Virtual Teaching Academy Session Seven

Hello.

Good morning, welcome everybody. Thank you for joining us for our

summer virtual teaching Academy.

If you are here for our session today, you are in the right place. We're excited to have everybody joining us here and before we get started. Just a couple of really quick housekeeping issues. First, chat is disabled for our attendees today. That said, we would love for you to participate and we encourage you to submit comments and questions using the questions panel that will be on the right side of your screen.

If you're not a desktop or at the bottom of your screen if you're on a mobile device.

Um will be moderating those questions and responding to as many as we can and passing those questions onto our presenters today. Throughout the presentation, little bit about me is we get started, my name. Steve Ostler. I'm the senior

director of marketing for blackboards k12 operations. An I've been in Edtech for a little over 20 years now, and I love it. I really wanted to take a few moments to talk about how K12 Education has really been permanently changed by COVID-19 and and it events and decisions that have followed it. Schools have moved extremely quickly to pivot to virtual learning, which meant that teachers had to pivot to an online classroom, often without the support or clear guidance on how to keep all those students engaged and maintain learning continuity.

This has really highlighted the need for a longer term approach to virtual learning, and in fact, according to a recent survey commissioned by the University of Phoenix over 1000, K-12 US teachers responded to we found that less than half feel that training is available to them that is good or excellent, and yet over half of the teachers expressed interest in courses that discuss how to create compelling instructional content and how to best leverage online technology for teaching.

The Alliance for virtual learning was formed to bring together the leading minds in K12 education and virtual learning to provide comprehensive curriculum. An resource support to district leaders and educators. As part of that alliance, blackboard is recognized provider of online K12 Learning Management Systems and communication systems, and we are privileged to serve one in every 2K12 students nationwide use use our services. We were really excited to join

forces with the University of Phoenix who. Also has decades of experience as a pioneer in online education and we wanted to leverage that expertise to give back to the K12 Education community. A recent New York Times article reported that most students will have followed behind where they would have been if they had stayed in the classroom. So some losing the equivalent of a full school years worth of academic gains. Our efforts as part of the

virtual teaching alliance are ultimately in the service of helping those students, and we're doing that by providing you there. Educators and their leaders. The resources needed to serve them in the best way possible so that they can, in turn service hole in the future.

So now I'd like to announce our presenters today. He will take a moment to introduce themselves and then we'll get started.

Today, we're really pleased to be joined by Tracy Broccolino, Ann Karene, Neil, and tracing cream. I'm going to go ahead and turn the mic over to you. Let you introduce yourselves.

Hello. Can you hear me? Ladder. All right, uhm, hello my name is

Kareem meal. I am a special education teacher from uh I teach in Maryville High School in the Phoenix Union High School District. I've been teaching for 22. I think I just made me finish my 23rd year. It gets hard to keep track. We can get this old. I I've been so I I like most of the people in a classroom right now, have been a tweaking my virtual teaching game and dumb and I feel like I've come up with some some great best practices that I want to share for you. Other pertinent information. I suppose I am the 2019 Arizona teacher of the year. I teach a moderate and mild intellectual disabilities in my classroom. Is self contained setting? Facebook.

And I see the power point just making jerk.

Great, well welcome everyone. I'm Tracy Broccolino. I am

currently the director of early childhood education for the Community Action Council at Howard County, Maryland. We are the Howard County, Maryland's agency designated agency against poverty and we run the Head Start program there in Howard County. I'm in my 27th year of education in my education career and prior to coming to see I see I spent 12 years with Pearson online and blended learning.

And ten of those 12 years as the director of exceptional student services. Special education serving 35 schools across 29 states. My role there really was to ensure that the virtual schools that we supported as an organization where remaining compliant and that children in special populations were being served and receiving the services as dictated by their iep when I left there, we had.

All total, so I DS 504 hours. Um English learners and gifted that we had about 18,000 children amongst about 17 some 70 or 80,000 total involvement.

So let me.

Move on, these are the learning outcomes that you will see in your blueprint, which I believe it. A page 8 to 10 yeah. Kareem and I are going to go back and forth. That's OK, um, so these are. I won't read those to you, but you have access to them. And we wanted to just kind of throw out some ideas of what similar to what you're doing as a virtual now virtual teacher just slept on your lap. This screen banks covid and what's different? So it is still possible to do targeted goal based instruction. You can have fluid groupings,

you can serve children in a compliant manner through this method, although it may seem like mind blowing up to do that.

The other part that is different though, is that as you can see, this is a very 2 dimensional environment. You have to really think about how to change your extraction. Anas Green said.

Change your teaching game so that you can address the multi sensory needs of many of our friends with exceptionalities and that need multi sensory instructions. And in my current role and we're going to kind of touch on this a little bit.

You'll see kind of thread some stuff that we're going through right now throughout our presentation. The children that I served currently we we took head start on line on April 14th and we have been serving our early childhood learners since then and we have learned quite a bit about our children and their families and taking for granted of what they have in their house. Kind of struck me one day when one of the moms came to get we were doing a food distribution and one of our volunteers to ask the chat hurts, but one of our students was in the car and asked him are you reading books at home? Are you you know what? What book are you reading in and mom said we don't. We don't have books at home so that you know caused us to really, you know again, that reality. So considering that we can't take for granted, what are friends have in their houses? Reading level has a huge impact on the ability to do this and to serve children. In this manner and one of the things that, UM, I know Korean had talked about, and I learned dropping here is, is that a child to learn properly in a virtual environment? There is a degree of executive function that they need to have an the degree of independence, which many of our students do not have automatically unless they've been doing this for quite some time. And then the technology skills of parents are also a barrier that that really almost caused us in.

My current role to assign someone to assist her parents just to deal with the technology part altogether so.

Alright, so I want to dive into like how I got started when when it was like OK. You have two weeks and everything is going to be virtual and and I'm going to self contain setting and it is a very hands-on setting. I have several power professionals in my classroom. I have small caseload, have 15 students and their with me most of the day and it is really, you know we do a lot of sensory stuff.

My lessons I can't. I'm not a teacher who can just kind of stand out of board and deliver the contents of students so you know, I had to say to myself, alright, what? What do I need to do to prepare for this? Because it's going to be tricky and I I I can't lie in the beginning like probably a lot of you educators who are here probably was just like this is not gonna work. Students need to be in school. Teacher teaching in schools, and that's how that's how education needs to be. And so I thought of several things. First thing, because, uh.

I teach in an area where it's it's kind of low social economic and I thought I don't even know if everybody will have technology and that was before realizing that my district made sure that every student got technology, which was awesome. I hope all districts are doing that, but, um, the first thought was OK when I eventually deliver instruction 'cause we were given this time to prepare and I hope that if you are going virtual and the fall you know you will have time. I'm sure you will because before. You know standard school years we have time to set up our classrooms and things like that. Um, wanted it. I think the the first thing to consider is that how will students be learning darnis time and what even access? Well, they have, you know, I think about. I had some students with complete access that you know the district delivered the computers and you know we had Internet hotspots in everything. Our district did a great job finishing high school districts at out. But I knew that there were some students in my class who they they can't learn on a computer, right? That they, the student, has no, they have no verbal. They have to have a person next to them. You know, they might be in a wheelchair and you know a person has to do all hand in hand instruction with them. So even if that got so damn, it was like what kinds of options will all learners have. And so you know.

