

23

00:18:41.160 --> 00:18:45.090

Lee Godbold – Interpreter: Okay. Great. Hi, everyone. My name is Nancy

24

00:18:46.230 --> 00:19:02.400

Lee Godbold – Interpreter: And I'm the school superintendent of California School for the Deaf Riverside. So nice to see many of you here from the east and west coast and everything in between to get together to talk about today's topic of extended school year. Yes. Why this will be moderated today.

25

00:19:04.380 --> 00:19:07.890

Lee Godbold – Interpreter: An opportunity to share your thoughts and discussions.

26

00:19:10.020 --> 00:19:19.500

Lee Godbold – Interpreter: Let me see. I want to make sure I have your position correctly, make sure I'm right. Okay, so this will be led by the special ed director Texas School for the Deaf.

27

00:19:19.950 --> 00:19:31.530

Lee Godbold – Interpreter: Elizabeth Sterling, as we can see here in the screen so she will initiate our discussion today. Please feel free. OH, JUST LET YOU KNOW WE ALSO HAVE TO interpreters here available cat and Lee.

28

00:19:33.360 --> 00:19:36.090

Lee Godbold – Interpreter: So anytime you're wanting to ask a question.

29

00:19:37.470 --> 00:19:49.260

Lee Godbold – Interpreter: Share your two cents, what have you, please feel free to do so ensure that if you are going to be using spoken language, please unmute yourself.

30

00:19:50.490 --> 00:20:06.750

Lee Godbold – Interpreter: Or yourself as needed. I just do want to remind you to please stop video to where we see your name only. No picture and then if you do have a question, then you can start video again and ask the question that you may have.

31

00:20:07.770 --> 00:20:10.740

Lee Godbold - Interpreter: All right, Elizabeth, I will turn the floor over to you.

32

00:20:12.060 --> 00:20:13.080

Kat Northup - Interpreter: Great, thank you.

33

00:20:14.370 --> 00:20:22.020

Kat Northup - Interpreter: So again, my name is Elizabeth Sterling. That's my name. I'm the special ed director at Texas School for the Deaf.

34

00:20:24.570 --> 00:20:27.690

Kat Northup - Interpreter: So it's, it's nice to meet all of you.

35

00:20:29.580 --> 00:20:36.690

Kat Northup - Interpreter: And really today's topic again is related to extended school year. Yes. Why, we'll talk about

36

00:20:37.980 --> 00:20:41.250

Kat Northup - Interpreter: All of that because many of us are serving our students.

37

00:20:42.300 --> 00:20:45.690

Kat Northup - Interpreter: From a, you know, other districts other town.

38

00:20:47.280 --> 00:21:03.990

Kat Northup - Interpreter: And because we are residential school. Some of us TFP, we are a residential school. So we do have, you know, unique considerations for extended school year services more unique than public schools.

39

00:21:05.070 --> 00:21:06.780

Kat Northup - Interpreter: Within our individual state.

40

00:21:08.640 --> 00:21:18.630

Kat Northup - Interpreter: So really, I just wanted to talk about today. You know what we're doing that. Maybe it's working well and celebrate some of those accomplishments

41

00:21:20.400 --> 00:21:38.760

Kat Northup – Interpreter: And then you know what others are planing here and just kind of hear from each other and the different locations. I know there's governors and state recommendations just maybe brainstorm some ideas amongst each other about our specific challenges.

42

00:21:42.780 --> 00:21:45.870

Kat Northup – Interpreter: I know for Texas here at TLC.

43

00:21:47.310 --> 00:21:50.550

Kat Northup – Interpreter: We have almost 600 students that we serve.

44

00:21:52.230 --> 00:21:59.550

Kat Northup – Interpreter: And you know those come from large, it's a large state. So those come from all over

45

00:22:02.400 --> 00:22:04.860

Kat Northup – Interpreter: Some of our students, you know, have to fly.

46

00:22:06.090 --> 00:22:09.720

Kat Northup – Interpreter: To school and back home some ride charter buses.

47

00:22:11.010 --> 00:22:22.560

Kat Northup – Interpreter: Some use our regular district bus or yellow school buses and so we have to think about, you know, sanitizing cleaning all of those things doing temperature check

48

00:22:23.280 --> 00:22:35.220

Kat Northup – Interpreter: Do we check before they even board a plane are get on the bus in order to arrive. The school, do we check everyone once they get to school campus. Do we do that immediately.

49

00:22:36.240 --> 00:22:40.440

Kat Northup – Interpreter: How do we handle you know staff that have to go back and forth at homecoming.

50

00:22:43.650 --> 00:22:44.460
Kat Northup - Interpreter: So,

51
00:22:45.780 --> 00:22:50.700
Kat Northup - Interpreter: You know, just to kick things off, you know, just planning of what to do.

52
00:22:52.320 --> 00:23:05.310
Kat Northup - Interpreter: We would like to, you know, hopefully start in July and bringing some of our students back and some of our independent life skill students and our applied programming students

53
00:23:08.070 --> 00:23:09.240
Kat Northup - Interpreter: You know, those that

54
00:23:10.560 --> 00:23:20.910
Kat Northup - Interpreter: may struggle with the virtual e learning environment. Hopefully, we're going to try to bring them back early to provide a little bit of ketchup.

55
00:23:22.560 --> 00:23:35.220
Kat Northup - Interpreter: Services for them. And I know that there are some other you know town halls at the ESC related to dorm students and residential life and

56
00:23:37.380 --> 00:23:42.750
Kat Northup - Interpreter: So I don't necessarily want to rehash all of those things.

57
00:23:44.790 --> 00:23:50.490
Kat Northup - Interpreter: But what are you all planning for the summer. What's in the works right now are you planning to do

58
00:23:52.020 --> 00:24:03.210
Kat Northup - Interpreter: You know, virtual instruction. Are you going to try to bring some students back to the campus. What is that going to look like for you all. So, the floor is open.

59
00:24:12.390 --> 00:24:13.200
Kat Northup - Interpreter: We have any comments.

60

00:24:14.790 --> 00:24:16.620

Kat Northup - Interpreter: All right, perfect. Go ahead.

61

00:24:19.980 --> 00:24:25.380

Kat Northup - Interpreter: This is the interpreter, you're really hard to see. It's very dark hard to see.

62

00:24:36.000 --> 00:24:55.590

Kat Northup - Interpreter: So I guess, let me talk a little bit about PSP plans right now we have initiated a task force and tried to have, you know, subgroups of individual to represent you know the health center risk management as and myself participating in these groups.

63

00:24:58.380 --> 00:25:08.310

Kat Northup - Interpreter: You know, in terms of the instructional division we have principles and invite principles to really talk about what to do with curriculum and instruction.

