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SCHEDULE OF SESSIONS
Supporting Learners in an Online Environment
Millersville University – June 30, 2020

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Registered attendees: Please see the Quick Guide that was emailed to you about how to attend and access rooms. If you did not receive the guide or need help, please email Abdulsalami.Ibrahim@millersville.edu

9:00 – 10:00 AM Welcome and Keynote

The Mindful Online Teacher
Dr. Oliver Dreon, Professor of Educational Foundations - Room 3
While the rapid move to remote teaching posed huge technological challenges for schools and districts, the process also identified the need for more mindful use of online tools. Developed through conversations with parents, students, teachers, and administrators, this discussion presents several "mindful online teaching practices" that can guide educators as they engage their students and families in online learning environments.

10:00 – 10:30 AM Concurrent Sessions

Digital Engagement Strategies
Jamianne Krall – Room 1
I have been using an interactive Google Slides presentation to meet the educational and social emotional needs of my students. Each slide is filled with interactive activities, hidden links, music, etc... It is a one stop shop for all projects, materials, quizzes, and activities. Each slide is a new adventure and my Bitmoji is everywhere!
Strand 4: Remote Teaching and Learning in the Middle Level and High School Classrooms

NEARPOD Engagement Tool using Google Slides
Judith Trusz Craig – Room 2
As a Certified Google for Education Apps Teacher, I will share basics of NEARPOD engagement tool and how to integrate with already created or new Google Slide Decks.
Strand 4: Remote Teaching and Learning in the Middle Level and High School Classrooms

Simple Relationship-Building Strategies in the Virtual Classroom
Amber Brisbane - Room 4
In the first 5 minutes of class a teacher can set the stage for a trusting and positive learning environment. Ultimately beginning your journey of high engagement during your lesson. Sometimes it is something very simply we, as educators, can do. I will discuss 4 (personally adaptable) strategies to use in the virtual classroom for building relationships and making connections with our students.
Strand 1: Supporting social-emotional learning in online instruction

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Math Grade 7 Classroom: How to Support Students with Learning Diversity Such as IEPs and 504s in the General Classroom Content

Barbara Harvey - Room 5

Teachers with identified students possessing an IEP with supports will be instructed as to modifications of their curriculum and ways to incorporate those diverse learners into the curriculum to meet those IEP in a classroom of 30.

Strand 5: Supporting learning diversity & equity in remote teaching & learning

Partnering with Parents to Support Our Youngest Learners

Dr. Jennie Burke and Selene Pathroff - Room 6

Life is hard right now, especially for parents stuck at home with young students. In this presentation Burke and Pathroff (both working mothers who collectively have 6 kids ranging from age 8 to 10 months) will share simple tips and techniques for helping teacher partner with parents to ensure everyone loves learning-whether or not brick and mortar schools are open. Pathroff has been teaching online for a cyber charter school for the past 6 years as a special education teacher for grades k-2. She will share tips she uses to build rapport with her families from the start of the school year and ways to inspire her parents to become "learning coaches" for their students. Their presentation will share simple tips teachers can pass on to parents that will turn every day opportunities into teachable moments for reading, writing, math, science, and social studies.

Strand 3: Remote teaching & learning in the elementary classroom

10:00 – 11:30 AM Panel Presentation

Attuning to Students During the Pandemic: Letting Our Students Teach Us About Their Experiences in an Online Environment

Dr. Nadine Garner, Amy Mitchell, Katie Riley, Meredith Sefcik - Room 3

Please join an MU faculty member and a graduate/undergraduate student research team, as we share novel findings from the reflective writings of Millersville University students during the pandemic. The data reveal interesting first-person accounts and insights to help us understand how university students handled the quick pivot to an online environment during the spring of 2020, including both their academic experiences and their mental health.

Strand 6: Thriving & surviving in online spaces (critical conversations and considerations)

10:30 AM Concurrent Sessions

Using Google Slides to Create a Virtual Archeologist Dig

Emily Sattler - Room 1

Did you know that Google Slides can be used for more than just making presentations? I recently created a virtual archeologist dig using Google slides. Participants will explore that site first, then I will share how I made it. I will include items I learned while making it. Participants will leave with knowledge of how to make their own for whatever content they teach.