Our district keep well our team are kind of our special education team kind of came up with high tech, low tech and notes at options and I think it's really good to consider going into the fall. I know our district we're starting virtually. We actually just got word yesterday. Um, because our school year starts August 3rd and governors orders were August 17th. We will be virtual for those two weeks at least. So far. So I have a feeling a lot of y'all will be starting to school. You're virtually, so there's some really great options to think about.

So I'll start with high tech because that is the way that I think the majority of people were assuming learning could be done during this stay at home time, uhm? And that was, uh, you people are using screen sharing.

They were accessing websites, learning websites for students.

They were delivering, you know, homework that way, um, online books were being read. I know that was a big one for my students. I think I told you some of my students wouldn't be able to access a computer by hand, but having books rented them online through a couple of websites. Or I know my car curriculum tool does that.

Then posting lessons online and what I would do is is kind of post kind of an assignment to for students to do when I'm not with them, 'cause I obviously couldn't instruct them all all day and uhm, I would post it on like I use class Dojo but I I wrote in their district websites and etc. 'cause I know there's lots of tools for y'all to to talk to student and of course video chats with students and parents. and I think a lot of people are using zoom in Microsoft Teams and things like that, but. And with those high tech options, uhm, I think, uh, you know. One thing to keep in mind is that you probably need to make sure that parents are around, right? You need. Parents need to be involved in that. And sometimes that's tricky. I know one of the major things that I was hearing from a lot of teachers from my school 'cause I talked to teachers more. I don't have children or things like that. Who had children was, you know I have to work a certain amount of time, but I have to be online at these times and so.

Um, with high tech options, you know, realizing that, OK, this changes the game a little because people were at home more than they often were, but they were. They were expected to do things on their own computers during that time, and so with the with the high tech learning, I had to be really flexible and that my hours went from a typical School Day 7:30 to 3:32.

It was around 12 till like maybe 8:00 PM and it would just randomly. I was getting students. And their parents online, whenever they could. And so there there needs to be a little flexibility with the high tech and and also you know, maybe set that up with your schools with loads, have tech options because. One thing that happened with high Tech it and I I bet you some of yal UM ran into this issue was that somebody you know, a computer was broken. You know Internet went out. I know there were blackouts in Phoenix. Actually, during a time because you know everyone is home and watching TV and on the computers and all that stuff so low tech options you know became more important when you know Internet speeds are down. Or y'all know how technology gets right so.

There has to be a dot process of OK. What educational television shows can I list out for my parents and my students? You know, talking on the phone, my old school wister doing things and we are district actually. But it's a really great thing.

It was called every student every day. And so we had to kind of look at our advisory list and Contact at least 10 people every day. Now, for me, that was almost my whole class and it was easy for me to contact my class everyday. 'cause we're? I'm really tight knit group because that's how my my classroom is. It's it's smaller, uhm, but what

people did they simply call at least 10 people every day and that definitely eliminates a lot of that. You know what happened with I think first learning Is everybody in the beginning. It was just like everyone was telling us how to virtually teach with the computer. With everyone having tech right. And then it was just like alright go out there and do it. And so teachers really all just kind of jumped on a computer and started pumping out content. Lessons in trying to contact people that way and a lot of people that didn't have it that way from the beginning. Like I know what are our district they did like this great job getting computers out, but it took a lot of time to get those computers out the students so we you know, the first week I was supposed to teach which I like. I said it was like or exactly 2 weeks after the beginning stay at home order it was it was kind of like a alright everybody and then their parents that I wound up calling so kind of doing that load something that said I don't have the computer yet. I'll get to the school. On blank day, right? Or we got the computer having hard time setting it up and so on. The phone we set it up that was

essentially part of then you know how to. How do we get this? This learning going alright I get on the phone with a parent and maybe talk them through. You know how to you know get that computer, start it and get on the sites that I need them to go to. So low tech was there and then no tech options.

Again, my district all about the computers and everybody kind of had access to a computer, but several things. One all students. They don't learn that way right? But two things happen, not computers broke, you know phones were down, right there. There's people who, you know, maybe their phone got shut off. Computers were down. Also generate those go hand in hand so no tech options were super important. One thing we did is we can we compiled like a bunch of stuff because we didn't want to send home.

We didn't want to Mail home like an assignment like every other day, right? That would that would have been super inefficient that there needed to be no person from district who had that much access to going out in public all the time. So we were putting together large amounts of things that will have gotten them for a period of time. Now. We knew we had, I think, 7 weeks before the school year ended, so that was a luxury. I know if we go into the school year and you know, and maybe in a couple weeks, someone says Alright, we're going to be virtual for a whole semester.

That would be tricky to get that much stuff home, but we knew how much time we had and so we put together enough kind of know tech options that students would be able to if they could not get on the phone. If they cannot get on computer, they still had a bunch of stuff from us.

I included in that was even some small books that you know that weren't too heavy or cumbersome. Uhm, but you know, with those

node type options, particularly again for the students who they learn better with hands on hand stuff. We talked about what kinds of century things they can do, what kinds of household things they can do that facilitate the learning that were happening in the classroom.

So for some students, particularly students who occupational therapy and like and those types of things there 'cause got in touch with families, is that Alright? This is how they're going to practice holding the fork holding a pencil, doing some of those types of things, and so no tech options truly could could be, you know, hours and hours of learning, which is really great, and I think that even if your students have kind of those high tech options and low tech on some TV watching another thing that I know that all of y'all experience and fell. Was that you were really tired of looking at screens after a while you were just like you were done with it and you have to. You know you have to figure out that those students are also feeling that way. It's like oh sweet.

More online, more computer stuff. I think about how how you felt when you got another notification for a zoom meeting, another notification for some web and R an it piles up to a point where you're like I want. I don't want that computer

anywhere near me. I want that to be anywhere near me so the no tech options were really great options because it was like.

I mean we, we even sent home things on how to have a discussion about things, right like oh, can you talk about this thing we were talking about in class and then have a back and forth, right? If some students they you know they had speech therapy in a speech therapy said Alright, this is the way to kind of have some conversations at home that facilitates that type of learning. So the no tech options I think were just as important if not so more important than a high tech options because everyone has access to that. Everyone had access to, you know you're standing in front of someone in your home. Have a conversation, right? Even if that was the the minimal thing and or apart. Like I said, a person who might there they're learning level might be at the point where they they need out of complete all day, right? Like there's some students I know that have between 100 and 18360 minutes are not trained Astika school days don't last that long.

Minutes on their IP, meaning that they need help all the time. They have to have someone with them all the time. And with that we even had low tech options like have them listen to you read a book right? So there's you can get very creative with it, but do not go into this new school year virtual learning thinking in your head that hides heck is the only way to go or online is kind of the only thing. The only way you can instruct you can instruct other ways. All right? Page. All right? And just as a quick sort of overall thinking about the home environment, you know there's.

The ideal advice at the beginning was. Make sure you have a dedicated space and make sure that the child has his own desk and all of that and and just remembering that that's not possible for everyone. I know some of our families you know. Have they live in a 2 bedroom

apartment with four children and they're all doing virtual learning and so it is mayhem.

So as as Green said, we ended up sending home kits and materials.