64

00:25:10.410 --> 00:25:14.970

Kat Northup - Interpreter: We're also talking about, you know, employment in vocational rehab cases and

65

00:25:16.140 --> 00:25:32.820

Kat Northup - Interpreter: What do we do when staff are not wanting to come back to work for fear of contracting the virus or getting sick. And so how do we, you know, prevent that if someone tests with a fever, they get sent home.

66

00:25:33.900 --> 00:25:43.380

Kat Northup - Interpreter: We want to make sure that we're maintaining safety of our students. And then we're going to try to go ahead and hire some sub or some contract individual

67

00:25:45.390 --> 00:25:56.220

Kat Northup - Interpreter: And add them to just our pool of employees that we may be able to call if someone needs to leave due to becoming sick or whatnot.

68

00:25:57.390 --> 00:26:02.460

Kat Northup - Interpreter: So those are some of the questions that we're starting to really hone in on an answer.

69

00:26:05.580 --> 00:26:09.450

Kat Northup – Interpreter: You know, right now we're not permitted to open schools just yet.

70

00:26:12.180 --> 00:26:21.030

Kat Northup – Interpreter: But we still have to prepare for when that does happen, because we want to be able to provide services immediately when that permission comes through.

71

00:26:23.490 --> 00:26:26.010

Kat Northup – Interpreter: You know, some people some considerations are budget.

72

00:26:27.240 --> 00:26:40.260

Kat Northup – Interpreter: If we start earlier in July. That means we're adding days to our instructional employee contracts and where are we going to get the funding in order to do that. So considerations.

73

00:26:43.320 --> 00:26:47.670

Kat Northup – Interpreter: Are those some of the same questions and considerations that you all are having

74

00:26:55.890 --> 00:26:56.220

Kat Northup – Interpreter: Kim.

75

00:26:57.450 --> 00:27:13.650

Kat Northup – Interpreter: Hi, I'm Kim from Indiana. Right now we're at the point where we don't have a lot of answers, which is why I wanted to really participate in this workshop to see what's going on in other states. We haven't necessarily had any more updated information since

76

00:27:15.150 --> 00:27:36.330

Kat Northup – Interpreter: Our last news conference from the government. And so right now we know June 30 is the date of the stay at home, you know, lasting until, at that time, hopefully they'll announce, you know, plan for what we're going to be doing. After that, I know some of our local school, school districts

77

00:27:37.410 --> 00:27:45.150

Kat Northup - Interpreter: That have placed students at Indiana School for the Deaf are already planning for virtual as why and

78

00:27:46.500 --> 00:28:00.630

Kat Northup - Interpreter: You know, I think just right now my preference would be live in person instruction, and I think that's our challenge. We really haven't started planning, to be honest with you. We do have a list of students, students that need. He is buying services.

79

00:28:01.620 --> 00:28:06.240

Kat Northup - Interpreter: But will it be virtual will it be at Campus. What will it look like

80

00:28:07.320 --> 00:28:26.790

Kat Northup - Interpreter: That's where we are a little bit at a crossroads and just feel stuck. And so we wanted to see what other schools are doing and get some ideas on how we can apply those to ISC the answers right now or just still unknown. And we're waiting for updated information from our governor

81

00:28:28.740 --> 00:28:30.360

Kat Northup - Interpreter: Just unsure what to do next.

82

00:28:36.990 --> 00:28:47.520

Kat Northup - Interpreter: I know some of the discussions that we've had, like, if we can do a staggered schedule, for example, maybe bringing

83

00:28:48.900 --> 00:28:50.640

Kat Northup - Interpreter: Our kindergarten kindergarteners

84

00:28:51.720 --> 00:28:57.390

Kat Northup - Interpreter: Second and fourth graders back for a two week time period and then

85

00:28:58.530 --> 00:29:04.950

Kat Northup - Interpreter: Staggering that with the other great levels. So I know right now. Each students

86

00:29:07.440 --> 00:29:13.950

Kat Northup - Interpreter: Most of them do not have roommates right now they're an individual right now. They do have roommates.

87

00:29:15.510 --> 00:29:22.950

Kat Northup - Interpreter: But if we were to stagger bringing them back to campus, then it's a possibility that we could do individual rooms.

88

00:29:24.000 --> 00:29:31.920

Kat Northup - Interpreter: Just to maintain you know that cleanliness limiting exposure and making sure social distancing occurs.

89

00:29:33.780 --> 00:29:38.280

Kat Northup - Interpreter: So, you know, if we start that during the summer.

90

00:29:39.420 --> 00:29:46.560

Kat Northup - Interpreter: Then maybe we have students stay for two whole weeks staying on the weekend and then going home for two weeks.

91

00:29:47.850 --> 00:29:49.320

Kat Northup - Interpreter: And coming back.

92

00:29:50.430 --> 00:30:06.480

Kat Northup - Interpreter: So that way there's time if they do become sick, they still have that two weeks that mandatory 14 days to, you know, stay at home and heal and so we're still up and running, but we're just staggering. The students coming to campus.

93

00:30:08.520 --> 00:30:11.340

Kat Northup - Interpreter: Karen, did you want to say something.

94

00:30:13.290 --> 00:30:13.770

Kat Northup - Interpreter: Karen.

95

00:30:16.080 --> 00:30:17.790

Kat Northup - Interpreter: Oh, I know I'm good.

96

00:30:18.930 --> 00:30:21.210

Kat Northup – Interpreter: Okay, Denise. Did you want to go ahead and comment.

97

00:30:22.590 --> 00:30:31.140

Kat Northup – Interpreter: Yes, hello I'm Denise. I'm from California School for the Deaf Riverside and and just like Nancy or superintendent.

98

00:30:32.790 --> 00:30:42.930

Kat Northup – Interpreter: And I'll just kind of explain a little bit what we thought about planning for us why we will continue with different learning for all of our students.

99

00:30:44.910 --> 00:30:58.020

Kat Northup – Interpreter: We have 13 counties within a large area of Southern California, similar to very Texas were spread out. And so we're not prepared just yet to address cottages.

100

00:30:59.550 --> 00:31:05.490

Kat Northup – Interpreter: In residential aspects but so we're going to continue with distance learning. We've asked parents for their feedback.