Strand 4: Remote Teaching and Learning in the Middle Level and High School Classrooms

Tech Tools for Relationship Building
Liz Lubeskie - Room 2

How do you form, deepen, or continue relationships in an online environment? There are tech tools that help you do this and many of them are FREE! Expressing themselves via video, such as Flipgrid or screencasting, reflection logs, discussions that go beyond just "responding" to another classmate, and working together either on a Popplet or Google Jamboard. Keep your students feeling "connected" with these tech tools that once you use, you won't be able to give up, whether you are online or face-to-face.
Strand 4: Remote Teaching and Learning in the Middle Level and High School Classrooms

Fostering Social Presence in Online Learning
Angelika Koerner – Room 4

Teaching and learning online can feel like typing into a void, unless an online course integrates social learning and requires social interactions. While the initial concern of many thrust into online teaching is on conveying content, it's often the lack of our sense of social presence which makes online learning unengaging and dissatisfying, We will look at some ways course designers and instructors can set up and facilitate courses to promote social presence, interaction and social learning at the secondary level.
Strand 1: Supporting social-emotional learning in online instruction

Using In-Home Smart Devices to Support e-Learners' Needs
Elizabeth Potts, Ph.D. Assistant Professor – Room 5

As devices like Siri, Alexa, and Google Assistant become more prevalent, they can be utilized to help learners be more independent while engaged in e-learning. Teachers can record a series of directions for the student to play for their device, enabling the device to check on student progress, set timers for different tasks, and even give suggestions for break times. In this session gain ideas for how to incorporate supports for all learners, with an emphasis on how in-home devices can be used as accommodations for the in-home e-learner. Parents will also learn how to use in-home devices to help regulate their child's learning, making the learner more independent and giving the parent more time to do the other life activities that have to be done.
Strand 5: Supporting learning diversity & equity in remote teaching & learning

10:30 AM – 12 PM Panel Presentation

"Sawubona (I see you)" - Playlists, Badges, and Presence during Remote Learning
Doug Enders, Josh Korb, Kasey Klahold, Andrew Pry, and Nicole Curcio - Room 6

Our district is excited to share our story of remote learning during the COVID-19 pandemic. In two short weeks, the Eastern York School District created websites, developed playlists, designed a new "grading" system, and brainstormed ways to connect with every student to ensure all students were given the opportunity for success while learning from home. The presenters will share the strategies and methods they used to overcome the challenges of these unprecedented times, the lessons learned, and their vision moving forward for the upcoming 2020-2021 school year.
Strand 3: Remote teaching & learning in the elementary classroom

Low-Tech and No-Tech Remote Learning Strategies
Kevin Bower - Room 1
When planning face-to-face instruction, teachers typically provide students with choices for how and what they will learn, how the classroom looks and feels, and how they will demonstrate their knowledge. These options all represent pathways to differentiated instruction and are easier to control in the traditional classroom. To serve their students' learning needs during remote instruction, teachers must be creative with differentiated solutions. When home, students may have limited internet connectivity, have to share devices with siblings and parents, or have no technology access at all. Learn how to offer low-tech and no-tech remote learning opportunities for students.
Strand 4: Remote Teaching and Learning in the Middle Level and High School Classrooms

My Feed is Lit: How Social Media, COVID, BLM and other 2020 Acronyms Impacts Students' SEL
Dr. Nakeiha Primus Smith - Room 4
Students, at all levels, are sponges. Even in "normal" circumstances, they absorb everything...even those things educators would much rather leave at arms' reach in classrooms. With a mandate for virtual learning, however, how did/do/can students unpack and ring out all they have encountered during this time? What space, if any, should/could be given to acknowledge or address students' anxieties, questions, pain, and possibilities when teaching the "regular stuff" was hard enough? This session will explore age appropriate ways (K-higher ed) educators can help students sift through the all feels and all the letters that have compounded learning online during this time.
Strand 1: Supporting social-emotional learning in online instruction

What SETs Need to Know about Online Progress Monitoring and Data Managements
Jeongae Kang - Room 5
The importance of progress monitoring is well documented in research and practice. By using progress monitoring, teachers can check students' understanding, which helps teachers to make better data-based instructional decisions. Progress monitoring is also critical for students with disabilities because it enables special education teachers (SETs) to scaffold students to achieve their IEP goals. Despite its critical roles, many teachers feel unsatisfactory with their monitoring ability during remote learning. SETs shared their challenges and difficulties in monitoring student progress during the remote learning. However, limited resources are available to teachers. The purpose of this presentation is to briefly introduce the tools and resources of virtual progress monitoring appropriate students with disabilities. This presentation will also share how to manage progress monitoring data easily for teachers to use the data for future instructional decisions. Discussions on how to improve data monitoring and management will be made at the end of this presentation.
Strand 5: Supporting learning diversity & equity in remote teaching & learning