Kind of at the unit level, so we knew that this is these are materials for learning. We would Mail them or we do a distribution like the parents would come to the school and get them. So those those pieces parents aren't instinctually going to make a visual schedule for some of our kiddos who are nonverbal or who need those visual schedules. Helping parents create them or create the creating them for them is a helpful as well. I did want to put a note in here for something that from working with virtual schools across the country, there's often a feeling, and even during this season I've talked a lot of colleagues, and they're like, you know. And teachers that I haven't that child didn't do any work, and I haven't heard from anyone.

So my question, back to them is make sure the child safe so engaging with PP, WS and social workers in your community in school to make sure that children are safe and I would challenge you know, receiving an email is not necessarily confirming that there there safe. So having that phone conversation making sure that this is going on that you can see the child you know even doing some of those drive bys as possible social. Get something with massive course.

Making sure you're documenting concerns. I reached out to this family five times and I have not heard anything in the last two weeks. I need to make sure this family is OK and don't assume that the lack of engagement is because they don't care. Just put the safety of that child in that family in the forefront of your mind. Alright, so um you when when again I I I kind of thought about this session like I I like how real life hit me and and I know how real I probably hit you all and I thought all right we we got the tools are there now now it's time to connect an that was obviously really important piece because I know I've heard from lots of people who said man there are parents and students that I never I. I was never able to connect to.

I I tried and I tried and tried to. Or maybe you know we we got in touch with him one day and that was it. Just to make sure they were saying right? 'cause I know I'm sure your districts that are too but I know our district. They actually said some people around to make sure that everybody was good. Um, and so you know because it wasn't, you know, wasn't that easy to just say OK, I have my case. So boom, I'll I'll contact among everything will be good, you know. But it was funny that Monday. You know, virtual teaching truly started when it was like our time for our first session. I'm how many teachers came back was like Oh Man I only had like 4 kids and they had classes of 30 right? Anne uhm so the connection connecting piece is really important and I wanted to start with online tools for those who have technology with their class and the importance of having it built up. and I know now it's like well it's happening now so you have no choice. But I was fortunate enough to start using classdojo.com. It's kind of like this interactive website and it looks like a site for little ones and it obviously it could be used for little ones, but what you can do if you have a high school class or even a middle school class class Dojo has like these little cartoon monsters as people and things like that you can actually swap out all the pictures of the cartoon monsters and I made and I just put pictures of my students. We we

took pictures of all the students and stuff and put them on class Dojo to make it more age appropriate and it wound up being this really good school. Forgot for communicating with parents. It translates for you automatically. So if you write a message to them, it comes to them in their language.

Their their first language, uh, but they write a message to you.

They do not have to try it translator. They can write it in their first language. It comes to you in English so that you know that was the first thing that attracted to me. But you can post videos on there. You can do so much right? And so I use that tool 'cause the connected with family piece was pretty important to connect with as many parents as possible during knows. I told you I had two weeks before instruction started an I was on there everyday contacting the individuals on there who had a class Dojo. Now of course.

Call parents weren't on there and that was when the phone calls came and everything, and so we did. Microphone Microsoft Teams. I'm I I I think on this if you can see the power point.

It says zoom teams etc is for me because those are the two that I knew. I zoom in teams and so I basically from my class Dojo and then my phone calls. I basically told everybody where we were going to have our first meeting and it was uh you know Monday and I said some.

Every Monday we're gonna do a group with all parents and all students. Um, because I thought it was super important for us all to be there. And so we, you know, we worked out of time online network for everybody. An essentially set it up so that you know, I. I was especially meeting for the first time with you know everyone at once. and I talked to and on here. It says connecting with school teams, I talked to my speech therapist talk to my set my I talked to the speech therapist who services my students, the occupational therapist. Physical therapist, we all. Everybody involved. We kind of talked prior and said OK the meaning is gonna be on Monday right? So that we all can be their power professionals in the classroom. They were all there and so we

kind of had this first meaning it trying to have a meeting to make sure everyone was involved to give out this information 'cause it was going to be important. And in that meeting because I knew I had everybody. I said OK, I'm also going to map

out times to work with the students. Individually and in small groups and in large groups right there in the meeting when I have everyone said to make sure it's like OK, this is the time that we will be working tomorrow and this is where you go and we were again. We were doing Microsoft Teams so we it was. It was essentially going to your Microsoft team at blank time and this will be, you know the time for your instruction but the connection piece were super important because without that I think that was part of why some teachers were saying.

Man I I never really had a chance to meet with that parent.

I never had a chance to to meet with our students are I saw them once or twice. So what I did from that from the beginning when I think would be a good idea is to find a way that you see communication working really well like I had. Fortunately because I had been doing class Dojo for awhile it was really it was. It was relatively simple for many of my students and parents to connect with me because we were doing all the time anyway and so that became their preferred method of contact. So I was like OK.

I knew that I had ten of the the families, parents, and students that I could just talk to be a class Dojo. Then I knew that five we had to kind of do the low tech calling home and my PowerPoint in the paraprofessionals in my classroom spoke Spanish. Three of those families out of the five were Spanish speaking, so she would call in work out the Times and we would go forward like that. But you know, the dot of not mapping out time for connection is going to be problematic when you start trying to just instruct because you're not going to have many students and that of course is going to worry you is going to concern you know there there's IPS. There's menace to be met.

And so for your connecting time I would say like I told people that have been in a school year, I say do getting to know you activities as much as possible. That first week stop worrying so

much about curriculum it it will be super important to kind of build your classroom community. Well I thought you know and I

thought with this with virtual learning it was make sure you spin the most time.

Connecting with parents, working out schedules, working out the best way to communicate with them, and then that made it easier. So while I think you know teachers dough right in that first Monday, I didn't dive right in. It was like all we did that Monday was workout schedules. Workout times to talk to me and all that so that the rest of my time. But the rest of our spring, essentially. Was spent, you know, in a more productive manner, uhm, and then we're connecting with families.

There was there was materials that I wanted to send home or materials that I wanted them to see online. So we did that together like I truly was online with people, we used a curriculum curriculum tool called unique learning system for my school district. For the students, accepts most student services students. And so I actually went in with all parents shared screens. Uhm, you know, made them a unique password so that they could go into a library and have all these books right. And so for me that was a way to say, you know, if if somehow someway you know they could connect to me that day they knew that they had a a wealth of information in this library that we made online and it was for offline use also in case there Internet wasn't working, so that was.

Pretty important in another thing that a lot of teachers feel comfortable with. I have no idea if you feel comfortable with it. I felt comfortable with it. I I'm I'm kind of speaking and being recorded a lot and so we're recording messages and sending them to YouTube or other online channels is a really cool and really powerful tool. Again, for if something is missed to say OK, you know that day the parent couldn't get the their child out of bed in time for our session, right? And that happened lots of times over the things for me within different individuals, whereas like couldn't get him up today. and I was like no problem. The lesson will be in on class Dojo, right? No problem. Here you go. They can check this resource out, but that connection was super important. And which school teams? I think it really helps alleviate a lot of the stress that you will have as a case manager, and um later Tracy is going to really dive into some of the compliance things like that and that. 'cause I know that what happens is because of how busy districts are and you know, specialized coordinators are they pump out this information like alright, make sure you're meant to be a meted out here. Uh, oh boy, I don't know how we're speech, there was worth it, and you know. So again, taking the time to.

