

Virtual Teaching Academy Session Five

Good morning.

Thank you everybody for joining us.

If you are here for the Virtual Teaching Academy, you are in the right spot.

You've made it.

We're gonna go ahead and get started.

Just a couple of really quick housekeeping issues before we jump into the presentations and introduce our panelists today.

The chat in this session has been disabled.

However, I do want you to participate, make this an interactive session.

So we encourage you to go ahead and put any of those questions or comments in the question panel at the side of your screen if you are on a desktop or at the bottom of your screen if you're joining us by a mobile device.

This session will be recorded and the recordings and slides will be made available to you, following this session.

There is a little bit of a delay as we do caption those recordings for accessibility purposes.

We'll post the link to the recorded sessions and other resources in the chat and in the question so, watch that space for some answers.

With that, John, I'm gonna go ahead and pass the mic to you, and let you kick us off.

Great. Thanks so much, Steve.

Welcome everybody, we're excited to have you, we've got a great session.

Just a couple things from me might be by way of introduction to the day of the session and the larger picture here.

Our Summer Virtual Teaching Academy is something we're super excited about.

We're about midway through it.

We got started with this last week, some of you may have attended those sessions.

If you are interested in participating, other than just listening and you have questions, you can ask those, we'll be looking for those in the question section to the right or you can use that section as well.

To tell you a little bit about the Alliance.

First, just a quick introduction from me.

I'm the provost and chief academic officer at the University of Phoenix.

My specialty is in adult learning, I'll get to how this came together in a second.

But I've been at the University of Phoenix for a few years now.

And I've served in a similar role for a couple of other institutions.

When the COVID-19 hit, we had some professional development courses that teachers all across the country typically take for CEOs and to maintain licensure and such.

For a couple of months, we made those available for folks who were teachers to take for free a subset of those that we offer.

And literally thousands of teachers took us up on that.

And we thought maybe there's even more we can do during the current situation to give back and we saw everybody pivoting to virtual learning and that's something obviously, we've done for a long time, and done really well for decades, in fact, and we'd look to...

Some of us had kids, and really straight at the heart of the matter for today's session, we watched our own kids make this pivot, and different schools, different teachers, different districts handling that pivot differently.

And so we reached out to our partner, Blackboard, and we use Blackboard at the university and we know that Blackboard is much used in K-12.

And so they became our partner in putting on the Alliance for Virtual Learning and the Summer Virtual Teaching Academy to sort of feed some of the sessions that I as in terms of ideas that we would have.

The University of Phoenix conducted a study of K-12 teachers, and we had over 1000 participants in that study.

We felt it was important to gather some initial insights that might help us come up with a topical areas, teachers and school leaders might wanna hear about.

We learned, for example, that less than half of teachers felt that they had either good or excellent training to help them with the pivot that took place.

And so moving forward, even as it look like COVID-19 might come and then things might get better by the fall before recent events, we thought there would be some impact on fall for sure.

And we thought maybe we can help teachers, develop some tools and maybe some blueprints for both teachers and leaders moving forward, what they could do if that pivot had to continue.

And so that how the Alliance for Virtual Learning was formed, brought together some great minds in K-12 education part of our network, the University of Phoenix, so having a College of Ed and Blackboard's network of being a provider to K-12.

How can we each leverage our experiences and make something freely available for our teachers and leaders? We reached out to a couple people to kind of spearhead the effort, Pat Hoge and Heath Morrison are those leaders and that's someone that a lot of folks know and that she's a veteran K-12 educator with a lot of experience, both in traditional brick and mortar as well as in online learning.

She was the chief academic officer for Connections Education and Pearson Online & Blended Learning.

And her focus for a long time has been curriculum and instruction and she's devoted her career to helping students and the adults who've served them, achieve success in different learning environments by developing tools and techniques.

Keith Morrison is a former president of McGraw Hill Schools Group and brings a really extensive array of experiences in the K-12 space to this effort as well, including a long time as both the principal and a superintendent.

And so he agreed to help us as well, and we have a lot of teachers joining us, but certainly a lot of superintendents have signed up as well.

So the response to this has been fantastic.

We saw a couple of sort of signposts that told us this was needed and would be appreciated, and there would be a great turnout and that's, in fact, what's happened.

A recent, New York Times article looked at the issue that we're all talking about for these days during our academy, and that article reported that, most students will have fallen behind come the fall.

And that will be a difference than if they had stayed in regular classrooms.

And so they're gonna lose the equivalent of potentially up to a full year's of academic gains.

And so if that wasn't sort of the biggest compelling reason for putting this on if we didn't already need one that certainly was it.

The Alliance ultimately, is about helping students and providing you who help students with resources to do your work, and to be prepared for the fall and moving forward.

So today's session, as I said, we're at about the midpoint.

Today we're looking at parent relationships, supporting and communicating with families when learning moves home.

I have three kids in the K-12 system, at the end of the school year, one middle and two high school, and I know firsthand that balancing work and their studies, was not easy.

Our moderator today is Randy Phelps.

Randy is gonna introduce our panel in just a second, we have Chandre Sanchez Reyes, and we have Stephanie Austin and we have Rodney Smith.

So without further ado, I'll hand it over to Randy.

I'll be back to help us close out when we're done.

As you heard the session is being recorded if you join in bit late not to worry.

And one final reminder, we have a session this afternoon, a different session at three o'clock Eastern Time about synchronous and asynchronous instruction, when they come together and why, gets into the nuances of modalities of instruction and delivery.

As I said, that's at three.

And we've got four more after that, between Tuesday and Wednesday left in the whole series.

So again, we're excited to have you, thank you for joining us.

I'll be back when we close turn it over to you, Randy.

Great, thank you, John, appreciate it.

And on behalf of myself, but also panel members, we wanna thank the organizers for this opportunity to reach a lot of people about this, turning the corner towards online learning.

Lemme, Kristen, would you advance and we'll do some brief introductions.

Let me introduce myself very briefly.

I'm a clinical psychologist.

I was senior executive from the American Psychological Association for 25 years here in Washington, DC, and most recently I am the CEO of Give An Hour.

So briefly Give An Hour, is a nonprofit organization, national reach of mental health professionals who volunteer to give an hour a week for a year of free therapy to returning troops and their families and veterans.

We just reached and exceeded the 300,000 free hours mark last December.

More recently, we have stood up, or given our volunteer therapists network in New York City area to give free treatment to hospital heroes, regarding the COVID situation.

Five years ago, we started a public health campaign to help Americans be able to speak more freely about mental health issues.

And you'll hear more about that in a bit.

So, I'm gonna introduce the other panelists here briefly, and then you're gonna hear more from them about who they are and what they bring to this a little bit later when we move into the panel discussion, but let me do a brief intro, you will have their bios as well.