11:00 AM - 12:30 PM Panel Presentation

Teaching Art Remotely: Making Art with "Around the House" Materials
Dr. Leslie Gates, Breanna Alba, Stephanie Holberg, Sue Yom - Room 2
Art educators provide examples of successful lessons using common household objects and materials that are not traditionally viewed as art supplies. Each educator will address how he realities of teaching art remotely shifted the instructional design, provide examples of student work, and address challenges they

faced. This panel will include time for a larger group discussion about teaching and learning in the visual arts in an online environment.
Strand 2: Remote Teaching and Learning for Labs, Studios, and Performances

11:30 AM Concurrent Sessions

Engaging the Middle Level Learner via Technology
Roger Campbell - Room 1
I will share a number of assessments / instructional strategies and online games to engage the middle level learner. I am hoping to avoid presenting the "usual" and want to provide new strategies I found useful during the school lockdown.
Strand 4: Remote Teaching and Learning in the Middle Level and High School Classrooms

Thriving and Surviving
Alisha Henry – Room 3
Grace, not Grades! Partnering with parents and learners to survive in online spaces with special consideration to mental health, wellness, and grading or schoology badging.
Strand 6: Thriving & surviving in online spaces (critical conversations and considerations)

Building Relationships & Setting the Tone for Virtual Learning Through Zoom: Ice Breakers and Interactive Games
Laura Cropper – Room 4
Creating an environment where learners are willing to take risks can be challenging in person...but particularly virtually! We will look at how we can make popular games such as Four Corners, What Do You Meme, What Would You Pick, etc. into virtual opportunities to build relationships. Editable templates will be provided for facilitators to make their own!
Strand 6: Thriving & surviving in online spaces (critical conversations and considerations)

Listening and Sharing Remotely
Alison Keener – Room 5
In this session, I will share some of the assignments that I had my students create to help them respond to and process COVID-19 and social unrest during these unprecedented times. I will share questioning strategies in addition to how I recognized and responded to students' stress signals during these times.
Strand 5: Supporting learning diversity & equity in remote teaching & learning

12:00 PM Concurrent Sessions

"Tech It Out" Parent Nights
Kevin Bower - Room 1
The purpose of this session is to provide an opportunity for teachers to host a virtual "Tech It Out" Night for their school community to provide customer service experience for their families. Communicating with our school community is essential to support our families during online learning experiences. It is vital that our schools connect with our communities to establish relationships and educate our communities on the students' resources and online learning experiences. Participants will learn strategies to engage, collaborate, and communicate with our school communities.
Strand 4: Remote Teaching and Learning in the Middle Level and High School Classrooms

Co-Teaching and working with a student-teacher in an online environment
Terry Chmil and Sarah Kirchner – Room 3
This presentation will provide tips and ideas for co-teaching and working with a student-teacher in an online learning environment. Specific examples based on recent co-teaching and mentoring experiences in an online high school Social Studies course will be shared from both the perspective of the cooperating teacher and student-teacher.
Strand 6: Thriving & surviving in online spaces (critical conversations and considerations)

The Comprehensive School Counseling Program in an Online Environment
Dr. Jason Baker, Associate Professor of Psychology - Room 4
Come join an exciting and lively critical discussion about the role of the professional school counselor in the development, implementation, and maintenance of a comprehensive school counseling program in an online environment. Research has underscored the importance of a fully developed comprehensive school counseling program in meeting the academic, personal/social, and career development needs of students (ASCA, 2015; Carey & Dimmitt, 2012). Extant theories and frameworks for developing, implementing, and evaluating these programs in traditional modalities provide guidance for the practicing school counselor, but how can these theories and frameworks be adapted for the online environment? What challenges and gaps exist, and how can school counselors be best prepared to meet these challenges and fill these gaps?
Strand 6: Thriving & surviving in online spaces (critical conversations and considerations)