Work with those teams help also. And so we started to say Oh,

Mondays will be today. All of us will do our you know our our group sessions and so we really kind of had this synergy that main instructing so much easier because the connection was such an important part and I feel like. Parents of the students really start to feel at ease when they're like OK. The persons on top of it there.

There wasn't too many parents.

Who I I? I heard about that work was complaining so much about like the content level like man, my student should have been getting missed or not break. But there were a ton of parents throughout our school district that was saying things like you know where is the teacher? Why can't we haven't been able to figure out times to make things work? and I think that was part of people's

frustration with the with online learning was that they didn't get to do it, it was. It was because they didn't connect in the right manner, that. They that it became this frustration. It wasn't necessarily just the way that content was delivered. I think that was kind of the least the People's concerns, particularly during these first Seven weeks of the stay at home work.

There's like Chock full of tips. Awesome, thank you.

I'm just going to add to it, Karine said. So one of the things that we found was really important with virtual learning.

Is that set aside time for special educators in general educators to get together. I know in my my children's district in neighboring districts here in Maryland when they were talking about the fall, they're actually talking about a dedicated day just for the teacher planning and this is something that probably should occur during that time because especially if you are serving children inclusion model.

It's going to be very, very important, as as special educators EO serving else serving gifted children that you know what's coming in. Those general education classrooms for many of our students who have executive function issues that front loading of information is really important so that children know. OK, this next unit. This next set of content that's coming. These are the words. These are the terms.

These are the vocabulary items that I need to know. So the other part is when you're considering. Children who are served in an inclusion model is that provision of accommodations and modifications. That documentation extended time is easier. Believe it or not, in a virtual environment like this, because you can say, OK, well I've seen districts where they say everything is due on Friday.

So take as many days as you need or by tomorrow. But if you have extended time you get till Thursday. So being very specific with children that flexibility that Karine talked about is is sort of by nature part of this way of teaching.

But recognizing that there's going to be good who aren't getting outta bed till 1:00 o'clock and you know, especially our high school kids who like to sleep and stay up late.

Thinking about, you know when those children will be served an if you are serving children in an inclusion model, pushing into those Gen Ed sessions. So joining those general sessions and if your child your students had paraprofessionals as paraprofessionals, assisting in doing a side chat if possible with the student to say, hey, do you understand what's going on? Is there anything that you need and even the special educator doing that as well? We don't know how long this is going to go on. And some districts are looking at that Co teaching model. Even in this in this virtual environment. So those are some things to be thinking about in that collaboration is never more important than it's ever been, because if you can't walk down the Hall and visit with someone and make your plans. Um, just to check in here, you know? How often are your special educators, teachers of the else? You know? Teachers of gifted? How often are they able to collaborate? Is that part of your planning for the fall? Is that something that you already have built in? And if you don't think about that and think about including that because it's going to be really, really important.

So cream, I think this is you alright. Hello uhm, I think I told you already beginning God teach moderan mild intellectual disabilities and that's what it's called. Just a school district and its self contained classroom and so there are definitely some unique challenges that go with that. and I remember when when when we

first got to stay at home order an I was I was asked to be interviewed. But anyway the National Education Association about my thoughts on virtual learning and I don't know if y'all are any members that they have magazines and I will send one. And in it I was. I was essentially saying I don't think this is the model for my students. I was really really concerned and it was even before I did it. I just knew I was like no way this won't be a, you know, a thing that works for my students. As always, my kids are left out. You know I was on the soapbox. Um, however, when I started doing I, I didn't realize that, you know, just like I think anything you you kind of find successes in places that you weren't. You know you didn't think you would find success. I think the main thing which is not on this PowerPoint, but the main thing I wanted to talk about is the main thing that came out of it for me that that was great, was having a learning environment with apparent right there. So we were truly this team. It was a whole different kind of thing so.

I I I wrote in 101 in large group and so like with the one on one teaching, which was my preferred method. So I actually and this is going to sound kind of, you know, kind of like whoa this is what he did. But I actually everyday I did 1 on one sessions with each student. I've been 30 minutes with each student side. I I grind at the 7 hours out Seven and 1/2 hours out with on just online one on one instruction. And I talked to my my school, not my district. I got clearance from my principle to get to have one of my power professionals get a computer and she did the same thing. So we were kind of going all day like I would meet with her in the morning. Say OK, if you could deliver this to them online with screen sharing, she did some one on one with screen sharing if you could deliver this that would be great at these times so that they don't have. You know they're not sitting all day after their session with me.

Um? And so she was like cool. And then we just went like all

that and we would we reconvene afterwards and and I would, you know, eat because of 6 Seven hours straight. But my preferred method was was 101 at the time.

And I broke in there after school or district of Paris can supplement supplement the lessons. Because if you're doing 101 main be problem with 101, I actually bought 101 was perfect and I loved it and I and I saw progress where I didn't see progress and I said when we go back to school I gotta find a way to have like a station that's just 101 teaching an have students rotate but it worked out perfectly. The problem with 101 of course is. So let's say I take my student, say the students name is Kareem and Kareem gets home with Maine.

At new right 12:00 o'clock, noon to 12:30 we have the session.

What about the rest of his day, right? So that's the problem with one on one. While I'm saying, OK, I'm going to knockout 1 on one with all my students. They had let you know less time and more gaps in in terms of OK, that was cool. But now what? And so having the Paris be able to go in and supplement at different times was really great. I'm really beneficial, but the one on one instruction was amazing. If you can just throw and maybe a couple of days of doing as much.

101 is. Possible if you're if you're self contained teacher. I know if you're not a self contained teacher your caseloads might be a little large for that, but if you are I would suggest at least a few days. I did it every day and I and I but I don't have a family so you know that I have to say that first I don't have wife. I don't have children so so it was easier for me to do that, but it was really really beneficial. If you don't have that kind of time I would say maybe throw in some one on one sessions because you're like whoa alot can be done in 30 minutes on the 101 session. I can't be done in a group session. Hum, I'm Witcher 1 on one sessions eyes that parents can help with these sessions. Again, if you are teaching and the self contained setting, you probably want your parents with them. Anyway, no matter how you're instructing them and with 101 it was really cool. 'cause I had a I have a few students and I bet you y'all have much to where they're really good with kind of interacting Beverly with you if you ask him a direct question, maybe with some picture support like on their screen that I say what's that? Picture right there? Looking at that picture and you're like it's a book or something like that, right? Um, however what sometimes gets a little trickier is when you have that they have to maybe touch something on the screen or move something on the screen, or had a letter on a screen. And that's where you know it

was really important to have parents. There are an even parents there also for like tech issues, because as we know they're gonna happen no matter how great your your Internet is. And then I wrote, sessions have to be relatively quick to get all your students in daily. So again, if you're going to do 1 on one kind of like I did it, you have to.

Said say OK, it has to be faster because you know one on one sessions means that there's a bunch of other students in my classroom who still need to be serviced. And then a large group session, one I will say when doing a large group session. If you have staff around, what is a really good tool? and I again my powers were great. They were they were on the scene. They were ready to work on those really. I know a lot of districts of course cut their powers on and bound task for them to do, but I really would say to all y'all out there. Make the case that the Paris could be, you know.