The first is Chandre Sanchez and Chandre is a school administrator, executive director of the Indiana Online Learning Academy, in his years of experience this isn't it a new experience to move to online work for her and and her staff.

You're gonna hear more about that in a bit.

Next slide, please.

And her colleague, Stephanie Austin.

Stephanie is a social worker, also works with the Indiana Online Learning Academy.

And she is the director of counseling.

You're gonna hear more about the counseling perspective as we go from Stephanie, today.

And then next slide, please, Kristen.

Rodney Smith, it's interesting...

Rodney, and Stephanie and Chandre are all Indiana folks who will tell you more about that but go...

Well, I better be careful when I say anyway, go Indiana.

Rodney.

Rodney is associate principal for Student Services at Ben Davis High in Indianapolis.

And he has, just like the other three, a very excellent background.

While I wanted to point out his current position and he has eight counselors, at least who are reporting to him as part of the student support system.

And we're gonna get into that in more detail as we go.

Next slide, please.

So let me talk just a little bit about what's the learning objectives, what we're we're trying to accomplish today, even though this session focuses on parent-teacher relationships, in school leader, teacher relationships, it's really important to understand the context of what all of this fits into.

But in terms of his specific learning objectives, they're here, understanding of the critical importance of those relationships with parents when learning those home.

The gain of the understanding of the emotional impact of the shift to learning at home, even more importantly, we are in addition, lemme say it that way, we are going to emphasize the effects of the COVID-19 pandemic, and other huge issues that we're dealing with as a culture, racial injustice, 400 years of racial violence and injustice.

Those are things that are very, very important context for this conversation, and for the work that you are doing and will be doing in the fall.

In that regard, I'm going to present very briefly, one model, the given hour and change direction model of emotional well being and challenges to emotional mental health.

We'll also talk about the role of the school leader in communication between the school and the parents.

And then finally, as I've alluded to counseling practices in this online learning environment.

The other thing that to really simplify what we're gonna be talking about today is, grab your blueprint for this session, parent relationship, supporting and communicating with families when learning moves home.

That very succinctly, we hope that you will begin to prepare yourself so that you're aware of the stressors on students, parents, teachers, school leaders, when the learning moves home, have a simple model to understand reactions to stressors.

For example, the pandemic and how to improve yours and those around us well-being and then finally, tools to improve communication between families and school when learning goes home.

John, mentioned how this Virtual Teaching Academy was born and one of the things that Phoenix and Blackboard did about a week ago.

Next slide, please, Kristen.

Is the University of Phoenix, commissioned a study by Edelman Intelligence Research.

And this is a group that we have given our work with, as well previously.

And they asked, you heard about, in John's presentation about, they asked those of you across the country many things with regard to what's going on in education and the move to online learning.

Let me say actually, it's not a slide but thinking about John reminds me last week, in one of the preparatory sessions, John interviewed a panel of five or six top educators across the country about, what do you see are the three big ideas that we need to attend to in K-12 education during this move to online learning? Every single person on that panel, they all had different perspectives, every single person though mentioned as one of the three big ideas, we have got to pay attention to social emotional learning issues as much as everything else we're doing in this new online environment.

And so you're gonna hear a lot of that about the importance of emotional issues and emotional well being as we go today.

So, these are some of the data and you'll notice these are from teachers.

And you'll notice that 77% of those several thousand who took this survey reported being stressed, 75\$, 74% Over...

Well, 81% talked about if everything is just so uncertain, and I can tell you as a clinical psychologist for 40 years, uncertainty and chronic uncertainty is very damaging to your mental health.

So this presentation is gonna focus a little bit on all of us and our emotional well being as teachers, as school leaders, and also parents, as well as the children, so this is a slide that bring us to home about those of you who are teachers.

Next slide.

The survey, those that did the survey said essentially, guess, this whole thing.

But that essentially they believe that the situation will have a pervasive toll on students.

Just negative impact overall, but particularly, mental health and wellness of the students.

So you are thinking about, not only your own emotional well-being, but also the issues posed for you as teachers and school administrators and school leaders in terms of health and wellness.

Next slide.

And then finally, the report to Phoenix was that, well, teachers feel that their relationships with parents are promising, and that more than half feel that the parents are collaborative, (indistinct) very much in the interest in much more involvement and collaboration with parents as we go forward.

So that again, is part of the reason we're having this session, is focusing on the attention between schools and teachers and parents.

Next slide.

So I've said I mentioned some things about stressors in mental health.

Again, as somebody who has worked in mental health for a long, long time.

I can tell you that in the health field that we know for a fact, from many, many, many past natural and man-made disasters, that natural disasters have a devastating impact on mental health.

All you have to do is look at examples like, Katrina, Hurricane Katrina, or the even broader disaster, the Asian tsunami in 2004.

And what we know is that the mental health impact of these traumas, in the first place, it tends to exacerbate the existing mental health across the population.

We know for example, it's very stable figures that one out of five citizens in the US has a diagnosable mental health condition.

Well, fewer than half actually get treatment to that.

But that's the baseline 20%, one out of five, across the entire world, it's one out of four, you can imagine.

So, when you overlay a huge trauma on top of the population, you get an increase in emotional dysfunction, with the folks that are already struggling at some level.

But the second thing that happens is, over the long term, you actually see a tremendous increase in new situations of emotional difficulty.

So not only does it increase our emotional issues, those of us who bring those, who live with those but also increases a lot more.

So the point of this is it is really important that we all pay tremendous attention to ours, our children's, our neighbors', our loved ones', our friends', emotional well being as we go forward.

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I also wanna underscore, I'm talking about baselines again, and you know this from your work in school systems.

But half of all lifetime cases of mental disorders began in this culture by age 14, depression, post-traumatic stress, suicide, you probably are aware that we have an epidemic, especially suicide in this country right now and that a leading cause of death in 15 to 30 year olds is suicide.

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And so I've mentioning or alluding to adolescence for those of you who are middle and high school teachers, 20% to 30% of adolescents in this culture, have had a major depressive episode before they reach adulthood.

25% of people with mood disorders as adults that emerge during their adolescence, and 50 to 75% of adolescents with anxiety disorders, and impulse control disorders, develop these during adolescence and they carry it to adulthood.

The opportunity to interrupt these kind of baseline figures presents itself to us, but it is also a big task.

And it's a task that really, in normal times, require good relationships and cooperation between teachers, parents, school administrators to help our children.

Next slide, please.

And I promise you that we will move into the family discussion portion very soon.