The School Librarian and Online Learning
Dr. Stephanie Pennucci – Room 5
I would like to do a presentation on the role of the school librarian in online learning. Many librarians are official or unofficial tech coaches, know many if not all of the students in the school, and are valuable resources not only to the students, but their educational partners as well. There are many services that the librarian can provide in an online environment from copyright guidance to locating digital resources to assisting with community/parent outreach that go beyond the traditional view of what a librarian does and what a 21st Century library is. Unfortunately due to the financial stress of the pandemic I am aware of at least five school districts in PA that are cutting librarians and/or entire library programs. Having a voice in a program like this keeps the role of the library in student learning at the forefront of people's perceptions and not as expendable when budgets get tight.
Strand 5: Supporting learning diversity & equity in remote teaching & learning

12:00 – 1:30 PM Panel Presentation

Remote Learning in an Elementary 4th Grade Math Classroom
Kevin Youcheff, Patricia VanValkenburg, and Kelsey Zech, - Room 6
Beginning with leadership in the school district, a framework for learning must be developed and clearly communicated to all classroom teachers. From components of sound pedagogical practice, to the activities the learners will be engaged with, a contiguous structure for teaching and learning must be created and expanded upon. A collaborative effort among both grade level and subject level teams should be established. A culture of sharing and collaboration led us to success in the creation and implementation of such a structure. We believed for success, we had to find a way to build on the structures through the LMS our learners were already accustomed to. In this session, we will share our framework for teaching and learning, creating structures in a learning management system to facilitate

instruction, exemplars of activities and technologies utilized during our time of remote learning, and assessment strategies to determine levels of mastery, competency, or developing skills. We will also discuss feedback and communication with both learners and families. Finally, we will share our takeaways, both positives and areas for improvement, from our remote experience from both a teacher and principal lens.
Strand 3: Remote teaching & learning in the elementary classroom

12:30 PM Concurrent Sessions

Using Synchronous Instruction Time Effectively
Laura Vogel – Room 1
A challenging aspect of the transition online can be how to effectively utilize synchronous time with learners. This presentation will showcase the format for how synchronous time was used in a 9th grade biology class to engage learners in collaborative group work, as well as the planning process that was followed to design the lesson. Emphasis and connections will be made to the 4'Cs (critical thinking, communication, collaboration, and creativity) and the following iNACOL standard: Standard C. The online teacher plans, designs, and incorporates strategies to encourage active learning, application, interaction, participation, and collaboration in the online environment. The technology tools used to support the execution of this lesson during synchronous time include Blackboard Collaborate (similar to Zoom), the "breakout group" feature in Collaborate, & Google Apps for Education.
Strand 4: Remote Teaching and Learning in the Middle Level and High School Classrooms

Teaching Hands on Classes in a Hands-Off World
Curt Reichwein – Room 2
Distance Learning/Teaching was thrust upon all this past March. With little or no time to prepare to forge on we had to become creative about the rest of this school year and look toward next Fall. The specter of distance learning is looming so we have been forced to look at how we can put the lab experience in the student's hands at home to remain true to the concepts and skillsets we teach in our labs. Budgets, Basic tool "kits" in each home, and making sure we are engaging our students has become the prime focus as we wrap up 2019/20 and look toward 2020/21.
Strand 2: Remote Teaching and Learning for Labs, Studios, and Performances

Preparing for the Unprecedented Era of Education
Dr. Mark Slider - Room 3
Parents, students, and constituents have been very gracious regarding the COVID-19 Crisis as we have adapted, morphed, and evolved our practices while flying the proverbial plane. However, if we need to start next year online or transition to an online or blended environment at some point during the 2020-2021 School Year, there will be an expectation to have a plan in place. This will be an opportunity to think, reflect, and plan for the future based upon the perspectives shared from an Online Learning administrator and expert with over fifteen years of experience in the space of cyber education.
Strand 6: Thriving & surviving in online spaces (critical conversations and considerations)

Setting Priorities
Nitzah Santiago-Horseman – Room 4
We are in a world of constant changes; some we couldn't have imagined would really happen and others were merely a matter of time. Within these historical moments we are given the chance to reanalyze how

we approach the education process. Within setting priorities, we will look at 5 key areas to consider and some questions to grapple with. 1. Maslow's Hierarchy of Needs, and how they apply to a virtual and changing world 2. Looking at academic standards- making them relevant 3. Creating the environment - The power we hold 4. Taking care of self 5. Cultural diversity in a new world- No two journeys are the same Within each of these areas I will be discussing both the parents' and teachers' perspectives and role. I have taught the spectrum of toddler through high school, and emotional support, as well as being a mother of 2 young boys who modeled my perspective. I look forward to sharing and dialoging together how we can champion for positive changes in the lives of our students.
Strand 6: Thriving & surviving in online spaces (critical conversations and considerations)

