Distance learning days at Ohio's STEM schools during the COVID-19 crisis

April 8, 2020

Ohio STEM Learning Network

BATTELLE

Distance learning days at Ohio's STEM schools

With schools in Ohio likely closed for the rest of the school year, many schools and teachers are improvising. Today's interview focused on one teacher. What do other educators have to say?

Tips from educators for educators

Be flexible

- Your lessons may not go according to plan. Technology may get goofy, but also be flexible. You do not have as much control over your lessons as you do in the classroom and that is ok! Be flexible and patient with your students. They miss being in the classroom as much and maybe even more than you do. - Lauren Lammlein, 5th Grade Teacher at Bio-Med Science Academy

- Be agile and flexible-be ready for something else at a moment's notice and get feedback from all stakeholders. - Anthony Rohr, Principal of St. Sebastian School

Set norms and explain the process to parents

- The biggest tip I can share is no matter what platform you are using, communication from the administration, teachers and parents is now more essential than ever. We are needing the parents to help deliver lessons that they may not have the knowledge to do so. Teachers need to be accessible in some capacity or have an alternate method to deliver the lesson or provide a resource for parents and students to fall back on (flipped classroom). We also must be realistic and understanding that parents are trying to home instruct and support student learning while possibly working from home for their job as well. This set up can be really challenging. We need to provide all the necessary tools we can to make sure this is a positive experience and students don't fall behind. It is really a team effort. - Joey Brigthbill, Principal of Northwestern Elementary School

- Setting expectations, procedures, and norms for your students is going to be the most important. Transparency and consistency are important as well. Your parents must understand what their student is to do each day and how it is supposed to be turned in. If they don't understand the process, they will not be able to help. Clear and consistent communication is important as well. If you're not ready to "publish" your plan, don't do it. Wait until it's ready and then communicate it to everyone at once. - Lindsey McLaughlin, Chief Operating Office of Bio-Med Science Academy

- Communicate, communicate, communicate - kids/families have questions, so communicate in various formats - emails, calls, virtual meetings, ppts., etc. Reassure families that while the format is new the goal of student success has not changed! - Metro Early College Middle School

Maintain your school community
Reflections from several educators at Metro Early College Middle School:
- We record and send out morning announcements daily. We started doing this before we started holding them in real-time at school on Tuesday, Wednesday, Friday. Even when we hold them in real time, we still record them and send out a recording of them later in the day to confirm the message.
- Find ways to provide ongoing social-emotional support to the students & staff & work to maintain community.
  - Mindfulness & trauma-informed care practices - we use Conscious Discipline in the middle school to support staff & student well-being
    - Morning announcements include breathing & wishing well
    - Many classes start with commitments, wish well, breathing, etc.
  - Counseling - find ways to ensure students who need support during this time have access to it!
    - Have a sign-up form so the counselor can meet virtually, individually with students who request support.
    - Reach out independently to students who are already on your radar (who you would have met with when in the building or ones who high anxiety, have rough home lives, struggle with change, etc.)
    - Facilitate groups - opt-in, well-publicized groups for students to show up and get additional support around specific topics (We just started one called "Stress Busters.")
    - Build Advisory lessons oriented around what students need right now in terms of mental health and make them user-friendly so all Advisors can facilitate
  - Maintaining Community - find ways to keep a sense of community, even if virtually: Have Advisory weekly; Do a virtual spirit week; Engage in the silly internet challenges that exist; Provide opportunities for them to give back in the context of the quarantines; Share their pics in morning announcements!

Model the teaching approach in your support for staff
- Model blended learning through the professional development for your staff. This will help staff see the different ways tools can be used to build rigorous and relevant learning experiences.
  - Toby Fischer, Principal of STEM Middle at Baldwin Road (Reynoldsburg)

- As an administrator, model in your virtual staff meetings as much as you can - skills, tips, tricks, topics, ways you want to staff to connect with students, etc. I cannot count the number of times I do something with my staff that they use with their students. - Krista Miller, Principal of Metro Early College Middle School

Tips to get the most out of online learning
Recommendations from several educators at National Inventors Hall of Fame STEM Middle School

- Keep in mind this transition may not be perfect. You will learn as you go.

- Try new things one at a time. Using several new tools is challenging for you and your learners.

- Use video tutorials to provide and differentiate instruction. If you are using a screencast model, put yourself on the screen to make the video more engaging. Studies have found students are more engaged with the teacher in the video. Short video segments are best.

- Start with a one-click approach so all content is listed on a single page. Then move to topics or folders with content.