So that I wanted to share with you the public health, a couple of the key elements of the public health campaign that given our Give An Hour began about five years ago, and it goes like this, "Jeez, Randy, do you know the signs that somebody is having a heart attack?" "Well, sure, left hand falls out of their chair, complaining of chest pain, etc." Most individuals in our culture know some of the basic signs of a heart attack and they know that you need to then get on that...

On the call 911 and get somebody to help.

Many, many people know the signs of the stroke.

But how many people know the signs that somebody is suffering emotionally, that someone is dealing with mental health challenges going on.

And so that's what these five signs are.

Now these are signs that are that are common in emotional disorders, whether it's depression, anxiety, disorder, etc.

And so I bring these to your attention.

And you can find out more about this literally just by going to ChangeDirection.org.

But these are signs for you as individuals to think about in terms of your own emotional well-being that of your partner, that of your other family members, children and so forth.

And so real quickly we go through what they are.

Personality change.

And you observe this, it's very...

These are all things that are easy to observe.

And these are not...

I'm not telling you these to turn you into a psychiatric diagnostician, okay.

These are common things that happen when people are suffering emotionally, but help us understand because we have all at some level thought through, probably every one of these at sometime or another in our lives, so they're easy to understand.

If I talk to you about one of the symptoms that you should watch for is anhedonia, my guess is you would run away, because what in the world is that? Those are psychiatric signs.

So the first is personality change.

"Gosh, he doesn't seem like himself.

You know he used to always be so up and positive and everything else and now, I can't even get his attention." I'm talking about my teenager for example, that may be a sign that something's going on inside.

Agitation is the second sign and that covers everything from anxiety, all of a sudden this person or you are finding yourself anxious all the time.

Or this very common with men, we have a tendency to be angry and overly angry and everything touchy, irritable.

The third is withdrawal.

Now this, many of us are are introverts.

And so we're really not out there a lot.

Others are extroverts, really out there a lot.

So when we're talking about withdrawal we're talking about in relation to how you normally function.

So it's like, "Gosh, Suzie, you won't even meet me for a beer after work anymore.

I never see you go out, you're not doing...

Hey, what's going on?" So this is change that we're talking about.

Of course self-care is number four.

And in most serious form that manifests itself as a person who stops caring for themselves in terms of their personal hygiene, you stop taking showers, they stopped putting on their makeup, the other thing that we see is somebody begins drinking or using drugs and they never did, that sort of self-abuse.

And then finally, and perhaps one of the most serious of these is hopeless.

The person acts, thinks and talks, as though there is no future and things are hopeless to change.

And that, of course, is one of the danger signs of suicidality.

So you may observe several, or some of these or all in other individuals, and what should you do very simply, and we'll talk more about that counseling stuff in a bit.

Reach out and ask, "Are you okay?" So we talk and quite the opposite of what we're all taught.

Still teaching it, this myth that, if somebody's suicidal, and you asked them, "Are you feeling like taking your life? Are you suicidal?" That you are gonna put that idea in their head and you're gonna trigger that.

That is 100% wrong.

So if you worry about that, "Gosh, you sound like you feel hopeless.

What's going on? Are you feeling like you can't go on? Are you thinking about taking your life?" You are doing the right thing.

"Wow, you seem so withdrawn, but you're nervous all the time, can't settle down.

You don't seem like yourself anymore.

What's going on, are you okay? I don't know what I can do other than I will help you in whatever ways that I can." So that's the Know the Five Signs.

Real quickly, let's move to the healthy habits. Kristen.

So three or four years ago, people ask us, "Well, what do you do to prevent these kinds of emotional challenges emerging." Well, that's what the healthy habits are.

Take care of yourself.

Eat, sleep, exercise, check-in with family and friends we know that one of the most important protective factors for good mental health is social connectedness.

And talking with people who are close to you, family and close friends, "I don't know what's going on man, I just don't feel like myself." Third one is engage.

Again, you can't be healthy emotionally, unless your relationships are healthy.

And so engage with those around you or take care of yourself.

Whatever works for you to get relaxation.

Meditation is a great one, a lot of us use.

Be active.

Play basketball with the guys if that helps you relax.

Gardening, dancing, cooking, singing, so on and so forth.

And then the fourth one is, know the five signs of emotional suffering.

I tease about this one is so important, because I always have to remind myself when I'm under extreme stress like we've all been through with this COVID-19 stuff.

I find myself getting irritable, angry and snappy and all that but I don't see it, I don't pay attention to it.

And my wife, "You're angry now Randy." "No I'm not angry. What do you mean?" I cut her right off.

And she points out to me maybe I ought to pay attention to the five signs.

So, oh, yeah, agitation.

Yeah, I see. Okay.

Lemme do some more self-care.

So I share these and these these tips are also available at changedirection.org.

I share these as a simple model of assessing yourself, taking care of yourself.

Use the same tools, if you don't have others, are not aware of others to pay attention to your relationship with the parents on the other end of the line or the video.

And certainly, these are very important things with regard to your kids, your kiddos as teachers in your online classrooms.

And one of the things that I want to, get to in a bit is to not only knowledge but ask our panelists in a minute, how in the world do teachers who are used to being in classrooms with kids, and they can read those emotional shifts, because those are kids, they're with them and now all of a sudden, that's not there anymore.

So we're gonna wanna talk some about what do you look for.

And this is another reason that I wanna set up the five signs.

With that in mind, I'd like to go to the panel.

We had a really rousing panel discussion about a week ago with these folks.

About this panel, I think you're gonna enjoy the interaction.

What I'd like to ask each of you to do, we get in sort of a top line intro.

Stephanie, Rodney and Chandre but I like each of you to start out with whatever you want to say about your background, but very and what you do now.

But very importantly, I want you to share with our audience, why are you passionate about what you do? And what are you doing in your situation, about this, all of these complexities of online learning.

And who would like to start first? Chandre would you lead us off? Sure.

I'm Chandre Sanchez, and I am the current executive director for Indiana Connections Academy and Indiana connections Career Academy.

Both are 100% online learning virtual schools.

And as many of you have started to learn, there's a difference between e-learning and virtual schools.

So my two schools are 100% virtual.

And students come to us opting into that virtual charter option.

I've got, a mixed background.

About half of my career was spent in brick and mortar district schools and charter schools, mostly in Indianapolis public schools, as a large district and a short stint in Brownsburg.

And then I moved into the charter sector.

And started my leadership there and have now spent the last, this will be my seventh school year going into virtual schooling.

So to Randy's question, what brings us to this table like many of you, I have enjoyed the education world, I became...

I was an English teacher at the start of my career and became an educator because I believe in ensuring that people have options and have options for when they're ready for those options.

In life, in education is certainly the number one pathway to making sure that all of us have options as adults and young adults, whether we choose to go on to school or post secondary choose to be, stay at home, whatever we choose to do, at least we have those options and that education background.

