next discussion question. What examples
or resources for supporting intensified instruction
through distance learning can you share with your
school and district counterparts across the state?
So, if you've got things that you can share with us
over the phone, great, and you're connected to the
conference line, feel free to put those in the chat
box as well, and if you have things that you would
like for Kelly to upload into our shared resources
pod, please go ahead and do that. While folks are
thinking, um, and Cat, I don't want to put you on
the spot, but wanted folks to know that some of our
PBAS counterparts are on this call. Cat, is there
anything that, um, you can share? I know you had

sent me a couple of resources earlier today, but
just any thoughts from you as we're having this
conversation? If you're not in the, on this
conference call, just let me know in the chat box.

>> SPEAKER: Can you hear me?

>> SPEAKER: I can. Hey Cat.

>> SPEAKER: Hi Beth. Always happy to be put
on the spot. I was just going to add briefly, I've
been taking notes of the different platforms that,
um, across the state everyone's using, and, um, we
have several resources and tools for delivery of
social emotional instruction and then progress
monitoring, because I hear everyone saying that's
one of the biggest challenges right now, and the
approach that many districts seem to be taking, of
kind of taking your either existing forms and
putting it in the format or the, um, I'm not using
the right, the online method that you're using
seems to make the most sense, um, so I guess it
always kind of comes down to if you're needing more
help with which tools might be, um, helpful, the
two resources I sent to you earlier, if you guys
want to pass those on, those might be helpful. I
know I've been talking with a lot of my district

contacts about, um, kind of remote instruction for
social emotional skills and what that looks like
and what are good resources, so, again, those two I
sent to you earlier would be great to share, if
that's kind of questions or concerns people are
having, but most importantly, I just want to say
kudos to everyone. It seems like everyone's trying
to navigate this very strange situation with, um,
that theme of support I just saw in the chat box
and trying to get that instruction to kids the best
way we can, and then I just validate all the
concerns I heard, but I guess just to say, Beth,
those two resources I mentioned would be good
matches, and Brian is also on the call, so if he
wants to add anything, he's welcome to.

    >> SPEAKER: Hey Brian. Anything that you
want to add to Cat's comments.

    >> SPEAKER: Can you hear me?

    >> SPEAKER: I can. Hey Brian.

    >> SPEAKER: Hey. Sorry about that. Just
working out the features here on this Adobe. Um,
no, you know, nothing really to add to, um, what
Cat had provided, just, again, just to validate
what everybody's saying about how difficult this

all is. Um, you know, to that end, we're just
saying, you know, if there are resources that are
needed for looking at intervention development or
trying to assist parents on how to support
interventions at home, that's the kind of resources
that I think Cat highlighted as well. We've also
got some webinars that'll be upcoming soon.

>> SPEAKER: Right, and I'm assuming that, um,
that things that you guys are being asked to do,
that, you know, that's being sent to ESC directors,
etc., and your project contacts, and I think it's a
good idea, just a good reminder to the folks who
are on the call, that discretionary projects in
general are all being asked to come together and
help you guys navigate this. One of my other
discretionary project colleagues I saw was on the
call, and she's someone I love to put on the spot,
um, Carly from Project 10, are you on the phone? I
don't see her name anymore. I see your name. Are
you on the phone? No, you're not. Sorry. No
worries. All right, questions for, um, from you
guys? I haven't seen hands raised.

>> SPEAKER: Hey Beth. I saw Lisa from
Project 10 is on though.

>> SPEAKER: Oh. Hey Lisa.

>> SPEAKER: And then there's Carly.

>> SPEAKER: Lisa, um, anything that you can share with this group about resources from Project 10 or things that Kelly can put in the, um, share pod? Hello?

>> SPEAKER: Can you guys hear me now?

>> SPEAKER: Yes. Hey Lisa.

>> SPEAKER: Oh, hey. It really is a little complicated to un-mute. Um, I can definitely put something in the share pod, and I'm sure that Carly, she may have already done it, but, um, just wanted to make mention that we do have a COVID-19 web page, a distance learning web page now on the Project 10 website, we'll put that in the chat pod. We also did a webinar on April 3rd, and that recording is, um, also available on our website, and we have, it's available on both web pages on our website, but we also have an online, um, helpful online, um, resource, transition related resources document, so we can definitely put all of them in there for your access and enjoyment, but thank you so much. Thanks for allowing us to be on the call.