Coordinating Technology to Utilize Paraprofessionals in an Online Environment
Laura Jordan and Gregg Shulenberger – Room 5
This session will review one district's partnership between the technology department and the student services department. Learn how Paraprofessionals were surveyed, trained, and then utilized during the school closure. What are the barriers? How might you be able to overcome them? This session will be co-facilitated between the district's Coordinator of Information Services and Assistant Coordinator of Student Support Services.
Strand 5: Supporting learning diversity & equity in remote teaching & learning

1:00 PM Concurrent Sessions

Addressing Comprehension Needs from a Distance
Dr. Aileen Hower – Room 1
This presentation will focus on what key factors that promote comprehension should remain the focus in supporting learners in an online environment, as well as tools and strategies for how to guide students to create meaningful comprehension of assigned texts.
Strand 4: Remote Teaching and Learning in the Middle Level and High School Classrooms

Utilizing Choice to Teach Art Concepts at Home
Alison Keener – Room 2
In this session, I will discuss how the concept of "choice" aligns with contemporary art practices and can empower your students to find, make, and use a variety of materials found at home. I will also talk about how teaching broad technical concepts provides more access points for a multitude of materials in building technical skill remotely
Strand 2: Remote Teaching and Learning for Labs, Studios, and Performances

Creating and Maintaining Connections with Students
Emily Lyons – Room 3
I spend a large amount of time as virtual school learning facilitator communicating with parents and students and have found that building a strong relationship with parents and students is key to student success. I do not only communicate with families when something is going wrong but instead take time to talk to them, really get to know the student, which is challenging when they are not always right in front of you. It is a reality that many teachers may be faced with when school resumes this fall and I would be happy to share my experience building relationships, what has been helpful and what has been hurtful along the way.
Strand 6: Thriving & surviving in online spaces (critical conversations and considerations)

Screencastify: Easy to Use Chrome Extension to Record Lessons
Judith Trusz Craig – Room 4
As a Google for Education Apps Certified Educator, I will share: What is a Chrome Extension, How to Download the Chrome Extension Screencastify, How to navigate the extension and use to create videos in 3 formats: teacher on screen lesson, multiple tabs in chrome lesson, or combination for any subject area.
Strand 3: Remote teaching & learning in the elementary classroom

1:00 - 2:30 PM Panel Presentation

Professional School Counselors Panel: Adapting, Providing, and Supporting
Dr. Jason Baker, *Greg Dietz, Marie Weller, Stephen Sharp, and Kelly Shumaker – Room 5*
Come join an exciting and engaged panel presentation which unites a counselor educator with a number of practicing professional school counselors. In times of change and transition, professional school counselors are in a unique position to provide leadership, creativity, and systems support to the various stakeholder groups in the school system. At the foundation of successful intervention rests the relationship. This panel presentation will explore methods of meeting the needs of the online learner through transitions, social/emotional needs, relationship building, systems support, technological tools, and mental health referrals, interventions, and unique needs.
Strand 5: Supporting learning diversity & equity in remote teaching & learning (IEPs, GIEPs, 504s, etc.)

1:30 PM Concurrent Sessions

Organization for the Asynchronous Classroom using Google Classroom
Christine Mattiko - Room 1
Google Classroom is a learning management system that is user friendly for middle level students. When the tools within Google Classroom are utilized to their capacity, it can be a powerful communication tool between the teacher, students, and home. Using the tools within Google Classroom in a logical format can facilitate student learning and eliminate repeat questions about expectations or directions for the middle level student. In addition, thoughtful and intentional organization within Google Classroom also helps parents and guardians understand the responsibilities of their students so they can best support their child's online learning. In this presentation Google Classroom users would learn practical organization strategies to present content and assessments for middle level students in an asynchronous classroom setting. (The presenter has no affiliation with Google Classroom, G Suite for Education, or Google for Education.)
Strand 4: Remote Teaching and Learning in the Middle Level and High School Classrooms