I moved into the virtual platform because, like, some of you may feel, as our world consistently evolves, and Randy spoke about, what that does to our social and emotional selves, I found myself as an educator wanting to reach students in a way that wasn't becoming all the way possible in the brick and mortar setting.

And I wanted myself to experience a new way of delivering education and options to students.

And so I joined this world and it's been the most fascinating, interesting journey I think I've had yet to date.

I've got a phenomenal team.

But more importantly, I have a team that believes in the whole child.

And that's not to say that you all don't, that's just in one leadership team, every single one of us really have a passion for making sure that the whole child is recognized, supported, and is able to have options.

So all that Steph does since she's my counterpart, she's our director of counseling for both schools, and been with me for most of the journey.

Steph.

Hi, Stephanie Austin, again, Chandre and I work together at the district level with our two schools.

My background started out in social work, then moved to school counseling and then administration.

So what's been really great from my journey in education is the fact that I've got to see both sides of counseling.

Sometimes there's a divide between what a social work and school counseling, our social, sorry, I have a new little kitten and he's like, not really.

He just came to us this weekend.

And he's not into online learning yet, he's not trained.

So you might see me moving around a little bit 'cause he's walking across my keyboard.

So anyways, but really looking at the student in their system, but also how do we support that student in the system? The system of a student looks different for every student.

I mean, it could be they're in a low socio-economic situation when that is their system they struggle with.

It could be a family member who is chronically ill, that's the system that they spend their time in.

And so when we look at some of that trauma, and the aces that students experience throughout their childhood that really affects more when you're looking at that secondary level, their abilities to graduate, those barriers come into play, and they are looking for another option.

So, online learning has been...

Could have been successful for them in a brick and mortar, and then they're moving to that and full-time.

So, my focus at our school is a lot on the program management and development of our counseling services.

I have 17 counseling related staff members that report to me for..

We try so many different things because our population is really, really diverse.

So wanting to be able to hit all those marks and be able to tap into the whole child like Chandre had mentioned, and allow them to set them up in a situation where they can be successful with life after high school, regardless of if that's college, if it's workforce, if it's vocational, or just any other type of training, or even, we want them to be involved in something after, to be productive members of society.

I mean, that's why we go into education to really, make that difference in the world so that our future generations are successful.

So, that's a little bit about my background.

So over to you, Rodney.

Can't hear you, Rodney.

I am unmuted, I thought.

Now you're good.

(laughs) Sorry about that.

Online learning, right? I serve as, my name is Rodney Smith.

I serve as the associate principal here at Ben Davis High School and we're brick and mortar school on the west side of Indianapolis, our good friends at Indiana Online, right by us here.

What I do is I work with, as has been spoken about before, I work with eight counselors, and then several outside agencies that support our kids here anywhere from probation, to mental health services, Jobs for American Graduates JAG program.

So all those entities, I kind of work as the liaison to support the kids here at Ben Davis High School as well as our alternative schooling programs which are based online, use the online model.

So lots of moving pieces as we work to support the kids as they move as they transition from we're 10-12 building.

We have a freshman center that is adjoined to us, but that's a different entity.

I can't wait to answer your...

Chip, we have 16,000 kids.

So we're pretty large corporation and we're highly diverse.

My building is roughly 30, 30, 40ish.

So we're a minority-majority school with a high FCS.

So we're about 75%, free and reduced lunch.

So we have a lot of FCS issues to deal with.

And that really came to light in this situation with kids not having access so we'll talk about that a little bit more.

So my passion to this is to build that seamless bridge with a brick and mortar who our staff and our kids really aren't used to that online.

Our parents aren't used to that.

There are several stories that we'll share today, where parents were struggling...

We all know that we all have heard the stories, my kids struggle with that.

I'm a school administrator so my passion is to help bridge that gap and give the kids the emotional support that they need in this world that is changing dramatically and changing quickly. Okay Randy.

Thank you. Thanks to all three of you.

And I think our audience can see that we got a great panel already, they are passionate and thoughtful group of people.

Rodney, if you could, can you say we'll stay at kind of a structural level for just a minute.

I know your district developed a task force to address seven or eight issues about, how to partner with the parents in essence and that is really important to this session and to those who are listening in.

Can you outline that a little bit and then we'll stay there for a bit? Sure.

Really? Thanks, Rodney.

Yeah, so here in the MST of Wayne Township, we came together towards the middle of April, in our district leadership formed several groups, several task force that would tackle specific issues.

Anything from task force I was on was stopping that dead period for our kids who graduated in 2020, our kids 2021, who will be affected greatly by COVID still, and how do we help support them as they transition from the high school setting to life beyond high school? So what supports are out there? How do we communicate? All those pieces.

So we've started that ball rolling, asking for funding and starting to get programs in place to help those kiddos.

We also have, had to write this down.

This is a pretty large, a long name, our Mental Health and Emotional Learning Task Force.

And all they do is work on resources to provide for our kids and families, as well as our staff as the kids come back to school with all the social turmoil going on, health turmoil going on, how do we help support them from an emotional standpoint? Making sure that the whole child as Stephanie had mentioned before, how do we help the whole child to be successful and well moving forward? So everything from operations to technology to...

It's a lot as everyone knows, it's a lot to deal with.

So moving a brick and mortar platform and what do we need to support our kids moving to a virtual space.

So those taskforce are moving forward, we've presented to the school board, we're now looking for that funding to make sure the programs could be as robust as they need to be.

And some of this transition, Chandre, you and Stephanie, of course, have dealt with this for years, what, do you have any thoughts, reaction, suggestions?

You want me to go? (laughs)

We were both ready to talk at the same time.

It is, the community based partnerships are really important for us in the online environment as much as the perception was that our students weren't as affected because their education wasn't interrupted per se, by COVID.

Unlike, Rodney and his team over there in the brick and mortar, with that quick transition to, "Okay now what do we do? Everything's online." But we did see an increase in the anxiety of our students, whether they had, parents now at home, where their parents were at a regular job during the day, there's those additional family stressors.

There are...

Maybe this student is now having to take care of siblings who were traditionally in a brick and mortar during the day.

So all of those pieces still played into our students being successful in an online environment, even when the academic piece was not, per se interrupted.

We worked with a virtual counseling group for community based mental health and hooking up our students with those resources.

There are a ton of things now on...

Everybody's wanting to help, I guess it's kind of one of those...

The caveat, you've got a whole bunch of companies that are wanting to help and assist but being able to put that right group of resources together and distribute that to your family members, I think it's really important 'cause it gets really overwhelming.

So reduced cost internet or if it is, how to get a computer at a reduced cost or, where there's increased hotspots around the area so that they can tap into.