101

00:31:06.510 --> 00:31:13.110

Kat Northup – Interpreter: Of the students that qualified for EF ly services and if the parents felt comfortable

102

00:31:14.610 --> 00:31:33.990

Kat Northup – Interpreter: We are prepping those families for what it's going to look like. So we've contacted each family of students who qualified, thus far, and we've asked them, you know, what's your experience, up till now with distance learning. And then what would you recommend needs to be improved or EF ly

103

00:31:35.460 --> 00:31:44.040

Kat Northup – Interpreter: In terms of the schedule and how many minutes of instruction or how many minutes of this and that are varied obviously our as why students

104

00:31:45.210 --> 00:31:46.860

Kat Northup – Interpreter: Are more likely

105

00:31:48.120 --> 00:31:54.780

Kat Northup – Interpreter: Not the best candidates for distance learning environment and so that presents another challenge.

106

00:31:56.550 --> 00:32:12.420

Kat Northup – Interpreter: But we are working very closely with the parents of students that will receive EF ly services, we're involving our social workers. Right now we're just really front loading them with information and some training on technology that we're going to be using for it. Yes. Why

107

00:32:14.070 --> 00:32:18.990

Kat Northup – Interpreter: We're having some daily communication with them just to prep and get ready for all of them.

108

00:32:22.320 --> 00:32:24.900

Kat Northup – Interpreter: Are you considering doing

109

00:32:25.920 --> 00:32:48.540

Kat Northup – Interpreter: Doing that in July are beginning of August, how, what's the timeframe. So our as why we've actually already determined our schedule and we are restricted as you know how we run as a state agency with our timelines and so EF ly will be June 15 through July 3

110

00:32:51.390 --> 00:32:51.930

Kat Northup – Interpreter: Okay.

111

00:32:56.280 --> 00:32:58.350

Kat Northup – Interpreter: Okay. Well, thank you for your comments. Thanks.

112

00:33:01.980 --> 00:33:12.360

Kat Northup – Interpreter: There any, you know, one idea that we had was to also by, you know, books or materials of activities, possibly games for EF ly

113

00:33:13.890 --> 00:33:21.330

Kat Northup – Interpreter: Create a package for each of the families, you know, second grade. This is what they will be doing and as why

114

00:33:22.560 --> 00:33:25.470

Kat Northup - Interpreter: And send those packages out to the families.

115

00:33:26.970 --> 00:33:30.120

Kat Northup - Interpreter: And then we know everyone has the same resources.

116

00:33:31.260 --> 00:33:46.470

Kat Northup - Interpreter: Plus the teacher will, you know, be able to explain what's in the box and what we will use for Monday and Wednesday and, you know, for this group individual instruction and so forth. So we've talked about the possibility of doing something like that.

117

00:33:47.670 --> 00:33:54.720

Kat Northup - Interpreter: So the first week of June, we would order the materials and create the packages and send it out to assist with the virtual

118

00:33:55.110 --> 00:34:13.350

Kat Northup - Interpreter: Environment, hopefully, just trying to be creative and doing some phone activities, you know, doing the chalk walk and activities something similar to that. So we're trying to thank you think of, you know, reading and writing scholastic

119

00:34:15.240 --> 00:34:21.120

Kat Northup - Interpreter: Has you know those book kits that we can order in mail out

120

00:34:23.310 --> 00:34:26.940

Kat Northup - Interpreter: So we can also mail, like you know the the fidget

121

00:34:28.830 --> 00:34:31.080

Kat Northup - Interpreter: And things that we can send home.

122

00:34:32.880 --> 00:34:44.700

Kat Northup - Interpreter: And maybe those push carts for the PT, OT aspect of any students that need those services, hopefully they'll make it back to campus when everything is said and done, but

123

00:34:46.590 --> 00:34:50.340

Kat Northup - Interpreter: You know possibility of doing those types of things as well.

124

00:34:51.930 --> 00:34:52.290

Denise.

125

00:34:53.790 --> 00:35:08.550

Kat Northup - Interpreter: Yes, and that's a great idea. I'd love that creating those packages. We've also really had to focus on individual IEP goals related to FYI. I mean, obviously, but those goals.

126

00:35:09.900 --> 00:35:17.370

Kat Northup - Interpreter: Really needing to focus on that progression not regression, because the teachers will be

127

00:35:19.140 --> 00:35:22.290

Kat Northup - Interpreter: I'm sorry, what term, are we wanting for those

128

00:35:24.360 --> 00:35:29.910

Kat Northup - Interpreter: Assigning okay ok so the teachers will be assigned to the students soon.

129

00:35:32.430 --> 00:35:51.570

Kat Northup - Interpreter: And the teachers will need to start reviewing those IPS and the progress made and the individual plan, but I do like the idea of the packages. I'm not sure if we would do a standard package or if we would make it more individual to the students needs, but I love that idea. Yes. Great.

130

00:35:56.400 --> 00:36:05.880

Kat Northup - Interpreter: I think also, for us, we've recognized that many of our students live in a home environment where the parents are not signers

131

00:36:07.530 --> 00:36:27.900

Kat Northup - Interpreter: And so just to have consistent language exposure and you know it's it's scary to think about a student having three months with no language. And so just small group turn taking and

social time and you know vocabulary you were talking about front loading.

132

00:36:30.510 --> 00:36:44.460

Kat Northup - Interpreter: Information. And so if we wanted to give students vocabulary for a class, they may be taking in the fall, are in being congruent with any IEP goals that were established for their next year.

133

00:36:45.540 --> 00:36:47.130

Kat Northup - Interpreter: Maybe the previous class.

134

00:36:50.070 --> 00:36:56.700

Kat Northup - Interpreter: had taught that but it wasn't as beneficial and so trying to really get them prepared for coming back in the fall.

135

00:36:57.750 --> 00:36:59.790

Kat Northup - Interpreter: Ready to tackle their new goals.

136

00:37:00.840 --> 00:37:08.130

Kat Northup - Interpreter: You know they've just finished all of their graded assignments and with our IP goals.

137

00:37:10.050 --> 00:37:17.190

Kat Northup - Interpreter: So just trying to how. Think about how to be creative. And so if this is an IEP goal.

138

00:37:18.450 --> 00:37:37.590

Kat Northup - Interpreter: If we use, you know, not a nonfiction book and EF ly related to maybe a science class that they would be taking in the fall, we are then working on their current as why goals and their reading cap, as well as preparing them for the fall

139

00:37:39.630 --> 00:37:42.390

Kat Northup - Interpreter: So those are also discussions we are having

140

00:37:44.430 --> 00:37:51.570

Kat Northup - Interpreter: You know, students are possibly not ready for the fall with everything that's been going on so

141

00:37:53.640 --> 00:38:03.690

Kat Northup - Interpreter: Anyone else. Any other discussion, comments, what's been going on or what plans or ideas you have at your school or what you're thinking about doing for EF ly

142

00:38:20.250 --> 00:38:24.000

Kat Northup - Interpreter: Hi I'm Val helper from

143

00:38:25.290 --> 00:38:27.660

Kat Northup - Interpreter: Pennsylvania School for the Deaf and

144

00:38:28.710 --> 00:38:46.860

Kat Northup - Interpreter: We went ahead and decided to have distance learning continue throughout the summertime Pennsylvania has some mandates where we use are some rules where we follow three colors zone. So we have a green a yellow and a red zone.