A different part of instruction than they typically are in classrooms, right? and I know it's like no. It has to be a teacher delivering instruction at all times and things like that, but also much facilitation can happen. So we would go into a session and then there would be breakout rooms in my powers.

Would be in a breakout room with the students just kind of having some conversational stuff, so it was really great, but with large group I said it should be used with social activities and reconnecting. So what we did every Monday also. As it was a way to talk to the parents every Monday was a way to talk to all the students are money. Everyone was there. It was just kind of a students were just saying hello to each other. We started doing kind of this online game in which it was. So what's your favorite song and some would say their favorite song and I would play it right for everybody to hear you know? Or what's your favorite movie? I would pay like play the trailer for for everybody to see what our students favorite movies where and those activities were really great for large group, I realized. Early on that instruction in large group for self contained was really, really tricky an I would say if your if your truck because I know what you can get out of that you can. You can have all students in front of you more often write. That will be the benefit of having large group instruction. You can say all right. You know we're gonna I'm gonna struct it 9 and 11 at one Radian, get three sessions in with your students. Different topics different. Subjects, however, what I found with trying to instruct to a full group of learners Anna large group was that it was really, really hard to kind of keep peoples focus. and I mean we have that issue with your teaching self contained. You have that issue in your classrooms when you're in front of them, right? You have that issue of if I stand up here for more than five minutes talking about some topic, most of the students in my class is going to be checked out, right? So imagine what it's like online and so. That's why I thought it was really cool to do these engaging fun getting to know you activities in a large group. Way less success. Trying to instruct in a large group, which is why I broke it down to 101 and I would say if you want to get more time in what your students.

Consider maybe then small groups. This haven't online groups of three or four students throughout the day, and then obviously you can get students and more often than you could in a one on one session. But if you are trying to reach your class.

On a whole all the time online, I mean you you better have the most engaging activities like in the world, right? It, it needs to be all you know, all final music, fireworks and all that because it's gotta be really tricky to do it like that. and I wrote that. Tricky to have everyone engaged. Parents have to be apart of these sessions. So the reason why I wrote half

too is because I think I think parents were essential in all of my sessions, including the one on one sessions. But I did have some students. Who do really great job, you know on their own with the 101 learning I had I I couldn't think out of My 15 students. I had four like rock stars where it was just like man. They they did better here and they've been in my classroom right in their parents. Were you know they were sitting next to him a lot and and what they tended to want to do is maybe help but they didn't get, you know they can get a problem fast enough and things like that. Which is of course you know that

makes sense. They're they're not trained to be educators for the most part and. What started happening was I start saying to the students were really successful in those one on one sessions. Oh, if you want you could just let me in. You know man, your your child have this 30 minutes on our own. We'll let you know you know if if we need you to come back or if you want sit, sit, next to or maybe. But give yourself some space. Maybe I'll pull up some work for you to do so that you know the students can have more of a chance to do some independent one alone work, but in a large group I would say no, no.

Trying to instruct that way you need to make sure parents are there an 'cause they will be then helping with engagement as if you were in a classroom in your power professionals were helping with engagement. And Lastly, oh, I said the screen sharing with activities like music videos and online books.

That was what was most successful for my large group.

For 101 groups I wasn't able to do anything. It was, you know, we were reading books online. We were doing our curriculum tool which are correct ones. Will work really well with online learning, but with one on one, if you know is more flexibility with that, the only problem was in the back, your head. You're sitting there like man my students not getting as much time in front of me.

I think the next one to meet him alright. Well, examples of online instruction. So uhm, I wanted to dive into exactly what it looked like, and so when I was in one on one sessions.

I've actually went to send a link to the students through Microsoft Teams or whatever, and then we were going on so it would look kinda like it looks now, except it's just too. It was right and. We have a curriculum tool, cart unique learning that worked really well online. UM, I I used other things I'm gonna talk about some of those other things, but I'm a first talk about what we did with unifying so parents, students. They sat there. They got themselves together. Like I said, there was a few parents. I set them up and after a few weeks when they were like men they got this. They would just kind of set them up and then let us let us get to it.

Well, for the most part it was Maine. There was the child and every parent write an we I would. I would come in, share my screen, ask them if they can see the screen. If the students say yes we didn't dive into the activity that was right there in front of them and again, if they had to do some things with touch screens are typing things in their parents. What helps him do that? One necessary. I do have a few students whose parents did not help out them and so shared the screen and just went through the pages as if we were kind of just like we're doing this right now. Hi, what are you seeing this page and we started the discussions right? We started learning uhm and unique learning system. Worked really well. If y'all have that in your district, that is a fantastic soul to do virtual learning.

Fantastic because it's kind of setup for virtual for online learning. Anyway, I use things like brain pop which is they threw out a free lesson every week. I actually have a brain pop six subscription also. So if I needed to do an extra lesson I would buy them. A brain pop does give you one a week and brainpop lessons are the kind of lessons that you can use.

For more than one day, because they have video components they have, you know you can make Maps on their their vocabulary.

There's you know they give extra readings. So that that was a really great one like ABC. Math was really good there. Excel, Excel Learning was really good.

So uhm, Starfall works. All of those types of things with screen sharing works really, really well and 101 sessions and withhold group sessions.

I would say stick to kind of those. Like I said, those collaborative zoom type team type meetings where everyone's there. Um, you you are, you know doing like I said, some fun activities, some more hands-on activity, or do breakout rooms when you have your whole group. So if you can have your powers

there, I would hope that your. I'm pretty sure I didn't hear

stories. I know I would hear story my ears instead of grind up districts. It said Alright, Power is we don't need your services for these Seven weeks.

I'm pretty sure they all stayed on and so if they stayed on, you know. I know that some some districts and it was even debated at first with my district. That said, Oh maybe Paris could come to school and help with the Liberty of items and things like that, but really, fight for your powers to be able to help with instruction again and then do those kinds of breakout rooms with you know a parrot, and three apparent very apparent. Threaten me with three and that was really, really like super beneficial and learning process. More so than just alright, I'm gonna struck to all 13. Are you an? Lose 10 of you because Lord knows I'm not that engaging and I'm pretty engaging but not that engaging um so. Those are kind of my tips for that.

But the. I wanted to just add cream to what you were saying because what you described here is not that dissimilar to what you would need for inclusion as well. So I see some of the questions are how do you coat each? And sometimes if you aren't doing that before now Co teaching can become a really awkward situation because the teacher is sitting back watching the English teacher doing doing his or her teaching and they're sitting there breakout rooms. If your tool that you choose.

Uh, to deliver online instruction has the ability to use breakout rooms in a virtual setting. That's the equivalent of taking a small group back to the table in the back of the room and doing that more targeted instruction and tying iep goals to whatever that content area is. So that's where that planning has to occur and you really the growth of that comfort with the use of the breakout rooms and.

Like you know, if there's general brief instruction that's targeted and one thing that our teachers have done, you know that I've worked with. They would identify where the deficits were a common challenges in a particular piece of content, and that is what the lesson the live instruction focused on. Think they weren't regurgitating what was in the textbook, and just reading to the children it was. I know everybody has difficulty with long division making that up long division. That's a challenge for. Every 4th grader. Well guess what I'm going to do

a live instruction about that and then the special educator is going to be pulling her students to address that in a different way. Perhaps in a breakout room. So really, looking at the using

breakout rooms for or you know that small group instruction, particularly if you have high caseloads. And you really want to make sure that that they're able to target what that we know are challenging skills, and using your tool properly, the other piece that I would add to this is that when you're choosing a tool to deliver one of the things that we know works, especially with children with reading difficulties, is visual, auditory, kinesthetic, in tactile instruction. Well, it's very hard to do that in this environment and cream talked about touching the screen. There are tools like, I know Adobe Connect. I'm not positive about doom.