I think it's really important having a comprehensive list that is concise and not as overwhelming for parents to read.

Go ahead.

Well, I would also add, sort of a bridge between something to think about from brick and mortar, and then virtual, Randy spoke about the task force and Steph spoke about the fact that, as online providers are ready, maybe the perception was our students didn't need anything that everything was fine.

But what we quickly learned is that that was not the case.

And I think there's a place where we have to also revisit our own support systems in terms of communication, what do we do when students aren't engaging? I mean, we already had protocols around that, but not, maybe not as intense or I guess robust as we needed to have.

Because before we were looking at that Atlas population, and with all of the identifiers that many of you have to, low SDS, household, things like that.

But now we had 5000 students that were all experiencing a pandemic at once and our systems actually got a little stressed with that as well, we have not...

We did not have the systems in place to be able to respond to all 5000 students at once.

And so we had to revisit as a leadership team.

I saw the chat question come up about, how do we support when outreach isn't happening? And I thought about what Rodney said, too, is, I think it's really important for schools, teacher communities, task force, whatever you wanna call them, committees, to get together and really think about how do we ensure no student really does sort of fall through the cracks, for lack of a better phrase? I mean, how do we make sure even when faced with more than just our at risk population? How do we ensure that every

single child in our school has something, what's the protocol that everyone will do and what does that look like? If the teacher for us, our teachers and counselors and academic advisors are that first line of intervention, they're the ones, I mean, quite frankly, I sit 7000 feet from all of that.

So they're not gonna come directly to me, I'm not gonna get most of those calls, but our teachers and counselors are and our academic advisors.

And what do they do when they've made X number of attempts? And then who do they send it to? And what is that next stage? For us as a virtual school, we serve the entire state of Indiana.

So it's not as easy as sending an SRO or a school resource officer out to the household or a social worker out to the household or the child didn't get on the bus.

We don't have that ability to see that.

So we have to think about, "Okay, we can't just keep calling.

We have to do other things besides that, and what does that escalation process look like?" So that, procedurally, that was something I was thinking about as Steph and Rodney talked about in terms of what next steps schools and teachers and leaders can be thinking about.

Now Chandre, if you don't mind me jumping in here, Randy.

Go for it.

It's interesting that you say that, as we moved, I was at work at 3:30, my phone rang, "Come to the ed center at four o'clock, hey, we're gonna have a news conference at 5:00 and we're gonna set schools down." Well, they had no idea.

I'm sure most of the country was like that as well.

So we really...

Fortunately for us, we believe our principal actually had COVID.

I'm sure she wouldn't mind me telling you that.

So she was out for two weeks.

So she was home feeling really bad and kind of got us on board.

Okay, let's make sure that our online curriculum is there, Google Classroom up, we use a platform called ItsLearning.

Let's make sure that we're using it as a landing pad for our kids.

Let's make sure our kids have what they need.

So that was a plus.

Even with that two weeks of us telling the kids, "Hey, let's be prepared." Suddenly, on a Thursday afternoon.

We didn't have school anymore so over those next couple days, we as administrator sat down and called roughly 1000 kids who had not checked-in.

So we had to call each kid, "Hey, what do you need to help in this situation?" And even with that, kids are kids, sometimes they communicated well, sometimes they did not.

So moving forward, what do we need to do as a school? How do we need to train our teachers to have that communication? And like you said, which I think is brilliant.

What are those...

What is that chain of command? How do we get it to the person that needs to have that information to make a difference for that kid? And so those are the things that we're working on as a district as well.

And so I just got a text about, "Hey, there are questions in the chat." And I'm glad you mentioned it, John, because I hadn't seen a single one of those but we're gonna take some of those now.

So continuing with this thing, a couple of things.

One is the issue and you alluded to it, I believe, Chandre, if nobody's responding on the parent side, here, you're reaching out and wait a second the kiddos isn't against it, the parents are not responding.

There could be a lot of reasons for that, obviously.

Many, many reasons for that.

And one obvious benign reason is that, wait a second, now that those parents are not only working at home, they're actually running a school at home and a daycare center for the little ones, and worried sick about, how in the world are we gonna make sure that grandma doesn't die when we go out, on and on and on.

These are these things that we're all dealing with Well, not to overwhelm, just send me the stuff and I'll take the best shots that I can and that is it, as I said, sort of a benign interpretation there could be many, many others.

But given that we are all in that position, that we're at home with our kids or whatever is not just the parents, it's the teachers and school administrators, everyone, psychologists, counselors and so forth.

What thoughts do you have about how to connect, in those situations that you haven't talked about already? It's a really tough one.

I think it's tough 'cause I don't think there's one answer.

When you think about those stages of stress that you shared earlier, Randy, I think those are sort of the steps we went through.

We had protocols developed for students that we already knew were at risk, and we have the systems in place for what happens when they don't answer and at what point do we take it to discipline versus, setting up with a counselor or social worker kind of atmosphere.

Then all of a sudden 5000 that we need to check-in on.

And it was really important that we checked-in on because their family dynamic and their their community dynamic, their world dynamic had suddenly shifted, as did ours.

All my staff work at home.

And yet now I had a kindergartner and a second grader, I moved my office to a dining room table in the middle of the house not ideal, and had to have a kindergartner and the second grader beside me most of the days to ensure that they got their schoolwork done as well.

And so we had to shift sort of our priorities as well.

I think that was a place where we as a staff had to say, "What can we let go? How can we make this a doable for all of us and sustainable?" Because Rodney said exactly, none of us knew we still don't know, how long is this gonna go on? I can't ask staff to be teaching their own children and have our children at the same time that's not sustainable.

And we will start having staff burnout, we will have families that will just completely check out.

So we put in some things where we alleviated and we communicate and communicate and communicate it in multiple different ways, from the teachers and the counselors and those phone calls to families to web-mail, email communication, to text messages to robocalls to newsletters.

And we said the same thing.

We are adjusting too, if you are having trouble, and the more we did that, week after week, the more we have families come forward to say, "Hey, we are really struggling, we cannot keep this up.

Is there anything you can do?" Yes, in addition to all these things, we can do this and additionally, we can, eliminate some of the curriculum, and we'd already sort of done those basic things.

"What's the most important left in this fourth quarter that kids need to do?" But we pared that down even more for families that were showing or really showing signs of stress or agitation with the spoilers.

And Steph can speak a little more, in terms of the counseling approach that we took and the types of check-ins and supports that we gave.

And if parents are really resistant.

So this is one of the questions has come in on the chat side.