Changing from a Lab Course to Online format
Christopher Sauer and Hannah Card – Room 2
The presentation will be focused on how courses taught in labs had to be transformed to an online format due to the pandemic forcing closure of schools. Information shared on how courses were adapted to meet the needs of learners who went from a hands-on format to a totally online learning experience. The presentation also will focus on how student teaching was completed during the online learning environment.
Strand 2: Remote Teaching and Learning for Labs, Studios, and Performances

Supporting Teachers & Learners During Online Instruction

Liz Lubeskie – Room 3

How do you make sure that teachers are adequately supported during online instruction? Preparing staff and helping them gain confidence in the online environment is critical in the health of your online learning experience. Professional Development Weekly newsletters with highlights/examples for staff, PD choice boards for weekly sessions that they can attend, on-demand learning modules are just a few practices that will be discussed.

Strand 6: Thriving & surviving in online spaces (critical conversations and considerations)

Interactive Teaching and Formative Assessments

Laura Cropper – Room 4

During this session, we will explore tools that allow learners to interact with the facilitator and each other! Bonus: all of these tools allow you to create formative assessments and collect data on learners. Some tools explored include: Quizziz, Padlet, Kahoot!, EdPuzzle, Formative, & Quizalize.

Strand 3: Remote teaching & learning in the elementary classroom

Facilitating Discussions (Virtually) through Flipgrid

Natalie Ellis – Room 6

The focus of my presentation would be how Flipgrid can be utilized in remote teaching and learning at the elementary school level. It would provide attendees a brief overview of Flipgrid, demonstrations of how to utilize it in both teaching and learning, and examples from my experience over the past few months. I would also be willing to share my thoughts and experiences after remotely teaching as a second grade educator and answer any questions to the best of my ability.

Strand 3: Remote teaching & learning in the elementary classroom

2:00 PM Concurrent Sessions

Digital Tools of Engagement

Emily Sattler – Room 1

A fast-paced look at some of the best digital tech used around for all ages and content areas. Come experience and learn some new tools that you can use in your classroom tomorrow! I will cover a variety of tools for both synchronous and asynchronous learning.

Strand 4: Remote Teaching and Learning in the Middle Level and High School Classrooms

SmART Class for Engaging Online Learners

Rachel Aslan – Room 2

This presentation discusses methods to build asynchronous lessons that incorporate a variety of ways to capture your learners' attention including engaging delivery of content, interactive formative assessment strategies, incorporating student choice, and providing opportunities for reflection. The purpose of this presentation is to demonstrate how online learning can be used as an opportunity to expand on previous practices and offer variety as well as consistency, flexibility, support, and fun. The presenter will speak to personal experience using Google Classroom, Pear Deck, and Flipgrid among others.

Strand 2: Remote Teaching and Learning for Labs, Studios, and Performances

From Striving to Thriving with Online Learning
Elizabeth Krebs – Room 3
In this presentation, we will examine three major stakeholders within a district and their roles in online learning: students, parents, educators. We will reflect on school districts closing campuses and shifting all courses to a variety of online formats through the lenses of all three stakeholders in order to determine pitfalls and unexpected surprises. We will discuss strategies, techniques, technology, creativity, and collaboration. We will have a conversation regarding moving forward with online learning as school districts determine how opening campuses in fall 2020-2021 will appear in order to offer a thriving educational online format that offers support for students, parents, and educators during this unprecedented time in education.
Strand 6: Thriving & surviving in online spaces (critical conversations and considerations)

How to Create a Google SITE as a communication HUB for students and families
Judith Trusz Craig – Room 4
As a Certified Google for Education Apps Teacher, I will explain in a few steps how to easily create a Google SITE for ease of communication with students and families.
Strand 3: Remote teaching & learning in the elementary classroom

Addressing Literacy Needs from a Distance
Aileen Hower – Room 6
This presentation will focus on what key components of literacy should remain the focus in supporting learners in an online environment, as well as tools and strategies for how to target these key components.
Strand 3: Remote teaching & learning in the elementary classroom

2:30 PM Open Forums
Open forums are informal, unplanned discussion spaces. We welcome you to attend an open forum of your choice to reflect on the day, share ideas, and pose questions.

Room A: STEM Educators

Room B: Arts Educators

Room C: Humanities Educators

Room D: Elementary Educators

Room E: Student Support Personnel

Room F: District and Building Administrators

Room G: Middle Level Educators

Room H: Special Educators