- Make your online content interactive and collaborative.

- Record your sessions for students who miss the event and those who need to review content. If you prefer, or if the recorded session doesn't record, you can make a video lesson that you can attach. These videos do not need to be perfect and they don't need to be professional. The kids just want to see you.

- Set up office hours so learners can ask questions in a live environment.

- Develop a live meeting structure. Meet at the same time/day.

- Develop an online class with a structured-opening, content delivery, and closing that is consistent.

- Keep it simple. Remember, if you are an over-planner the learners do not have you right there to help them.

Keep routines
- During the transition to all distance learning, I found it very helpful to have a set schedule for the staff and students to keep some consistency and normalcy for all parties involved during the transition. I also like that our staff will have virtual office hours to be available to help students. - Julie Hunter, 6th Grade Science Teacher at Bio-Med Science Academy

Consider wellness
- We have implemented telecommunication and utilize it for social emotional support. - Diane Salamon, Principal of St. Vincent Elementary

Reflections from several educators at Metro Early College Middle School
- The first day back, we asked teachers to do wellness checks and connect and care before jumping directly into content. We have a dedicated hour for Advisory on Fridays, but the lessons are created and provided for teachers by the counselor and admin.

- We use Conscious Discipline in the middle school to support staff & student well-being. Morning announcements include breathing & wishing well. Many classes start with commitments, wish well, breathing, etc.

- Counseling - find ways to ensure students who need support during this time have access to it! Have a sign-up form so the counselor can meet virtually, individually with students who request support. Reach out independently to students who are already on your radar (who you would have met with when in the building or ones who experience high anxiety, have rough home lives, struggle with change, etc.)

- Facilitate - opt-in, well-publicized group activities for students to show up and get additional support around specific topics (We just started one called "Stress Busters.")

- Build Advisory lessons oriented around what students need right now in terms of mental health and make them user-friendly so all Advisors can facilitate

Recommended tools
- Google Classroom and Google Meet has been very helpful. - Colleen Schager, Principal of St. Mary Avon School

- I am excited to add Zoom face to face instruction as an option to connect with my students. I have found that I have been able to better support mastery by having small group instruction. Having students share their screen with mesoI can provide real time feedback and clarification has been great. - Annette Lang, Technology Educator at Bio-Med Science Academy

Community partners can help expand internet access
- The biggest change has been local internet providers supplying free internet access for all our economically disadvantaged families/students. Without this availability, it would create an even larger learning gap for economically disadvantaged families/students during distance learning. - Randall Hafner Assistant Principal/7-12 Athletic Director, Northwestern High School

Provide devices
- We also allowed students and families to sign-out Chromebooks, giving students their own devices (if they needed them and had internet in their home) so they could complete assignments. - Rachel Beun, Principal of Northwestern Middle School

- Our district has expanded its 1:1 device program to include students in the middle and elementary families. They provide 1 device per family up to 3 children, and a second device if there are more than 3 children. Our district has also partnered with local internet providers to offer hotspots for students in need. - Amanda Gillespie, STEAM educator at STEAMM Academy @ Hartford Middle School

Create options
- I have found that students appreciate having options for instruction. I offer step by step written instructions and video instructions (using Screencastify or Loom) for my students to choose from - this is great scaffolding for a traditional face to face classroom as well. I have found that breaking down longer term projects into "smaller chunks" and providing frequent check ins leads to better results. It helps students create a routine. - Annette Lang, Technology Educator at Bio-Med Science Academy

Choose specific topics to dedicate extra resources toward
- Choose "power" topics if you are going to do direct instruction. Identify what are some of the major things you really don't want to get lost and teach those. Let other stuff be review or take a deeper dive into an already mastered topic. And whatever you think the "appropriate" amount of work is, cut it back, then cut it back again. So many families are going through different

scenarios, keep it concise and meaningful. - Amy Makruski, Principal of St. Joseph Parish School

Prior use of distance learning days ease transition

For some schools, the shift to virtual instruction has been markedly easier. In these schools, virtual days have already been implemented as part of the regular school calendar. At Global Impact STEM Academy, these virtual days serve as opportunities for teachers to complete additional professional development. Bio-Med Science Academy and Metro Early College Middle School and High School use virtual days in two ways. First, as part of a scheduled events. Second, in place of snow days.