So if you do make the connection, and I should mention to the audience, we are by no means suggesting that people attempt to deliver any kind of mental health care, much less diagnostic care, but rather an awareness of some of the signs in yourself, your family members and potentially parents and kids and a sensitivity to that.

But what happens when you hit resistance with the parent? Stephanie, is that? Stephanie, do you wanna? Yeah, definitely.

Absolutely.

We turn into coaches and as much as in a brick and mortar, we are that service provider, working with the parents, like, for example, a kindergartner, there's a learning coach there, there's somebody that's in the home, whether their knowledge base is up here or down here.

That's where our communication comes in.

And that's where our coaching comes in.

I know specifically with my elementary families, my counselor, her role is a lot of coaching.

And it's calling, hearing, it's talking them through things, it's providing some additional support, as well, when you're...

Whether it's mental health or whether it's academic.

They just don't understand it yet.

And there's a panic involved.

The biggest thing that we do is be a supportive coach and to have the patience to walk through that information with our families, with our parents.

Opening those lines of communication because just like a student needing it to be a safe place, yeah, I mean, as a parent, our kids don't come with manuals, and they also don't come with a manual on how to navigate through online schooling.

So that adds another layer of stress of frustration and the feeling of failure on behalf of a parent.

So we wanna offer that safe space for our parents or families as well and knowing it's okay for you to contact me if you don't know what's going on.

It is okay to say, "I don't know." Or, "Where do I find this?" Or, "I am just so overwhelmed." And so that is really important to reframe that mindset instead of being, "I wanna solve that problem for them." But let's work with them and help coach them through the situation.

I think the coaching frame is a really very wise one, Stephanie and that the operative word here is supporting the parent.

And was it you Rodney or maybe, tell me if I'm wrong about this but, was it you that was talking about you guys set up virtual counseling sessions or maybe it was Stephanie? What is happening in your system, Rodney, around this issue of providing this emotional support to the parents? Sure, so our partners, our mental health partners, played a big part in that they were doing a lot of virtual counseling as well, Stephanie and our counselors were doing a lot of counseling as well.

So we would get email, we would get text messages from our teachers, here in our school, we have a homeroom that the kids go to every day for 35 minutes and they stay with that teacher for three years.

So they're able to build a really tight rapport and bond with that teacher.

So they, fortunately for us, they don't feel odd or different in reaching out to the teacher.

So we did have several calls of, "Hey, I'm hearing from my student, I think they're in distress, how can you help?" And our counselors would reach out and provide those services for those kids and emotional e-learning way.

We also built a Google Classroom just for student services and we have different lessons on there, how to deal with stress, grief, because some of the kids did show signs of grief and not being part of the school community, wellness, mental wellness, as well as physical wellness.

So we put out a place for kids to tap into if they needed to, about 50 Kids took us up on that, which is a very small portion of our school population.

But even the kids that didn't tap into it, they know it's there.

So they know that the school is there to support them, even if they choose not to plug in.

So those are the ways that we kind of help support the students, as we quickly made that move from them not being in our classrooms and in our offices.

We got Child Protective Services calls as well or teachers calling and saying, "Hey, I made this report, I think you guys need to know about it." To just situations where the kids found themselves homeless, from the stressors of the family with COVID and just all kinds of situations that we had to step in and find those final supports, I'm sure Stephanie has the same type of stories where the kids we're just going through a really difficult time and those are the ways that we stepped in to provide support for them during those times.

That's great, thank you.

What kinds of things can be done and are you doing to actually support the parents stress levels? Because they are your best ally of course in terms of the children but they are, as we said under the same kind of stressors as all of us.

One for example, are there online parent support groups offered by the school systems? I know, given our...

What we did at the offset was create a lot of self-help one pagers tips for...

I'll show you a couple of these things at the end in terms of resources, but how do you talk to your kids about the virus? How to deal with grief and loss? We just came out with one we just posted, how to talk to kids about injustice.

So support materials, are those available and where would you recommend or? Let's go over that.

How do we take care of these parents? Now I understand, each of you are already juggling all of this stuff as human beings as well.

And if this is an over and above the situation with bricks and mortar in the old days, there's still issue of connecting with that parent because I'm worried about Johnny.

But now we literally have so many more people to worry about, and so much less time and systems to deal with that.

So this is a really, really crucial issue.

I will shut up now and ask what are your thoughts? Who wants to step into that even more? Well, as I mentioned before, Randy, that our group that's dealing with the social-emotional, that's a packet of resources that we'll be rolling out to our parents.

Once again, Stephanie mentioned, there's so many resources out there, we're trying to make sure that they're concise and fit the needs of our community.

So we don't overwhelm them.

In fact, our superintendent just emailed us yesterday and said, "Hey, our parents are complaining, they're getting too many emails, we need to lay off them a little bit and let's make it concise for them." So as we move forward, we'll be rolling out these social-emotional learning resources that we have that came out of that committees work, one of those seven committees.

So hopefully we can span that to that chasm that we have between the kids, social-emotional learning and all the things that are going on in the world today.

One of the things that we also, well, our network of schools, so we're part of a large network of school of Connections Academies across the entire nation.

And one of the things that our network already offers is a Learning Coach Central.

So we already have resources where parents can connect with other parents upon their enrollment in our schools.

And so I know that as a group of schools, we elected to push those out via our social media pages and Twitter, even more frequently than we normally would have reminded parents that those resources are there and the opportunity to connect with other parents across the nation or even within your own state are there for support that was sort of at a larger scope.

And then for, at our own schools, we talk to our parents at a minimum three times a year and then during this pandemic we made it a point to make sure that our feelings that maybe we hadn't spoken to, or maybe sort of are on the border, we reached out to them first across our schools.

And that just happened to be during this pandemic window that was our normal window.

So we really push the parent one on one phone call, even more so than we typically would have to finish prior much prior, I guess, not so close to the last day of school as in the month of April which we wanted to speak with those parents and make sure and they became a priority if we weren't able to reach them.

And that's when our administrative team stepped in.

At the elementary level, we also...

They took on an initiative this year anyways, but really ramped it up and kept it up and expanded it through some grade levels during the pandemic time and that is sort of an opportunity for parents to come together to learn the lessons that are going to be for that week and ask questions and clarifications.

And we saw more parents come to those during this pandemic, as they were feeling the extra stress at home.

And then as I said before, communicate, communicate, all the things that went out on behalf of the school had sort of a resource section in them, that we would pull in resources from the Department of Ed that was sending out, really good things this year.

We already had a partnership with Global Therapy.

So they offered some things, they were free resources for other sort of teletherapy type things that we would send out.

I'm not sure how many parents tapped into that.

But we felt like it was important to get it in their hands and allow them and then we just sort of continued to send that out with the hopes that, it was at the top of their inbox if they did decide that they wanted to tap into that.