Um, where you can have? There's a setting in there where you can see the participants cursors and it's like this little head with, you know, marry John, whatever the names are and you can see what they're clicking, which is very interesting because we had teachers that actually did like an Orton Gillingham model. They would view the child is using their mouse. And clicking on the the letters as they're saying the sound. Or if a child had OT issues that were issued a stylus with a mass card, and that was something that actually worked as well. So kind of thinking about technology in a different way and using those resources so. Making Short Kareem. I'm going to there's a question about other resources you talked about unique learning systems, which is N2Y news to you right? Brain pop, math, XL.

Well Psalms Starfall was a good one. Uhm that some people used uhm. Those are the four that I use the most, but I have a ton of them 'cause I jumped on sites daily and I told the viewers if they need it resources because I have like this big Bank of them and they can email me like after a session or something like that. I'd be happy to anymore and we used were using Khan Academy kids actually for our young young guys because they you can target what you assign the children. So we use that because early childhood a lot of your data comes from observation. And we did observations and we'll talk about that in a second time.

So I enjoyed what we did, um.

So we do short circle times twice a day with our kids as whole groups and then we are teachers are doing small groups now. These are preschoolers, an rising kindergartners, so you can just imagine that age. But I'm on the early Child Advisory Council for the state of Maryland, as well as the counting which are Head Start is operating and this is very. This is very similar to this model. Is this large group circle time?

That's very brief because we're talking about very short attention spans. An engaging children sort of, you know.

Tomorrow we're going to do letter C, so I need you to find something that starts with letter C. Bring that to our session tomorrow and so they are scheduled times twice a day. One is focused on literacy, one is focused on math. And then there's asynchronous content that we assigned. We have provided Amazon fire tablets to our children and that asynchronous content is coming through Khan Academy kids. We did use abcmouse.

Mouse, but there's a limit to that with the teachers. Would have had to purchase additional licenses, so there was kind of a wall that we hit, so we chose Khan Academy kids and then we used the data from that to target our small group instruction. So maybe you know, maybe there's something the child having trouble identifying numbers. Then it's only this selection of kids we would have a small group during the day, three times a week. The other thing is we partnered with.

That our library system and the library has more latitude with reading books on line because of Copyright. So um, and publishers today is actually the last day many publishers said libraries can read our stuff online until June 30th, so maybe they'll be merciful and you know, let us go along. So that's been something.

Then, like I said, learning kits and preparing parents, we did a lot of that. Well, so I think this is a large section of me talking to you, so I'm going to try to do some rapid fire.

Support English learners are challenged in the virtual environment an as well as can be their families and knowing how to serve them. What's really important? I would say a particular with families and kind of jump around a little bit, but you need to have a translation resource. We use language line and then there are contractid. We contract with translation services, so there's in our area. There's Fern, which is it's for.

Undocumented families and people who need assistance with citizenship. They actually have a translation service, so one of the things that when you look at curriculum too, if it says its bilingual, make sure it's not just Spanish, so we have. That's a big thing that was like it's bilingual, but it's only English and Spanish there. Brazilian other languages so it really sensitive to that as well.

The other pieces, when we did virtual instruction for English learners, we grouped our kids based off their proficiency levels, so hopefully your windows. You probably have your weed estate, your window closed right before. Warranty happened, you probably have some data in terms of their proficiency level. Right now I would structure your small group instruction based on those proficiency levels you want to make sure that you are translating, communicating to parents in the native language that they have, so that they know when to have their child online, and when you set up a live lesson or arrive instruction room, you want to make sure that the layout is similar for non English speaking friends because they need that predictability. It is a, uh, this. This sort of sheltered instruction model. I would encourage if you're not familiar, sheltered instruction like Psyop, SIOP sheltered instruction observation protocol to look into that. The other thing that we did it particularly with our newcomers, is we did assign assistive technology. So read, write Gold is something and snap. And read is another tool, and basically it's like a screen reader or text reader. I should say that they take us like almost like you're taking a snip on your screen shot. And it reads it, so it made it possible for our kiddos at particularly now, as we're putting a lot of lot of text in front of kids. If they are non English speaking, it's going to be hard now. The voice on those is like Mr Robot. Oh so just be aware and warn the families but. There's there's that piece, so let me.

Gopher here, just a really quick word about gifted and talented kiddos, specially if you're if you're in a state where gifted comes under special education.

Um, that is, make sure you're standing compliance with those IE peas, but other the other part of this is that there's a lot of comorbidity with social emotional needs with our gifted potatoes, so make sure that that's being addressed.

Sometimes you have perfectionism, have anxiety and we need to make sure that we are not just assigning them more work, but we're trying to again collaborate with their teachers and make sure that they're getting their needs addressed.

So I'm going to give you a rapid fire. Section on compliance. UM, one of the things it's important to note, and this is a dear colleague letter from our friends at at the office of special Ed and rehabilitation services off, especially in programming at the federal level. This is, I encourage you to read it. It came out in 2016 and it talks about that virtual schools really targeted at virtual schools. But now as we're moving to being virtual sometimes, or hybrid, sometimes we need to consider.

We need to consider the needs of the child, so I encourage you to take a look of the at that dear colleague letter to make sure that your remaining in compliance. Because OSAP is said that every service that they receive and everything they are eligible for needs to be implemented in a similar way, which can be very challenging. So I'm going to talk with you a

little bit about that.

Um, one of the things to consider about the home environment is the least restrictive environment. So what is the least restrictive environment? Sometimes home can actually be less restrictive for kids because they don't have the distractions. They don't have the peers, they don't have the buzzing of the fluorescent light. That's a sensory issue for them. They have an ability to take breaks very easily, so that is something that is, you know, might make that look like their ellery. For others it it can be actually more restrictive. There aren't peers.

There isn't that structured day. Their parents don't know what

they're supposed to be doing. So taking very watching your students progress in this environment is very, very important, because it will inform you. When you decide what you're going to do in the fall, are they going to come Tuesday and Thursday and stay home Monday, Wednesday? When does a service occur? You may find that that like I said, that progress monitoring needs to be done more frequently in this environment because they're not getting that repetition in practice as as especially if you have a high caseload and you can't necessarily meet with them every single day.

One of the things that is important, as when we move to a different setting so the instructions being delivered virtually, the instruction is being delivered two days a week.

He ran to dine at least there or however that's done and make sure you're documenting on a prior written notice or in my Thursday might be called written notice or notice. It recommended educational placement if you're in Pennsylvania, there's different ones, different titles for the document, but the provision of faith has changed now. The provision of services has changed, so you need to make sure that that's documented and that has been sent to families.

I mean, at this point we don't really have a choice to change it or shut down or shut down, but make sure that it's documented and that their, particularly if you were in a place where they do educational benefit reviews and that's part of an audit process that needs to be a document in there to show for six months of this particular season. This is how the services were delivered.