>> SPEAKER: Absolutely. Just, um, the
comment to all of our school and district people,
that as much as we can, the discretionary project
folks who serve and support your schools and
districts try to collaborate as often as possible,
to make sure that, um, that we're presenting, you
know, um, common language, common understanding to
you guys, and also showing a united front. So, I
appreciate those colleagues very, very much.

>> SPEAKER: Hey Beth, this is Cat, I was
going to add, I know Wednesday, and, um, Vee sent
out the registration for districts, the senate
director and our director, um, will be doing a
little overview of supports and services and Q & A
with districts also, so in light of what you just
said and everyone's kind of collaborating, coming
together, that's on Wednesday afternoon at 2:15,
and Vee sent out the registration information to
all the district contacts.

>> SPEAKER: Okay, great. So, question, we're
curious if any districts have begun brainstorming
about their plans for summer school. Great
question for your counterparts across the state.
Again, you can put your answer to that in the chat

box, or if you want to use the raised hand feature, if you're connected to the conference line. Sarah from Monroe County says yes, they have. Any, um, specific information folks can, um, share with others? Sarah, are you on the, um, conference call? If you are, if you'll put your number in the chat box, then Lisa can un-mute you, or you can hit star 6 and try that. For some of you who are wondering, I got a message that my, um, Adobe connection had been lost, and I didn't want to touch anything, because I didn't know what was going to happen, but I've got it back. Oh, okay, Sarah says that she's not. Okay. Are there any guidelines from the state regarding ESY? Rosalina, I see your hand.

>> SPEAKER: Um, I had put in the chat box, but not sure if other people can see it, we're moving forward with our original plan for being in school in the summer, but we also are working on a backup plan for virtual for ESY. I don't think we cannot think about that, unfortunately, we just don't know when this stay at home order is going to be lifted.

>> SPEAKER: Right. All right, Kelly, if you

will move to the, um, the wrap-up stuff. While

Kelly's getting that situated, we have all of the

information that our friend, Sheila, was able to

capture in the closed caption, um, with that

feature, and we have all of the comments that you

guys have provided in the chat box, and we will

come up with the best way that we can figure out,

the most efficient and effective way to share that

information back to you. Give us a little bit of

time to decide that and the format that would make

the most sense, but again, this, to borrow a phrase

from the innovations conference people, this was

intended to be a for doers, by doers, so anything

that you guys shared out, we want to be able to

share back with everybody, especially since I know

I've missed, probably, 90 percent of what's in the

chat box, so I look forward to going back and

having a chance to review that. So, yeah, we're

just interested in, you know, what aspects of this

webinar were helpful to you, what are some areas

that in which you would like more support. Other

comments. Oh, okay, a weekly chat in this format.

Um, those are all, those are great suggestions and,

certainly, things for us to give thought to. If

this was helpful, then, you know, and this is a
resource, um, that we're able to access, then I
think that, um, we want to be able to do what we
can to meet your needs. I see the, what are some
areas that you'd like further support, and just the
MCSS guidance, you know, we talked earlier about,
for a lot of districts, implementing MCSS
effectively was hard enough, and now, we've had
this whole other layer added on top of it for the
time being, so we appreciate your effort, your
commitment, your patience with all of that.

All right, um, anything else that anybody
wants to add? I'm going to give you about
another 30 seconds or so. So, there's, um, some
resources that Cat mentioned in the resources pod,
some resources from Adrienne are there as well.
Even though it's small, the power point that we
used today, um, is in there in that share pod.
Kelly, if you'll just move to that last slide, the
last pod. So, just a thank you again to all of you
for everything that you're doing during this
strange time. I think that, you know, our
students, um, and their families, um, there's so
much that they need, and we're all here to support

you as you support them. So, let us know how we

can help you. Please, please, please stay healthy.

If you're a tweeter or a Facebooker, those are,

there's some ways that you can connect with our

project. I'm just, I love, um, seeing all these

names. So many people that I know, and it's just,

I'm not sure that, um, we've ever had a group this

large, with as much representatives from across the

state, so it's, um, it's just, um, awesome. All

right, it's 3:00 o'clock, 2:00 o'clock here in the

panhandle, so, again, I want to honor your time and

your commitment, but we're going to sign off. If

you have questions, please get in touch with your

regional coordinator or your PBIS coordinator or

your Project 10 person. We're all here to help

you. Thank you so much. Stay healthy, and, um,

we'll keep you posted on some, um, future resources

or webinars or chats that we're able to provide.