Steph, did I miss anything or you wanna add anything? I was just gonna add in terms of moving forward to the next school year.

How do you start that from the beginning? And as we were playing catch up in the spring, now we're gonna have an opportunity to really start from the beginning and set those expectations and communication is a priority.

And as I mentioned before, when you move from more of the instructional directives to more of a coaching style, having those expectations of we set an appointment every week to have a conversation.

For in our school, our homeroom teachers, make contact once every two weeks with the families, that's talking to the student, talking to the student, but also, if there opportunities there to connect with a parent.

But being able to set that schedule and know that this is how we do it.

This is what we do.

And that way you can build a relationship from the beginning and not have to backpedal, I guess, to say, "Oh, well now I haven't heard from you.

So I'm chasing you down." So being able to teach...

This is a great teachable moments for our students to be able to learn how to use a planner, or an organizer, a calendar or set an appointment.

Some of those 21st century skills we need for the workplace, we can certainly incorporate those right from the beginning, that you have a touch base with your student on Wednesdays at one o'clock is Johnny's time.

And, with parent teacher conferences, I mean, it would be the same thing you would wanna set those times and really, have that scheduled meeting so that you can continue those relationships and be able to be a support in the moment.

And finally, one thing I wanted to add to is, from the social-emotional side, not letting that be an elephant in the room, but allowing it to be...

Promoting that safe space of it's not an excuse, like, I'm not proceeding, someone struggling as it being an excuse on why something didn't get done, but use it as an awareness for how we can help and support and connect those students with resources.

And I think having that framework is extremely important moving into the new school year, because, when someone says, "Well, who goes to an online school?" And I'm like, "Well, there's like 5000 different reasons why a student chooses to come to our school." But now when you don't have a choice, there's 5000 plus different reasons why a student might struggle.

Good, and two things from the chat, one is a notion about, it's sort of hard to hear sometimes and speak loudly.

I can hear everybody fine but I'm not sure that that's the case all the way across.

But the other thing is, someone asked Rodney, this is for you.

"Did you continue homeroom when you went virtual?" And then I have a follow up on that.

Yes, we did.

Many of our, I wouldn't say all of our teachers did.

It wasn't mandated.

We didn't wanna overburden the...

We do teach lessons through our homeroom core class.

But we didn't wanna over burden the kids.

But many of our, I would say the vast majority of our teachers did build a classroom.

And we're checking-in on kids and just gave them, they really just gave 'em encouragement and being cheerleaders for them at that point.

So yeah, we did continue with that.

We call it impact or impact classroom, because we know that that rapport is strong, and that's where we could really, really leverage that report to help kids feel better during that time.

And lemme ask a follow up and this gets to where you or Steph are talking about preparation for, proactive preparation for the beginning of the school year, because that's what's on everybody's mind is how do we get ready for that? And then back to the theme of this session, how do we help parents with that at every level, including the emotional, their social-emotional issues, and our own is as individuals, and then certainly with the kids, is there any consideration for parents homeroom? A virtual homeroom for parents in the fall? I know at our buildings we already have that ability through one of our online avenues, which is called Parent Square.

We use that all the time, to the point where our superintendents told us to slow down and make sure you're more concise with your communications.

And so we will continue using that.

We're also looking at another platform that will be kind of intuitive that we can send out to text to individual kids or groups of people that based on their response, it will either be automated if it's something pretty simple to give them a direction, or it can escalate that to a one on one conversation.

So we're working with our...

We have a very transient population, about 35% of our, of our students are transient.

So their addresses and phone numbers change often.

So we're trying to work with our parents to give us the most up to date information possible so that we can communicate through those avenues when we're trying to text them or email them or get a letter to them.

And I see the Chandre shaking her head, yes.

So that is a challenge for us that we're going to...

That we're already starting to address, but we'll need to continue to address that this fall.

Yeah, we see turnover about 50% and we also struggle with that as well.

So every week now, in our SIS system or student information system, parents can change their number.

And we encourage that.

And because we have that every two week call with families, we typically run into that.

And so then we're sort of like, "Oh, we couldn't get a hold of you, let's try this number, this number." And then encourage the parents to change.

And one of the other things Steph thought about, we're trying to think about how to be proactive as well.

And set the stage and we do what we call a welcome call at the beginning of the year for our students.

And it's really no different than you all in brick and mortar standing at your front doors, welcoming students back to school, same concept, only via phone or live lesson, which is sort of our virtual classroom.

What we have talked about and I think we're gonna be implementing this year is also including that parent.

So often that happens at our elementary levels anyways, because students are not home by themselves.

But when you get into that seventh through 12th grade level, a lot of times, the students are doing school or at home for a certain amount of time during the day.

But we are really pushing out the effort to make sure that we talk and connect with a parent at the start of the year this year.

In that first couple of weeks of school, where before we sort of have the first six weeks of school, now we're really pushing for that first couple weeks of school to connect with both the student and the parents, this year, even at our upper levels to try to formulate those connections and as Steph said, to build that relationship, we know, all of us know that relationships are actually how we get where we need to get with our families and so doing things like back to school nights and sending out contacts and good phone calls and positive phone calls home is one way to build that relationship.

But also just making an effort to connect.

Sometimes, families even if you've left three voicemails or like, "Hey, thanks for trying to get in touch with me.

These are the better times to get in touch with me." So I guess we always operate with, we never give up.

We just keep trying over and over and over again, to make that connection with a family.

And we're also, this year, we use video in the classroom.

But we haven't really entertained it so much with our parents.

And so that was a lesson we learned from brick and mortar this year, I'll just be completely transparent.

Our own children, you all went right to Zoom.

And that was really, really impressive because even as virtual schools, we don't always meet on Zoom, we have an internal system for video calling, but haven't really explored that with our families, because many of our families don't have cameras and so on or so we think.

And so this year we've talked about and we will be pushing out to our staff, the increase with the use of video cameras, as far as the staff goes.

So we're hoping that also will help to formulate a more sound relationship at the beginning as that they won't be able to see their teacher in addition to hearing and that goes for our families too.

Yeah and that's important, that goes to the parents too, you said. That's excellent.

I wanna read a question that you're you're getting to, but I think it's important.

"There's a lot to be said about setting up consistent guidelines and systems across the whole school.

Any recommendations on how to set the stage with the parents at the start of the school year? I felt in March, that I had enough of a rapport with parents from the regular school year that was going on to deal with the issues that came up during the COVID teaching time.

But I'm concerned about how to deal with this when parents may not have had the confidence in me from not knowing me from a school year.

So I'm starting totally fresh.

Now, I think you're giving great advice and thoughts today.

Additional thoughts about that? That's sort of I don't know how to do this, walk it in.