145

00:38:48.210 --> 00:39:07.500

Kat Northup - Interpreter: The red zone means you will be staying at home permanently during this time. So Phil and Philadelphia. Right now we are red zone and we don't know when that's going to change. We have to you know make decisions based on where we are now. And so we are continuing with distance learning

146

00:39:09.150 --> 00:39:21.780

Kat Northup - Interpreter: We will change a little bit from what we are currently doing in the school year. What we're doing now is more group session, the summertime will be a more individualized approach to any IEP goal.

147

00:39:22.860 --> 00:39:26.070

Kat Northup - Interpreter: Possibly a one to two ratio or one to one.

148

00:39:27.150 --> 00:39:33.450

Kat Northup - Interpreter: And so those are currently our plans and then hopefully, fingers crossed will reopen in the fall.

149

00:39:34.200 --> 00:39:44.820

Kat Northup - Interpreter: And it's currently in discussion right now what to do about temperature checks and social distancing and how to do all of that with our young kids because our preschool kids, you know,

150

00:39:45.690 --> 00:39:56.490

Kat Northup – Interpreter: How we want to see what ideas people have for how they're going to approach, all of this with our younger kids with the older students, it may be a little bit easier.

151

00:39:57.510 --> 00:40:04.830

Kat Northup – Interpreter: Young kids, you know, it's just trying to figure all of that out right now. So I'm very curious about some other ideas from all of you all.

152

00:40:09.540 --> 00:40:12.060

Kat Northup – Interpreter: So our health center has started to

153

00:40:13.140 --> 00:40:17.370

Kat Northup – Interpreter: Investigate, you know, the possibility of using those clear math.

154

00:40:19.620 --> 00:40:30.390

Kat Northup – Interpreter: We have potentially some individuals that are willing to wait make those we just need to order the clear headgear

155

00:40:33.270 --> 00:40:52.740

Kat Northup – Interpreter: So those are some, some of the things we've investigated in terms of wearing mass when we come back to campus and how to make them def friendly. We've talked about trauma informed practices and avoiding scaring students

156

00:40:56.310 --> 00:41:04.350

Kat Northup – Interpreter: wearing masks. You know, it's almost, you know, like you said, it may be easier with those older students, but with our younger students

157

00:41:05.370 --> 00:41:22.170

Kat Northup – Interpreter: And you know that have behavior intervention plans that are not going to be following the social distancing or the washing of hands, which is critical. At this time, so maybe setting up stations and breaks throughout the day that just tell our students to do that.

158

00:41:24.780 --> 00:41:44.460

Lee Godbold – Interpreter: Now, I agree, trying to figure out what to do about the masks having the clear masks and also the idea of teachers. If we can get those having the teachers using those during distance learning to begin practicing that so students become familiar with seeing those masks.

159

00:41:45.630 --> 00:41:58.410

Lee Godbold – Interpreter: Because I'm sure that they are going to be completely overwhelmed. It's are coming back to campus and seeing people with masks on, it's going to feel uncomfortable. So that's one idea that we've had as well.

160

00:42:05.520 --> 00:42:15.600

Lee Godbold – Interpreter: I think that's a good idea to start doing that Tessa that demonstrating to students getting them ready for that.

161

00:42:18.960 --> 00:42:22.260

Lee Godbold – Interpreter: Or sorry to desensitize students to that getting them ready for it.

162

00:42:29.670 --> 00:42:35.310

Lee Godbold – Interpreter: You're right, especially with our students who have autism or students with

163

00:42:36.750 --> 00:42:48.390

Lee Godbold – Interpreter: Some social skill concerns or issues they are needing to get more into the practice of that. So doing those kinds of activities.

164

00:42:50.160 --> 00:42:51.810

Lee Godbold – Interpreter: We've also talked about

165

00:42:53.010 --> 00:42:55.710

Lee Godbold – Interpreter: We have new student family orientation.

166

00:42:56.820 --> 00:43:05.430

Lee Godbold – Interpreter: And typically we bring families to our campus prior to the start of the school year, it's the weekend of our registration and that's

167

00:43:06.630 --> 00:43:09.720

Lee Godbold - Interpreter: We've talked about doing virtual tours of the campus.

168

00:43:11.340 --> 00:43:18.930

Lee Godbold - Interpreter: Instead of that, having opportunities for departments and department heads and principles to explain about their programs.

169

00:43:21.930 --> 00:43:38.370

Lee Godbold - Interpreter: Be able to show their buildings, I'm thinking that our health center may need to do some type of training with the students as well. Perhaps when I having one of our death nurses developed some videos related to when you arrive to campus.

170

00:43:40.410 --> 00:43:52.560

Lee Godbold - Interpreter: Will need to check your temperature via forehead and having some videos resources like that that we can send out to families parents, students ahead of time during the summer.

171

00:43:54.240 --> 00:44:01.410

Lee Godbold - Interpreter: Once we determine how we want to go about doing it, of course, but also having training for the suicides. Hey, where do you stand

172

00:44:02.190 --> 00:44:15.420

Lee Godbold - Interpreter: There's tape here on the one side one field needs stand on. And also, I've been watching videos from China, where they're demonstrating readiness for the kids to come back and what they're doing.

173

00:44:17.040 --> 00:44:18.240

Lee Godbold - Interpreter: Sorry, excuse me.

174

00:44:23.910 --> 00:44:39.090

Lee Godbold - Interpreter: Anyone else have you began planning or start brainstorming ideas about your return to campus. What that may look like for you. Is there anyone else who's considering possibly an alternating schedule amongst students when you come back.

175

00:44:41.280 --> 00:44:45.090

Lee Godbold - Interpreter: I'm curious about how many weeks you're

thinking about doing yes why as well.

176

00:44:54.480 --> 00:45:06.000

Lee Godbold – Interpreter: Go ahead. Mine's actually more of a question. I'm curious for the group in terms of qualifying for us why. I know some schools have large numbers of qualify. Others have smaller numbers of qualify for it. Yes. Why

177

00:45:08.130 --> 00:45:19.770

Lee Godbold – Interpreter: I know August, it is little bit shorter versus starting in June for planning, ours is typically an August. But I'm wondering if any of you out there have experienced with parents or families.