Such experiences made it easier for these schools, and those like them, to make the shift to distance learning. Educators at Bio-Med and Metro had this to say:

- Thinking back to my first few Digital Days even before this pandemic, I remember the discomfort with not being able to see my students working or give them face-to-face directions for assignments. So, a big shift in mindset is to let go of the control of the students working and trust them to explore the content. Provide VERY detailed written instructions, maybe even with a video of yourself explaining the instructions. Also, be patient and understand that they still might not complete assignments in the exact way you hoped for. Overall, I think just communicating regularly to show the students and their families that you are available to support them in whatever way they need is a great way to get started. Some students have expressed in the past that they really enjoy Digital Days because they are able to work at their own pace. Some even wake up extra early to get all their assignments done before lunch and have the afternoon to themselves, so I try to set up assignments in a way that allows them to work through things on their own. Other students have reflected that they struggle with this level of independence and with staying focused, so I try to provide scaffolding in those assignments, optional support work, and frequent check-ins on a case-by-case basis. However, no matter how much you plan, support, and vary assignments, just like with face-to-face in-person / teaching, there will always be some parts that remain... frustrating, so it is important to go with the flow and adjust as necessary. Eventually you'll find a rhythm for you and your students. - Jana Mino, 10th grade Chemistry teacher at Bio-Med Science Academy

Reflections from several teachers at Metro Early College Middle School

- We've saved so much time! Transitioning to virtual classes took us a few days instead of a few weeks! And we were able to jump into meaningful instruction quickly!

- Preparing reduced stress on students and staff as they already know how to do virtual days!

- Staff had basics of how to do online teaching and how to transitions lessons to that platform. (We've still learned a lot though!)

- Systems were already in place regarding expectations for how/when/where to login and engage and for accountability for being present and engaged

- Students and families knew our expectations for regular virtual days, so it reduced dramatically the amount of communication we had to put out regarding this.

- The routines and structures we had in place retained some sense of normalcy for the students. It allowed us to spend the first few days with them doing connection exercises and mental health check-ins, then move directly into content, as opposed to teaching procedures, tech systems/applications, etc. And we get to engage with the students in real-time - that's wonderful!!!

- Students know how to trouble-shoot tech issues and/communicate when there were tech issues and take responsibility for their learning.

- Families have reached out to us with gratitude for having systems in place that made this transition easy for them. Many of them have students in other districts and so have been experiencing the issues/difficulty the other districts have had to navigate.

- It's also positioned some of our staff to be experts or resources for friends/family members who are educators, etc., in other districts.

Some schools took an existing distance learning approach employed for some classes, and scaled it up school-wide:

- The fact that we used Zoom prior to the current crisis helped facilitate its use for high quality virtual lessons and instruction. Most of our classes already connected via distance learning and online conferencing to experts in STEM career fields and learners in other states/countries to collaborate on projects and give each other feedback. 9th Grade has participated in distance learning "virtual Spanish classes" via zoom 2-4 days per week for the year. Our Spanish teacher stepped up to help facilitating support for our other teachers who were not using it on a regular basis. - Melissa Durkin, Principal of Ranger High-Tech Academy

- We were well equipped for this situation due to the amount of blended learning that teachers were already building. We built a single site for parents to be able to reach all the vital resources their children would need. - Toby Fischer, Principal of STEM Middle at Baldwin Road (Reynoldsburg)

- Students in grades 1-5 are utilizing Google Classroom and MobyMax to access and turn in assignments. Teachers are either video recording instructional lessons for students to access or implementing live lessons through Google Meets, Zoom or some other online platform. Teachers in the Kindergarten classroom are being trained as we speak and will be ready to launch "Sea Saw" which is like Google Classroom by geared for the PK/K students. By having things in place prior to school closing, we were ready to launch a distance learning curriculum within a days' time. Even though we did experience some challenges, our staff and students are making this the best possible experience. - Joey Brigthbill, Principal of Northwestern Elementary School

- I think that having a solid digital communication structure and procedure in place during "normal" class time really helped. I run a paperless classroom anyways so transferring everything to Google Classroom was not a huge task. I teach all seniors and they all have my cell and text me frequently so that, as a communication procedure, also really helped. - Katie Metcalf, Learning Coach at Akron STEM High School

Even schools implementing distance learning for the first time can make the shift:

- Being a Google School and having our students trained on how to use the Google tools has been extremely helpful. - Amy Makruski, Principal of St. Joseph Parish School

- I am very blessed with and innovative staff the is highly collaborative. We shut down 2 days prior to the mandated shutdown for teachers to work together and develop a plan to move learning remotely. It only took 4 days to get up and learning again! - Dr. Jennifer Theis, Principal of Bigelow Hill Intermediate

- Our District was aggressive in developing a plan to coordinate online learning across the 10 buildings in our community. We already had one-to-one in place, and they have created common expectations that allow parents to minimize the number of platforms they need to know to support students at home. 100% of my teachers have Google Classrooms and everyone has been using Meet for online office hours or to hold meetings with either colleagues or parents. - Patrick McNichols, Principal of Gearity Professional Development Elementary School

Acknowledgements

Supplements from Bio-Med and Metro

Two schools in our survey passed these questions on to a range of teachers and staff. While some of these answers are contained in the report above, we felt they were valuable enough to share in their entirety.