That's pretty overwhelming.

I don't know, these kids and I don't know their parents." I think Chandre had great information on that.

Just coming from that area expertise, those positive phone calls just to introduce oneself, just giving feedback to the parents to build that trust and that rapport so that when you do have to call with whatever the news might be, it could be bad news.

They have that trust in you that you're calling because you care about their child, not because you want their child to be in trouble.

So I think that being proactive, and having those phone calls, those conversations with the kid sitting in front of you, and then if it's an online situation like we're looking, we're going face to face here at the end of July, but we are suspecting that we will have many kids that aren't with us for large chunks of time as they might be tested and come down with COVID.

So building that rapport so that when they are away from us, that trust is there.

And we can reach out to the parent for support and have them feel free to reach out to the school for support.

It's, especially with some of our parents, they didn't necessarily have a good time in school.

So there's a lack of trust there.

So it's really important to build those bridges before you actually have to drive the semi over it.

Preparation is really such an incredibly important point.

The other thing I wanted to jump in on, and it does require preparation is complicated, but with new relationships, one of the positive things that comes out of all of this online world that we're living in is that I think people are learning to trust the video interaction more in terms of what they share, even the federal government has relaxed the HIPAA guidelines that say in my business, as a psychotherapist, I can't see people with Skype and all that it has to be HIPAA compliant secret software.

The reason I underscore that is, phone calls are great and the communication and the frequency of the patient is a real issue here but to the extent that is possible, you actually will get a lot of mileage out of connecting with that parent at least one time where you're looking each other in the eye, and you triggered this me, Rodney when you said that, face to face connection.

So that's an important thing.

The other thing that has been asked, we're not getting to all the questions, we're getting a lot of 'em.

Is, "How can teachers create a feeling of community and safety with the start of the school year, and how it's gonna look being so uncertain?" We're seeing the COVID numbers all over the place in half the country right now and Governors going, "I take it back, stay in your houses again." Is that teachers and school administrators responsibility, making people feel safe? That's a provocative question. Obviously.

I'll jump in there, I think we don't always have to reinvent the wheel.

And a dynamic classroom teacher, knows how to engage your students.

So don't feel like you have to do it differently.

You'll have...

Even with your staff members, you have different levels of technology comfort, like our parents and like our students.

And so, being able to establish that from the beginning.

Now I would say, we've kind of gotten over the initial shock of learning from home.

But when you're looking at moving forward, making it a little bit more of your new normal, and teachers, you can still do these fun, great little interactive activities, you can still do, and we do it on virtual all the time.

And our teachers, really do a lot of the same that brick and mortar does and so we don't change it.

And that's one thing I wanna reiterate, when you're talking with parents, you have those skills, your teachers know what to do.

Yes, yes.

It doesn't have to be different, you still use those same techniques, you still use that same pedagogy, it's just on a different little platform.

And really, I think as an administrator giving that confidence and that autonomy to your staff to say, "You know what, you guys got this, you know what to do." "Yeah, we're here. Everybody's here to support." But that I think is what the fear comes from is that something's gotta be different.

We've gotta do this different and this has to look different.

We gotta engage parents different.

Well, no, you don't.

So I just wanna offer that, it doesn't always have to look different.

But that is so important, Stephanie and because so many of us are still under great stress because of what's going on around us, it's not always easy to remember that which is why I want...

We're gonna have to end here pretty quickly wanna come around, a couple of points.

One is the importance of, go back to that healthy habits stuff.

And that is take care of yourself, number one.

I have a staff member who is fond of saying, "You cannot pour from an empty cup." So number one, take care of yourself first.

And you will then be more confident that, "Wait a minute, I'm a professional at this stuff."

It's kind of a different method, but we'll get through it." The other thing that I wanted, I'm gonna put you on the spot here.

And then we'll show a couple of resources.

And wrap up.

How do you take care of yourself? And I will tell you about me.

And so what I have done through this is found that, as an avid reader, I literally am having to give myself quiet time in the day to read just a little bit.

It serves function like meditation for many people.

So that has really been powerful for me, took me a lot of angry times, let's say, referring back to the early part of this conversation.

To arrive at that is help, help certainly.

What about you, Steph? What do you do to take care of yourself? Well, I play tennis.

So, tennis is a very good option for me.

It's also a really good safe non-contact activity that's a little bit COVID friendly, but that's one thing I do and I also I like to work on my car.

I like to detail my own car. Oh so that's interesting.

We'll have to find out about that on the next one.

Rodney, what about you? I do a lot of bike riding.

And I think my dog is ready for me to not be around so much because he's been walked a lot, a whole lot, a lot more than than normal.

So a lot of walking.

And everyone's well, just pack up the family.

We'll just go for a drive and have great family time, chatting and conversing with one another.

That's great. Chandre you? I could say same, I mean family time I have two small children, my husband and I just going outside and being outside you know is a relief, feeling the sunshine.

So making a point to get out in nature a little bit and soak it in and sometimes that's reading for me and when I need the quiet moments and other times that's with my children or we read together, so yeah.

I would challenge everybody listening to answer that question before you leave today.

Kristen, will you show two quick resource slides and we have to give it back to John.

So Change Direction, so the five signs and healthy habits single card.

Next slide.

These are some of the things that are available at Change Direction that I mentioned before.

Next slide.

Feelings worksheet, ops the social-emotional stuff.

Thankfully, [changedirection.org](https://www.changedirection.org). Next.

And this is the one that I wanted you to see.

These are the emails for our panel.

And feel free to get in touch.

And I'm sure John is gonna tell us that this will be available online later.

Over to you, John Woods and thank you for the opportunity to work with this fabulous panel.

It was a lot of fun.

Thanks, Randy, I'm really excited by the discussion that we just had, a lot of great questions came in.

I hope a lot of you are planning on joining us at three o'clock.

I hope that you feel Randy, Stephanie, Rodney and Chandre given that their email addresses are in front of you here that they are experts in the field, who are now folks you have a connection with and without putting that into too much on the spot.

I'm sure they'd be happy to share additional insights and thoughts and resources with you if you reach out.

that's the whole idea behind this is to bring people together and share some good information and expand your network.

So I'm really, really thankful, everybody joined us we had well over 700 people live, which is amazing, with thousands of people registered for the week, which is amazing.

And we'll be back at it at three o'clock today with another session about asynchronous and synchronous learning.

So on behalf of Blackboard and the University of Phoenix, thank you to our panelists, Stephanie, Rodney, Chandre and Randy, for moderating our panel.

And really, really excited with how this is going, see you at three o'clock and we'll also see you hopefully, for sessions Tuesday and Wednesday.

Bye bye.

Bye bye.