178

00:45:20.310 --> 00:45:28.050

Lee Godbold – Interpreter: Who are wanting. Let's say their child traditionally has not received as why services, but now with coronavirus are actually wanting yes why services.

179

00:45:28.770 --> 00:45:34.770

Lee Godbold – Interpreter: Because they are showing regression. I'm wondering if anyone has seen any parental requests.

180

00:45:35.430 --> 00:45:47.100

Lee Godbold – Interpreter: To determine whether or not their qualifying not all of our students currently qualify for us why some schools have large numbers ours actually doesn't. So I'm just curious if any schools are experiencing those types of requests.

181

00:45:52.740 --> 00:45:55.890

Lee Godbold – Interpreter: I know what I've heard from

182

00:45:58.020 --> 00:46:00.960

Lee Godbold – Interpreter: At least the federal level, we've been watching

183

00:46:01.980 --> 00:46:03.090

Lee Godbold – Interpreter: Case, that's

184

00:46:05.430 --> 00:46:07.020

Lee Godbold – Interpreter: Regarding Exceptional Children.

185

00:46:08.280 --> 00:46:11.850

Lee Godbold – Interpreter: In EC also they have some webinars on that.

186

00:46:13.260 --> 00:46:24.210

Lee Godbold – Interpreter: Are decisions decision at UCSD as anyone who qualifies for as why prior to spring break. They are being automatically offered yes why services.

187

00:46:25.260 --> 00:46:34.830

Lee Godbold – Interpreter: Their qualifying for summer services. Regardless, however, we are considering that we may open and have kids back

188

00:46:35.880 --> 00:46:39.930

Lee Godbold – Interpreter: And adding some of those students who are really struggling

189

00:46:40.950 --> 00:46:57.810

Lee Godbold – Interpreter: To participate in virtual instruction we have surge generating a list. There are some students who have not shown up once to any of our virtual classes right us too, and therefore they're not receiving any services, since I think that's what march 19 for us, since we closed.

190

00:46:59.460 --> 00:47:05.670

Lee Godbold – Interpreter: And so we are considering offering some services for the students if we're able to quote unquote go live.

191

00:47:08.310 --> 00:47:13.650

Lee Godbold – Interpreter: If we're unable to do that, then we are expecting that next year.

192

00:47:14.790 --> 00:47:18.840

Lee Godbold – Interpreter: The following as wide actually have probably our numbers will double

193

00:47:20.100 --> 00:47:36.450

Lee Godbold – Interpreter: Because if you take the data from the fall from the time in which they left we do anticipate that there will be some regression. And so we're playing to document that and then

qualify them for the following summer yes why services. Thank you.

194

00:47:38.640 --> 00:47:41.550

Lee Godbold – Interpreter: Anyone else doing anything different regarding as why

195

00:47:47.730 --> 00:47:54.540

Lee Godbold – Interpreter: We typically have about 150 students for us why services.

196

00:47:57.060 --> 00:48:00.480

Lee Godbold – Interpreter: Last year we did two weeks in June.

197

00:48:01.650 --> 00:48:05.340

Lee Godbold – Interpreter: Two weeks in July and then one week in August.

198

00:48:07.770 --> 00:48:14.730

Lee Godbold – Interpreter: We typically open school in August, roughly around August 16 mid month we start pretty early. Anyways,

199

00:48:16.200 --> 00:48:20.460

Lee Godbold – Interpreter: Within save Texas Public Schools usually open around that time of year.

200

00:48:23.190 --> 00:48:23.880

Lee Godbold – Interpreter: So,

201

00:48:25.740 --> 00:48:26.580

Lee Godbold – Interpreter: In June.

202

00:48:27.750 --> 00:48:32.790

Lee Godbold – Interpreter: We would do half day for our EC and elementary aged students

203

00:48:34.020 --> 00:48:44.760

Lee Godbold – Interpreter: And we still could do something like that again in July, and then we can alternate which groups are coming to campus because we're able to do some students in the morning.

204

00:48:45.390 --> 00:48:54.450

Lee Godbold - Interpreter: And then send them on their way back home and then there may know the students come in the afternoon. So that is one possibility we could still do a model like that.

205

00:48:55.320 --> 00:49:05.400

Lee Godbold - Interpreter: Really our greatest challenge is our preparedness for dorm students that come back for our students in the high school. Many of them are dormitory students

206

00:49:07.050 --> 00:49:19.740

Lee Godbold - Interpreter: And that we can august usually focuses on school readiness means reviewing our behavior intervention plans teaching students. The rules reviewing expectations.

207

00:49:20.250 --> 00:49:35.910

Lee Godbold - Interpreter: Doing some practicing of using some of those strategy with our strategies with counselors and behavior team making visual schedules for our students for their ab schedules that they may have and then they actually physically walk through their schedule.

208

00:49:38.370 --> 00:49:52.920

Lee Godbold - Interpreter: So one day they may do school expectations rules reminders VIP strategies than the following day, they may do something related to their schedule. Let's say first, or fourth period.

209

00:49:53.280 --> 00:50:05.610

Lee Godbold - Interpreter: And then the third day, they come in and walk fifth through eighth or ninth period and start familiarizing themselves with that and it's an opportunity for them to meet their teachers.

210

00:50:07.590 --> 00:50:16.920

Lee Godbold - Interpreter: And our VI students visually impaired students have a brief presentation with their teachers reviewing their accommodations

211

00:50:19.620 --> 00:50:29.430

Lee Godbold - Interpreter: And wearing their smocks, they have a different kind of shirt that's darker color contracting smock, that's

the word. Thank you. I was looking for that word and

212

00:50:31.230 --> 00:50:34.410

Lee Godbold - Interpreter: It sorry my cats. Joining us so

213

00:50:37.140 --> 00:50:45.240

Lee Godbold - Interpreter: We do those types of things and August. Traditionally, the academic focus is usually occurring during June and July.

214

00:50:48.300 --> 00:51:01.770

Lee Godbold - Interpreter: Is there anyone else doing like school readiness skills or any type of orientation like that for students, returning or perhaps being promoted between elementary to middle school or middle school into high school

215

00:51:02.370 --> 00:51:15.900

Lee Godbold - Interpreter: Even our students with autism and helping them prepare doing similar things like for eighth grade moving up to ninth grade and what have you, meeting the principles, their behavior team and all those different support individuals.

216

00:51:16.980 --> 00:51:20.790

Lee Godbold - Interpreter: For their specific department that may be different from who they've had traditionally

217

00:51:35.310 --> 00:51:46.650

Lee Godbold - Interpreter: Our school has not yet decided, but I have seen some discussion happening about the possibility of going back. So this year with the students.