Um, probably see this. If you go to an LRP conference used to say this all the time, document everything you're doing. Update your paper work even if the child has a section 504 plan, you want to make sure that you are documenting any changes to that section 504 the written notice procedure applies to section 504 as well. You also want to be tracking provision of services, so district leaders, school leaders, special educators, everyone needs to think. Of a method if you're not doing it already to document, you know Korean met with Joey five days this week. I'm not with him from 12:00 to 12:30 on Monday, Tuesday, and Thursday.

He did not come on Wednesday or Friday. This is when I attempted to provide those services because we're not really sure yet. If there's you know what happens with comp time that we owe what happens with the two weeks that we missed. Services is going to be way. Do you monitor your states? Sites uhm, and make sure you're watching and protecting that data because Boko tells us anybody who sees it needs to have an educational reason to see it. And then I put a note here in bold. Just remember special Ed Services and related services are with a special Ed person and related service provider. Giving them Khan Academy five hours a week. Not a replacement for five hours of special Ed Services. It's not. It's not a replacement, so

there's been lots of case law in virtual schools about that that there's been an assignment of. OK, well, you can go watch my

recorded lesson for my special in my students with iep.

And that was your service. That's not, uhm. It's not the

same. It's actually like this, so keep that in mind.

And then quickly the state current on the OSAP bulletins. I have assigned this to someone on my team because I can't go and watch that website all the time and I follow the HHS like information, memorandums, make sure 'cause if they are issuing waivers like for us our food program, they've issued waivers about the meal, what we're allowed to put on the plate, we have lots of compliance issues with food actually. And so for the free and reduced meals.

The way that so we we, you know, kept documents until we saw an were Sophie documents obviously, but we had to keep really strict documents about the food we were providing families. If we expected reimbursement for that and waiting for the USDA to send us a waiver. So we know we keep annually indicator 11 needs to be at 100% indicator. 13 for transition. We were in our program the are federale.

HHS told us that we don't have to do a PR, which is a program information review, which is something different for my program. But we have decided that we are going to continue to do that because two years from now when someone says we want your last three years worth of data I don't want, I don't want to be like when we do back in the Gorge. Remember, so we're still keeping data even though there might be a waiver and turning it in if that makes sense is just fine. You know, I don't want anybody asking you later what we did so.

Uhm and then remember when a student so this is a practice that we had that in our virtual schools when a student is a know show. You may want to consider convening an iep team meeting after certain number of attempts. So if you have not seen that child show up for services. The question becomes, is IP right now appropriate for this environment? Has have we tried to offer everything? Do we need to add something to it? Does there need to be a virtual para added to call the family and say Hey, I need you to get him out of bed today or you know suddenly she's there's a lot of lot of my friends in my program are having a lot of nuance set of mental health issues and then that can be a barrier for those children to access education.

So I'm really quickly you gotta remember. As district leaders, children and protected populations have to have access to school. So if there is a household that has multiple.

Siblings in the household sending two computers and they just share it with one of those kiddos, needs an iep, and this is how he's getting his services. He probably needs his own computer, particularly if he needs assistive technology.

It laptops are preferable, particularly for families who have a limited amount of space. If siblings like I said, are

sharing computers and then also if families are using a particular device. Let's say they say I'd prefer to for him to use our Kindle or something. Make sure before you purchase

licenses, make sure you know the platforms that these things work on. I know that the district where my Head Start program is, they said OK, we're going to use Lexia Learning Lexia.

Work on a particular Android operating system so all these children were just out, they just couldn't. They couldn't do what was being assigned to them, so that was be sure you investigate that.

When it comes to Accessibility, here's some really good resources book share if you if your district does not have an add an account to book Sherry, this is for it's free to US public schools. For children with reading disabilities who have learning disabilities related to print. So dyslexia, perhaps it offers a free text reader and then tons and tons of online recorded books. So that is a really good option.

For kiddos who have reading disabilities learning ally similar program, I believe that's a license based. It kind of that needs to be assigned to that child. So it's a little bit of a different mechanism. If you have students who are visually impaired, sending them assistive technology and providing them with a screen reader, jaws is the preferred, but the license for jaws, I think the last I check runs about $1600 per child per user, but N vidia is a free screen reader. For the visually impaired, so thinking about that for children who are low vision children who are are blind.

Make sure you have somebody on your team that can explain them and that can understand them and can provide that tech support large print books.

This may be something you encounter just a heads up on that. If you've never ordered large print books, there is usually a 6 to 8 week lead time.

Want to make sure that you are prepared for that and then the other thing is to think about our kiddos who use closed captioning. So if this, you know, digital virtual environment that we're going to be in until January an you have a kid needs to join a lesson like this. What we're doing right now. There are sources that you can use. Vitech is one that we used. It wasn't used to be known as captain Colorado, and that is that they actually do stuff for the US government, so they work closely in platforms like this so.

I know they work in Adobe Connect, so again assistive technology. If you have kids, kiddos who need OT all of those things. So just another question for you guys to consider what you're doing for your Accessibility. And then as we think about moving back to a hybrid or blended model, make sure that your students with iep's continue to make progress.

This was a case in 2016 or the district implemented a hybrid model and they had the student do core subjects online and come to school for PE and art or the child failed to make progress and the parents didn't do process case. And the court ruled that the placement was inappropriate. So this is where that progress monitoring is really important.

And then if you are going to be using a contractor for any related services, so you might be being solicited by, you know, teletherapy right now. Make sure that you're documenting that.

That's how the services will be provided on the iep. Make sure that that vendor is doing the appropriate state license and background checks, because that very every state and sometimes within a district in the state, they have different requirements. So a national provider needs to know that information. And make sure that they're practicing data privacy practices and make sure you also know that there that vendors no-show policies, because many times if the child doesn't show up, you can still be charged.

We're running out of time.

It's it's almost over. first I want to say I'm in, um, monitoring the chat box and y'all are right about the resources. Sorry they weren't all put in there. I threw something in the chat box. I don't know if everyone could see it, but if not, our emails are somebody was asking about our email addresses and how to get those resources directly from us. Our emails are in the beginning slide where are pictures aren't alright? Teachers in compliance, So what you should do is basically what I'm saying 'cause. That was a thing I think teachers were like. I don't got time for this mess. I gotta go teach and they start teaching right? Uhm, but one thing that worked out really well for me was contacting the special education coordinator.

And if you happen to have access to, I know if you have a *** **** like mine are special education director isn't as a special education directors aren't as easy to get a hold up but actually got ahold of both of them and it was important just for you know, a lot of the information that Tracy gave now.

A lot of teachers work that wasn't the thing that was in the forefront of their mind. They were worried about their students. They were, you know, they were more worried. Like where are they? How do I get him online? Things like that. But it was like hey, that IP is still alive and going people, what do we do? So those are the people who always know and I say Special Education Coordinator. I don't know what it's called when your side, but that's essentially the person who is there for the you know there there there to sign off on the IPS there there to help you with those kinds of things.