Could you write to us about how that experience with virtual days has helped you be successful during the current statewide COVID-19 school closure?

Lauren Lammlein – 5th grade teacher

Bio-Med Science Academy's Digital Days have helped me as an educator as well as our students be successful during the current statewide COVID-19 school closure. I have learned what has been successful and not successful for my students. For example, I have worked with different platforms to ensure what works best for my students, I have tweaked the length and time students spend online, as well as providing the additional supports students need. These supports could be online meetings, phone calls, emails, or screencasts explaining the assignments. I am by no means an expert at virtual teaching, but preparing for our Digital Days has given me somewhat of an upper hand for our current statewide school closure.

Through our Digital Days, students have learned the tools necessary to work in an online learning environment. We have essentially worked with students for the entire year fostering these skills, which has provided them leverage in our current situation. Although we are still working out the kinks, I truly believe our students are prepared for the coming weeks on virtual learning.

Annettte Lang – Technology Educator

Having digital days has given experience to even our youngest learners (4th grade) on how to use a Learning Management System (Canvas) to navigate instruction. They are confident in creating digital artifacts using a variety of tools from as simple as submitting a photo of homework to creating presentations.

As we prepare for a long term virtual learning environment, I'm thankful for my experience in creating online video lessons and having a wide range of online teaching tools that I have experience with for example Code.org and Scratch. Here is a collection of tools that we have curated for our staff.

Julie Hunter – 6th grade Science

I believe our digital days mixed throughout the year helped prepare not only the staff, but students for the transition to all distance learning. Students already understand where to access information for each class and how to turn in work. As a teacher, it gave me a sense of the pace needed to help students to be successful in a digital learning environment and it helped me to give them timely feedback and walk them through assignments as needed via email or assignment feedback.

Jana Mino – 10th grade Chemistry

It definitely helps that the students know what is expected of them on Digital Days having practiced them periodically throughout the year. Also, we have gotten the opportunity to try many different activities on Digital Days and have our own ideas of what works and doesn't work well for us and our kids. All of this allows us to maintain some of the personal touches to our curriculum and authenticity we strive for, even remotely. One major thing that has helped me personally is our integration teams; having a cross-curricular partner has allowed us to combine our Digital Day work to ease the workload on the students, collaborate remotely to share the workload on us teachers, and continue to emphasize the importance of interdisciplinary learning, even remotely. For example, for a few of our Digital Days at the start of the COVID19 pandemic, we had the students read and reflect on chapters of a novel (The Disappearing Spoon by Sam Kean), which is a book that integrates chemistry, history, and brings the periodic table of the elements to life. This allowed students to have just one assignment for both Chemistry and Language Arts credit, and allowed them to explore the connections between chemical elements and real-life scenarios in an authentic way. For our digital learning plan for the remainder of the year, my integration partner and I have had zoom meetings and worked together to plan an interdisciplinary unit the students can work on to count towards both of our classes' attendance and grades.

Lindsey McLaughlin – COO High School

I think that already having exposure to planned virtual days (and some unplanned due to inclement weather) have uniquely positioned our staff and students to navigate this new terrain. By completing schoolwork virtually on a somewhat regular basis we have established procedures and norms that our students, families, and staff have all come accustomed to. While we've adjusted these to help support all in long-term virtual learning, I think that we're better positioned to sustain this for hte long-term.

What messages or tips would you give to other schools, principals and teachers, as they employ distance learning?

Lauren Lammlein – 5th grade teacher

1. Be flexible

Your lessons may not go according to plan. Technology may get goofy, but also be flexible. You do not have as much control over your lessons as you do in the classroom and that is ok!

Be flexible and patient with your students. They miss being in the classroom as much and maybe even more than you do.

2. Be creative

Do not be afraid to try something new and be creative with your approach. Students are craving hands-on learning during this time. They do not want to just do worksheet after worksheet. Don't be afraid to step outside of your comfort zone while making your lessons. Try something new that you have never done before.