218

00:51:47.550 --> 00:52:05.100

Lee Godbold - Interpreter: Actually bringing them to the next teacher being escorted on to the next teacher so they have a type of transition kind of a send off for lack of better word. I'm not sure when that will be decided. But that's also more appropriate for the younger ages kind of

219

00:52:06.300 --> 00:52:11.040

Lee Godbold - Interpreter: leading them along that transition again. Nothing's been decided about the fall, yet.

220

00:52:14.730 --> 00:52:26.040

Lee Godbold - Interpreter: I'm wondering if you could do that virtually do a zoom meeting with the previous teacher doing an introduction to the new teacher, that kind of thing. Yeah, kind of join in the new class, so to speak, right.

221

00:52:27.120 --> 00:52:33.630

Lee Godbold - Interpreter: You can start talking about, you know, hey, these are my accommodations. This is what I need to be successful. These are the things I'm looking for

222

00:52:34.680 --> 00:52:37.440

Lee Godbold - Interpreter: And I know that one thing that we have noticed

223

00:52:38.640 --> 00:52:58.080

Lee Godbold - Interpreter: Some of our students have struggled kind of with that learned helplessness during our current situation now that they're at home. They're really demonstrating more independence. I'm going to try it first before I asked for help or contacting the teachers.

224

00:52:59.430 --> 00:53:12.570

Lee Godbold - Interpreter: And also another positive that we've seen come out of it is parent involvement with lessons. They're watching engaging with what we're using seeing the visual aids, they're being incorporated

225

00:53:13.200 --> 00:53:26.130

Lee Godbold - Interpreter: For example, using board maker. We've had parents request a subscription for that kind of software being able to create materials at home. So it's really been interesting.

226

00:53:26.790 --> 00:53:38.040

Lee Godbold - Interpreter: To see that kind of positive come out of this that parents are starting to improve and their ASL skills. We've actually been using some of our dorm staff to provide ASL instruction to families.

227

00:53:38.640 --> 00:53:48.750

Lee Godbold - Interpreter: Because we're trying to continue to pay our employees and keeping them busy. So we're trying to support our

families and encouraging them to do that.

228

00:53:50.970 --> 00:54:01.590

Lee Godbold - Interpreter: Yeah, and I wanted to add to that on a positive note. Our parents account while we use power school is the program that we're using.

229

00:54:02.520 --> 00:54:21.210

Lee Godbold - Interpreter: That their activity level prior to coronavirus was minimal at best, but since the school closures occurred, the parent logins have greatly increased it's been incredible to see that their involvement has increased and we're really hoping to see that continue moving forward.

230

00:54:24.090 --> 00:54:27.630

Lee Godbold - Interpreter: Kim. Did you have a common I saw you pop up momentarily.

231

00:54:29.070 --> 00:54:36.960

Lee Godbold - Interpreter: Well, I was just wanting to mention that here during the month of May, is we're preparing the fifth graders to

232

00:54:37.500 --> 00:54:45.540

Lee Godbold - Interpreter: Become sixth graders, they typically go on tour. They join them in for lunch and those different types of activities and same thing for our eighth graders going into high school

233

00:54:45.840 --> 00:54:59.340

Lee Godbold - Interpreter: However, without that we've been using our support staff to do some videos with instruction, along with principal messages. So for now, we're doing virtual watch parties for them as well as having zoom

234

00:55:00.270 --> 00:55:11.190

Lee Godbold - Interpreter: Meetings to do that and participate in that. So we are being having some type of activities, whether it be videos or zoom meetings for now.

235

00:55:11.610 --> 00:55:18.720

Lee Godbold - Interpreter: And then in August for specific students with autism or need support with transition. We're trying to figure

out

236

00:55:19.110 --> 00:55:30.210

Lee Godbold - Interpreter: How they'd be able to come early. We're not sure we're probably going to wait until closer to that time and we have a better understanding of the landscape of what's going on. Prior to coming back that first day, but that's kind of where our plan stands for now.

237

00:55:32.190 --> 00:55:50.970

Lee Godbold - Interpreter: I'm curious related to as why what are people planning to do for related services such as PT, OT, speech services behavior services are you planning to continue providing as why with those, and if so, how are you intending to provide that

238

00:55:52.860 --> 00:55:54.510

Lee Godbold - Interpreter: I know that we did.

239

00:55:56.040 --> 00:56:14.550

Lee Godbold - Interpreter: Receive telethon therapy consent forms from our parents, some of our parents chose to decline that Tele therapy they prefer in person services. However, the vast majority of our parents were more than willing and motivated to continue with that Tele therapy.

240

00:56:16.200 --> 00:56:18.420

Lee Godbold - Interpreter: They were wanting to continue to work with.

241

00:56:19.680 --> 00:56:29.550

Lee Godbold - Interpreter: The students and the various related services speech specifically PT and OT. I know they've really struggled with it. Because truly it requires more in person.

242

00:56:30.510 --> 00:56:42.000

Lee Godbold - Interpreter: Activities and so they've been doing more consultation type services with families, rather than direct services. And so we suspect we may have to do some compensatory services with our families come fall regarding PTO t

243

00:56:51.120 --> 00:56:57.540

Lee Godbold - Interpreter: Anyone else related to how you're planning to do related services.

244

00:57:00.660 --> 00:57:01.410

Lee Godbold - Interpreter: I know

245

00:57:02.700 --> 00:57:16.140

Lee Godbold - Interpreter: We've been traditionally paying for that during yes why but we are quite behind in our related services. So I think we're actually going to have extra days more time for that for our service providers.

246

00:57:17.790 --> 00:57:18.420

Lee Godbold - Interpreter: Hi.

247

00:57:20.610 --> 00:57:27.570

Lee Godbold - Interpreter: Our OT, PT As LPS are continuing to serve virtually similar to what our teachers are doing

248

00:57:27.930 --> 00:57:39.210

Lee Godbold - Interpreter: With OT, PT their challenges equipments and trying to be creative with creating activities based on what's available at home. They've also been posting activities for the different children on seesaw.

249

00:57:39.480 --> 00:57:43.470

Lee Godbold - Interpreter: So way the parents are able to access those who check in with the families.

250

00:57:43.890 --> 00:57:53.550

Lee Godbold - Interpreter: See how that's going what it looks like. How are they progressing and so it's more of parent coaching that we're seeing in that regard. A lot of that has been happening.

251

00:57:54.000 --> 00:58:04.380

Lee Godbold - Interpreter: And we're documenting services that way and continuing our provision, rather than waiting until the fall. So it seems it's been going well so far.

252

00:58:06.690 --> 00:58:07.320

Lee Godbold - Interpreter: That's good.