Reviewing minutes and services is an easy thing to do. Um you, I'm sure you have access to the IPS at home. I'm hoping I'm pretty sure everybody doesn't online so that I was able to do this. Say OK, when I talk to my coordinator, I was able to have these. These questions that were like hey, this student has 30 minutes of PT water. We do there, right? So there is questions that I was like oh, this is above my pay grade. I don't know what to do right now, but you know you can't just you can. But this is not effective if you go in and you say said them high. Help me with all the IP, minutes and things like that. You gotta, you gotta do some work. So

jump into the IPS and that's kind of the minimum wage you're like. OK, these are the goals you can. You can say to yourself. I'll keep that up on my computer to make sure I I work on all those things, virtually somehow an and we even talked about like, Oh, there's a couple goals that can be met. Do we have to have an addendum meeting somehow and and and our district did some of those right? So just use the people who who who do have the answers because I know as teachers I'm thinking of myself as a teacher. It is pretty important. It is

pretty overwhelming for Maine. Be just because of the teaching

peace and the virtual learning session. Also to be like Oh, I gotta keep in mind the minutes here and this, that and the other, it was pretty tricky, but uhm, you know get get jump into your IP, check out the document, see where the problems are and then contact those people.

And Lastly, figured out the things you can do.

You know on your own and things that you cannot do so.

Therapist, power professionals, and and whatever again, my school was really great at allowing you know the power professionals and I to be creative. And that kind of has to be done in a setting like I I. I know that I was not going to be able to get to all goals in all things on my own, but with my power professionals we were able to kind of tackled the job there. So, you know, figuring out those things ahead of time, contacting the people that need to be contacted to keep your sanity teachers.

Right did help when you need it right crazy. Yeah.

So you know, think about your the complexity of compliance in this situation and talk to your district leader. Talk to your state, your sea leaders. You know. Just reach out and monitor those support. Right, so documenting parent support. So this is important. Um, one of the things to know is that you may end up, and we've done this many times in the downtown halls with our families and we have had the parents come and say Hey, I'm struggling with, you know, getting my child out of bed. I'm struggling with get setting a schedule and and we have our mental health provider. Our behavior specialists come

and support that so it becomes a discussion. So if you may find with children are not progressing that you need to.

Convened at that IP gifted iep meeting of 504 plan meeting to say what are you seeing? Because do we need to have a temporary accommodation or modification added to this that you know because of the environment right now and then, of course, documenting Korean talked about adjusting schedules like if you can't talk to a parent till 7:00 o'clock at night, that might be something that you have to do 'cause some of my families are essential and some of them are going back to work is the restaurants are opening. My families are going back to work so we're having having to adjust. We can try to contact them. And then again, make sure if our English speakers of other languages that those that communication is going to them in a language that they understand. And if you if you are seeing that the family is struggling, just I just point this out that there is a section of I DEA that permits services to parents as part of their related service. So that is you may find the longer this goes on, the family may need some support, particularly families that are struggling tremendously behaviors or something like that so. The Center for online learning that and this is part of OSAP. It's a good resource. It they have a note there that

they are adding more stuff because of Covid, so I would recommend that you take a look. Take a look at that as well. So

I think we've reached the end Korean. I think we have questions. I was just answering another question. Uhm, so yeah. So we had. I can tell you

related service providers you can. It's like they pull them into a group like this. It's no different than them taking to the therapy room down the down the Hall. You just make sure you document that it's being delivered in a virtual setting.

That's why if you are hiring out for that, make sure that you're falling background checks and all of that stuff because they to work with children. It doesn't matter if you're in the room or in this room.

All other questions were answered. A lot of them were looking for our resources, so it looks like we'll have to put together a page and give it.

If it's if organizers, I just realized how many people, how many people are watching. It was like email me and they're like you're going to have 100 emails.

Um, um siap. So yes, sheltered instruction observation protocol. It is a thing that's been around since the 1970s. It is a proven method of teaching targeted at English learners. So it's like has different components. It's not. It's really a framework for teaching. It's not like you send the child

to go to sign up that it's just the way to address serving our English learners. So it's there. There's a sighup channel on

YouTube. There's different components to it in what you need to make sure that you're including in your instruction and when it's implemented with Fidelity. There's lots of potatoes with that are non English proficient.

Can I listen? I know it's funny what the time checks it was, just like you have 15 minutes was like Oh no let's go fast.

Here's the question, is privacy regarding students an issue as other parents are sitting with their students, so that would be an issue if you're talking about things like we're going to revise your iep or if there are specific services, but it's really when you think about it. You know you're seeing the same

kids when you drop your child off at the class. You know they know their friends names, you know. It's not. It's not a solo risk issue if you will.

Yeah, and then my group sessions when kind of odd parents and all students were there. You know when even when delivering concept that way, like I said that it wasn't the most successful, but I was doing that particularly more in the beginning, even when delivering content to all of them it was.

It was the content that they could have came and sat and observed in my classroom on any day of the week. They have that right too. So like Tracy said though, we certainly were not discussing like what what, there? You know, classifications. Do you know anything about their IPS or or anything like that? It would just. This is the content that my parents already probably knew was happening anyway. Oh no tech option. So it says how did you or did you get you get assignments back from students.

So with low tech options what I had parents do because I did not get them back. I did not. They did not Mail back anything to us. what I had parents do was when I have my individual sessions with them.

My parents will actually show me the assignment on like they would hold. I would say can you hold out the blank assignment and I would take a snapshot of the assignment. I know it's super annoying but I I couldn't come up with a better plan at a time because again a lot of stuff was like on the fly and I was like, Oh yeah, I'm giving him a bunch of stuff that they're about to get back to me and they are. They can Mail it back to me, but I had them actually holding up assignments for me and flip them over when when appropriate. We had the people sending us Pictures Pictures.

And then you know then I like a lot of this stuff for no type, of course. Was discussions and things like that, so we would just talk about it during the session.

So that question do asynchronous intervention curriculum now they they do not. So for Sai the there was a case in Pennsylvania with a virtual school that did that that counted that an recorded lessons from special educators and as replacement for Sai minutes and that particular case the judge found in favor of the parent and the family was owed so much comp time that they were they were able to get private placement out of that district because that is what.

The district did. They said what we gave you 10 hours of this specialized in asynchronous instruction and he said, Nope, that does not count.

But I I think this has been a fantastic conversation. Really great questions from the audience and fantastic information from Tracy and Kareem. You guys absolutely knock this out of the park. Fair to say, I think we're all going to walk away with just buckets and buckets of great ideas and information to carry us through an into the end of the coming depending school year.

Just want to give it a huge thanks to both of you for presenting for sharing these great ideas and best practices, and I want to thank our audience also for sticking around and and listening as you guys take this information to power the coming school year and beyond, you guys really are going to help us build a future at future in education that is different than what it has looked like for decades and centuries. And you're going to help our students succeed as we move forward. I would like to encourage all of you to join us for this afternoon session as well. You can sign up for if you haven't registered, you can register. You can see the schedule. You can check out the recordings and the slides from previous sessions. You can do all of that at content.blackboard.com virtual teaching Dash Academy. Those recordings will be up. We do have to caption them and process them, so there may be a slight delay before the recordings are available with the slides and other resources will be available. This as quickly as we can get this posted for you as well, and we hope you bookmark that page and it becomes a resource for you as we move forward with that, we will closeout today's session. A big thank you to University of Phoenix into blackboard for hosting these sessions. Again, thank you to Tracy and cream for sharing your expertise here and we look forward to seeing you later this afternoon. In our next session. Thanks everybody.

By all. Nice work Tracy. Jeff green Do we just leave now? Do we just go? Die