3. Rely on each other

We, as educators, need each other in this strange new normal we are in. Reach out to your colleagues or fellow educators! Get on Twitter and learn new methods of teaching. Work with each other. We can do this together. #BetterTogether

Annettte Lang – Technology Educator

Tips:

I have found that students appreciate having options for instruction. I offer step by step written instructions and video instructions (using screencastify or Loom) for my students to choose from - this is great scaffolding for a traditional face to face classroom as well. I have found that breaking down longer term projects into "smaller chunks" and providing frequent check ins leads to better results. It helps students create a routine.

I am excited to add Zoom face to face instruction as an option to connect with my students. I have found that I have been able to better support mastery by having small group instruction. Having students share their screen with me and I can provide real time feedback and clarification.

Julie Hunter – 6th grade Science

I found it very helpful to have a set schedule for the staff and students to keep some consistency and normalcy for all parties involved during the transition to all distance learning. I also like that our staff will have virtual office hours to be available to help students. I would say to not over plan, as it does take the students longer to complete work, compared to working with them in person, in the classroom. You need to keep in mind that some of the students may be working by themselves and may not have a lot of support, or may be stressed given the situation. Encourage them to have balance, including spending time with family, exercise, and time outside.

Jana Mino – 10th grade Chemistry

Thinking back to my first few Digital Days even before this pandemic, I remember the discomfort with not being able to see my students working or give them face-to-face directions for assignments. So, partly, a big shift in mindset is to let go of the control of the students working and to trust them to explore the content (and provide VERY detailed written instructions - maybe even with a video of yourself explaining the instructions), and also be patient and understand that they still might not complete assignments in the exact way you hoped for. But, overall, I think just communicating regularly to show the students and their families that you are available to support them in whatever way they need is a great way to get started. Some students have expressed in the past that they really enjoy Digital Days because they are able to work at their own pace - some even wake up extra early to get all their assignments done before lunch and have the afternoon to themselves, so I try to set up assignments in a way that allows them to work through things on their own for this freedom. Other students have reflected that they struggle with this level of independence and with staying focused, so I try to provide scaffolding in those assignments, optional support work, and frequent check-ins on a case-by-case basis. However, no matter how much you plan, support, and vary assignments, just like with face-to-face in-person / teaching, there will always be some parts that remain... frustrating, so it is important to go with the flow and adjust as necessary. Eventually you'll find a rhythm for you and your students.

Lindsey McLaughlin – COO High School

Setting expectations, procedures, and norms for your students is going to be the most important. Transparent and consistency are important as well. Your parents must understand what their student is to do each day and how it is supposed to be turned in. If they don't understand the process, they will not be able to help. Clear and consistent communication is important as well. If you're not ready to "publish" your plan, don't do it. Wait until it's ready and then communicate it to everyone at once.

1. **What's your school's normal use of virtual days:**

- During the regular school year, we use virtual days 1 - 2 times a month as opportunities for a modified schedule. Students stay home, log in to Adobe Connect and follow their class schedule, learning online within their teacher's virtual classroom. The time is shorted to 45-minute windows with school ending at 12:05 PM. In the afternoons, the staff then participate in extended professional development time.
- We also use it when a calamity day is called - instead of "snow days" we now have "virtual days."
- When Mrs. Pace made the decision to go virtual, we had systems in place to make the transition fairly smooth. Here's our working schedule during the COVID-19 Lockdown:

Monday	Tuesday, Wednesday, Thursday	Friday
No Virtual Classes Teacher Planning	**Regular Virtual Day Schedule: Morning Announcements: 7:50 - 8:00AM** **(Link to be emailed to directly to students)** - 1st Period: 8:00 am - 8:45 am - 2nd Period: 8:50 am - 9:35 am - 3rd Period: 9:40 am - 10:25 am - 5th Period: 10:30 am - 11:15 am - 6th Period: 11:20 am - 12:05 pm	**Office Hours:** 8:30 - 9:30 AM **Advisory:** 9:30 - 10:30 AM **Office Hours:** 10:30 - 11:30 AM

2. Could you write to us about how that experience with virtual days has helped you be successful during the current statewide COVID-19 school closure?