253

00:58:08.490 --> 00:58:20.760

Lee Godbold – Interpreter: I think that's similar to what we're seeing as well. It's a lot more of coaching and consulting with parents and families. I think it's really nice because we don't often have the opportunity to do that kind of thing.

254

00:58:22.800 --> 00:58:40.350

Lee Godbold – Interpreter: And also we're seeing better participation with our IEP meetings because now the entire families able to participate via zoom and be a part of that. And so now mom and dad are able to join, whether it be from separate device or location.

255

00:58:41.550 --> 00:58:49.620

Lee Godbold – Interpreter: And what we're often struggling is. So, for example, having a local school district participate by phone.

256

00:58:50.070 --> 00:59:03.720

Lee Godbold – Interpreter: And then we have a parent who's on another phone line and then apparent on video phone and the interpreters are trying to coordinate all of those logistics. So we've actually found that Zoom is been fairly effective with

257

00:59:05.100 --> 00:59:12.600

Lee Godbold – Interpreter: This and we're considering continuing this for virtual meetings because everyone is able to have their own screen and they're able to

258

00:59:13.260 --> 00:59:27.150

Lee Godbold – Interpreter: Choose who they're wanting to watch or pen, and then the shared screen feature is an opportunity for the students to share their transition plan that they've created or PowerPoint for our high school students. And so really

259

00:59:28.530 --> 00:59:39.300

Lee Godbold – Interpreter: We have learned so much about the way in which we can use technology as a tool to help support us and connecting with our families.

260

00:59:45.240 --> 00:59:56.340

Lee Godbold – Interpreter: Is there anyone else who's wanting to talk about what they've been doing related to related services or what their action plans are for us why.

261

01:00:05.730 --> 01:00:11.430

Lee Godbold – Interpreter: Most of you, I'm sure, are kind of in the same situation of waiting for guidance.

262

01:00:14.250 --> 01:00:20.640

Lee Godbold – Interpreter: Here we have Plan A if virtual Plan B if it needs to be.

263

01:00:23.250 --> 01:00:36.330

Lee Godbold – Interpreter: In real life in person. What that means bringing people back on campus. If we need to have limitations or need to have let's say 10 people in a single room with staff and what all that's going to entail.

264

01:00:39.690 --> 01:00:42.810

Lee Godbold – Interpreter: In our younger grades.

265

01:00:45.600 --> 01:00:57.030

Lee Godbold – Interpreter: We have things like motor lab and movement lab that our PT and OT team help facilitate and that's really more of a

266

01:00:58.620 --> 01:01:07.410

Lee Godbold – Interpreter: general ed, so to speak, type of thing. And that's for all of our students to participate. And we use a curriculum. This called ready bodies ready minds.

267

01:01:09.450 --> 01:01:23.550

Lee Godbold – Interpreter: And that teaches core strength and how to sit with proper posture and it also looks at fine motor and gross motor movement skills.

268

01:01:25.470 --> 01:01:31.830

Lee Godbold – Interpreter: So just recently, actually we had a conversation about do we continue that type of activity in the fall.

269

01:01:32.340 --> 01:01:39.060

Lee Godbold – Interpreter: Because that means that we would have to have more intensive sanitation occurring for that class.

270

01:01:39.720 --> 01:01:46.380

Lee Godbold – Interpreter: And so we have a ball pit, which we probably are not going to be able to employ that type of activity.

271

01:01:46.890 --> 01:01:57.450

Lee Godbold – Interpreter: And then looking at P. Typically that's a team taught class. And so we probably won't be able to have team taught classes at this point.

272

01:01:57.930 --> 01:02:12.090

Lee Godbold – Interpreter: And so we may have to give up some of those other models. And so we're looking at the possibility of hiring some more temporary staff to be able to split up our classes and to smaller groups so

273

01:02:14.220 --> 01:02:23.010

Kat Northup – Interpreter: I saw Don recently commented in the chat box about making video examples of movements for the students to follow.

274

01:02:24.270 --> 01:02:32.190

Kat Northup – Interpreter: We have also done the same thing at PSP our team approach. We use see saw

275

01:02:33.540 --> 01:02:47.460

Kat Northup – Interpreter: That software platform for elementary students and for that program and for our high school students were using I think something similar to Google Classroom and Canvas.

276

01:02:49.350 --> 01:02:54.180

Kat Northup – Interpreter: And those platforms and for middle school, high school students.

277

01:02:55.410 --> 01:03:02.910

Kat Northup – Interpreter: We don't have an learning management system or LM s as of yet. And I think that's one thing.

278

01:03:04.950 --> 01:03:12.960

Kat Northup – Interpreter: That we've realized we needed to be consistent standard on for all programs. It really would push us

279

01:03:14.100 --> 01:03:17.190

Kat Northup - Interpreter: Into, you know, considering

280

01:03:18.690 --> 01:03:30.150

Kat Northup - Interpreter: Using that. And right now there just aren't any plans in place, but we do have to proceed. Regardless, and hopefully we will be able to pick one to us.

281

01:03:31.980 --> 01:03:34.710

Kat Northup - Interpreter: I know that we have school. School ology

282

01:03:36.180 --> 01:03:38.310

Kat Northup - Interpreter: Is one that we're considering.

283

01:03:39.510 --> 01:03:43.980

Kat Northup - Interpreter: But we have not delved into that and used it as of yet.

284

01:03:45.480 --> 01:03:52.710

Kat Northup - Interpreter: For those who do use that. Do you like it. In general, what are you all using for virtual instruction.

285

01:04:05.430 --> 01:04:13.140

Kat Northup - Interpreter: You can either use the chat box if you don't want to pop up on the video screen.

286

01:04:14.640 --> 01:04:18.810

Kat Northup - Interpreter: And I will reiterate what people have typed in that chat box.

287

01:04:28.560 --> 01:04:50.010

Kat Northup - Interpreter: Do you all have teams that you may have developed similar to task force in order to approach this. And I'm very curious as to who is represented on those Task Force who's helping to make your health decisions. Is it your medical director, the head nurse.

288

01:04:52.380 --> 01:04:54.990

Kat Northup - Interpreter: We have, you know, set up our team.

289

01:04:56.070 --> 01:05:03.120

Kat Northup - Interpreter: I know it's going to be a lot of crossover cross discussion amongst those Task Force, but

290

01:05:06.630 --> 01:05:14.010

Kat Northup - Interpreter: Recently, our health center has talked about the possibility of buying acrylic

291

01:05:15.360 --> 01:05:17.400

Kat Northup - Interpreter: Sort of transparent or see through

292

01:05:18.510 --> 01:05:20.940

Kat Northup - Interpreter: dividers for each of our students.