- We've saved so much time! Transitioning to virtual classes took us a few days instead of a few weeks! And we were able to jump into meaningful instruction fairly quickly!
- Reduced stress on students/staff - teachers and students know how to do virtual days!
  - Staff had basics of how to do online teaching and how to transitions lessons to that platform. (We've still learned a lot though!)
- Systems were already in place regarding expectations for how/when/where to login and engage and for accountability for being present and engaged
- Students and families knew our expectations for regular virtual days, so it reduced dramatically the amount of communication we had to put out regarding this.
- The routines and structures we had in place retained some sense of normalcy for the students. It allowed us to spend the first few days with them doing connection exercises and mental health check-ins, then move directly into content, as opposed to teaching procedures, tech systems/applications, etc. And we get to engage with the students in real-time - that's wonderful!!!
- Students know how to trouble-shoot tech issues and/communicate when there were tech issues and take responsibility for their learning.
- Families have reached out to us with gratitude for having systems in place that made this transition easy for them. Many of them have students in other districts and so have been experiencing the issues/difficulty the other districts have had to navigate.
- It's also positioned some of our staff to be experts or resources for friends/family members who are educators, etc., in other districts.

3. **What messages or tips would you give to other schools, principals and teachers, as they employ distance learning?**

- Begin by caring and connecting! Work to maintain your community even if it's virtual.
  - As an admin, model in your virtual staff meetings as much as you can - skills, tips, tricks, topics, ways you want to staff to connect with students, etc.
    - I cannot count the number of times I do something with my staff that they use with their students.
  - The first day back, we asked teachers to do wellness checks and connect and care before jumping directly into content.
  - We have a dedicated hour for Advisory on Fridays but the lessons are created and provided for teachers by the counselor and admin.
  - We recorded and sent out morning announcements daily before we began holding them in real-time before school on T, W, R. We still send out a recording of them later in the day.
  - Embed counseling into the practice (see bullet below).
- Keep routines similar to your physical classroom
  - Keep lessons simple but engaging and interactive
    - Bellwork, direct instruction/activity, exit ticket
  - Embed more complexity and adventurousness over time
  - Find ways to connect with individual students during/outside class and have them connect with each other
    - Use chat-box discussions, breakout rooms, small groups for projects/labs
- Build systems to hold students accountable for being present to class & engaging in class
  - Have consistency from staff about how links are posted, when updates are posted, schedule, etc.
  - Have an attendance system - we have 2 - 3 people who call/email in real-time when students aren't online to get students into class (Families are appreciative - although typically annoyed with their students.)
  - Teach students & staff how to trouble-shoot and how to seek out tech support when necessary.
- Be conscious of the amount of work you're giving - too much work is disenfranchising to students and they shut down!
- Now is not the time to teach/embed lots of new apps/tech - practice one system and get good at it before embedding something else

- Make sure directions for new systems are direct and simple
- Be patient & transparent - expect tech issues and be patient & flexible when they happen
- Maintain high expectations for students - you may be amazed at what they can do virtually!
- Communicate, communicate, communicate - kids/families have questions, so communicate in various formats - emails, calls, virtual meetings, ppts., etc.
  - Reassure families that while the format is new the goal of student success has not changed!
- Work hard to include/retain student voice.
- Provide office hours times for additional support
- Find ways to provide ongoing social-emotional support to the students & staff & work to maintain community -
  - Mindfulness & trauma-informed care practices - we use Conscious Discipline in the middle school to support staff & student well-being
    - Morning announcements include breathing & wishing well
    - Many classes start with commitments, wish well, breathing, etc.
  - Counseling - find ways to ensure students who need support during this time have access to it!
    - Have a sign-up form so the counselor can meet virtually, individually with students who request support.
    - Reach out independently to students who are already on your radar (who you would have met with when in the building or ones who are high-anxiety, have rough home lives, struggle with change, etc.)
    - Facilitate groups - opt-in, well-publicized groups for students to show up and get additional support around specific topics (We just started one called "Stress Busters.")
    - Build Advisory lessons oriented around what students need right now in terms of mental health and make them user-friendly so all Advisors can facilitate
  - Maintaining Community - find ways to keep a sense of community, even if virtually
    - Have Advisory weekly
    - Do a virtual spirit week
    - Engage in the silly internet challenges that exist
    - Provide opportunities for them to give back in the context of the quarantines
    - Share their pics in morning announcements!

- Intervention -
  - For Admin - set expectations & provide guidelines for reg ed of ways to engage with intervention specialists
    - Provide time for collaborative planning
    - Ensure there are structures in place for intervention specialists to work with students on their caseload
- Work together to make assessment meaningful!
- Share your knowledge - collaborate and be a team! None of us is as smart as all of us!