293

01:05:21.990 --> 01:05:35.730

Kat Northup - Interpreter: And, you know, so the kids would come in to get their medication and they would have that see through screen because I believe with in the morning, we have around 250 150 students getting medication.

294

01:05:36.930 --> 01:05:45.900

Kat Northup - Interpreter: Within about a 3040 minute time frame between when they wake up and when they go to school, so

295

01:05:47.520 --> 01:05:50.520

Kat Northup - Interpreter: Having to take medication in the morning at breakfast time

296

01:05:53.700 --> 01:05:57.990

Kat Northup - Interpreter: So we considered how to really, you know, kind of divide that up.

297

01:05:59.010 --> 01:06:11.940

Kat Northup - Interpreter: You know, are we able to add these you know screens these dividers with the bottom few inches open to where you can pass medication through and

298

01:06:13.050 --> 01:06:16.920

Kat Northup - Interpreter: Give our nurses, a little more personal protection.

299

01:06:24.060 --> 01:06:26.160

Kat Northup - Interpreter: What other kinds of discussions.

300

01:06:27.810 --> 01:06:32.640

Kat Northup - Interpreter: Have your schools have related to the reopening of school.

301

01:06:35.100 --> 01:06:35.490

Kat Northup - Interpreter: Kim.

302

01:06:37.980 --> 01:06:46.680

Kat Northup - Interpreter: Yeah, so I was involved recently with another CES the town hall talking about checking of temperature and at ISC

303

01:06:47.250 --> 01:06:54.090

Kat Northup - Interpreter: Our personnel department talked about the employees themselves need to check their own temperatures before they come to work.

304

01:06:54.570 --> 01:07:05.160

Kat Northup - Interpreter: And there was another state that said no all staff reporting to work have to report to the health center first to get checked before reporting to their workstations.

305

01:07:05.880 --> 01:07:14.250

Kat Northup - Interpreter: So that was interesting. As of right now. Are you making staff, go to the health center first are you trusting them to do a self check

306

01:07:14.790 --> 01:07:27.930

Kat Northup - Interpreter: I'm just curious what other schools are leaning toward or are doing in terms of task force we haven't officially established any task force, we've had discussions and dialogue with our health center director

307

01:07:28.560 --> 01:07:34.770

Kat Northup - Interpreter: Do we have, you know, temperature, check equipment available are ready. Should we be ordering some

308

01:07:35.730 --> 01:07:51.630

Kat Northup - Interpreter: Are we going to trust our staff to do the honor system as a self check. Are we also going to check them when they report to campus. So we're we just started sort of that that dialogue amongst us. I haven't made final decisions.

309

01:07:58.650 --> 01:08:07.260

Kat Northup - Interpreter: Yeah, I think that that's one of our biggest discussions right now. Do we only require

310

01:08:09.000 --> 01:08:25.200

Kat Northup - Interpreter: Require all of these things that people that have direct access to our students and our do we use an honor system for our cafeteria staff dorm staff. We have business office staff HR all of our different departments.

311

01:08:26.370 --> 01:08:27.510

Kat Northup - Interpreter: Across campus.

312

01:08:28.590 --> 01:08:36.300

Kat Northup - Interpreter: They will have interaction with each other with the communities are we going to permit visitors to come on campus. During this time,

313

01:08:37.470 --> 01:08:53.100

Kat Northup - Interpreter: We've seen some things related to, you know, parents picking up their children outside of the building and not allowed to come into the building because we want to maintain as best we can. A sanitized environments.

314

01:08:55.350 --> 01:08:55.770

Kat Northup - Interpreter: So,

315

01:08:57.990 --> 01:09:08.220

Kat Northup - Interpreter: One problem. I just want to kind of throw out onto the table. This may be best to discuss it another time. But we've had discussions about what I et meetings are going to look like for us in the fall.

316

01:09:08.700 --> 01:09:16.350

Kat Northup - Interpreter: Most of our I at meetings have 1214 people in a room and how is that going to look like.

317

01:09:17.010 --> 01:09:26.160

Kat Northup – Interpreter: We've discussed about social distancing and say practices in the classroom, but now about IP meetings. So we started that discussion.

318

01:09:27.060 --> 01:09:38.760

Kat Northup – Interpreter: You know, how are we going to get local school districts involved parents any reps that we have plus maintaining the social distancing succeed standard that's a question mark.

319

01:09:43.830 --> 01:09:50.040

Kat Northup – Interpreter: You know, I just wanted to share some concerns related to, like, I guess related service as a whole.

320

01:09:51.120 --> 01:10:02.970

Kat Northup – Interpreter: For example of nurses. We have a number of nurses and that health center department. And then our other staff is based on Union agreement contract.

321

01:10:04.050 --> 01:10:09.630

Kat Northup – Interpreter: And so we cannot administer a temperature check

322

01:10:11.130 --> 01:10:22.380

Kat Northup – Interpreter: And that just leaves a few nurses on duty that they possibly two with over 200 to 400 students on a daily basis, who are riding school buses.

323

01:10:23.220 --> 01:10:33.210

Kat Northup – Interpreter: And then the school buses are coming from different districts and how are they approaching it. And so I think for us. There are just so many variables.

324

01:10:33.870 --> 01:10:46.830

Kat Northup – Interpreter: In different areas that we have to address transportation health services I et meeting and how to approach managing that aspect with individuals coming on campus visitors.

325

01:10:47.610 --> 01:10:56.760

Kat Northup – Interpreter: So for now, our thoughts are to tackle one at a time. So we're looking at extended school year first

326

01:10:57.420 --> 01:11:11.970

Kat Northup – Interpreter: So this week as Denise mentioned this week we are starting to think about that different approach that we're using for EF ly and this week we're also addressing our IEP meeting approach.

327

01:11:12.960 --> 01:11:23.940

Kat Northup – Interpreter: We've noticed that we faced several challenges, but overall it's been a very good practice for us, of just kind of trial and error of ideas of how we're going to approach it.

328

01:11:24.360 --> 01:11:39.990

Kat Northup – Interpreter: And, you know, a perfect model is not going to happen for any of us, but I think opening up those lines of dialogue and discussion and to have this done so that we're not necessarily wasting other people's time and

329

01:11:41.040 --> 01:11:52.500

Kat Northup – Interpreter: Having those ideas happen right now it's been fairly quiet from everyone that's involved in this meeting. So I really do want to hear those ideas so that we can have those discussions.

330

01:11:59.130 --> 01:12:03.660

Kat Northup – Interpreter: Yeah, we need people to join in. Tell us your thoughts. What are your concerns.

331

01:12:05.670 --> 01:12:13.620

Kat Northup – Interpreter: What are you planning short term and long term so forth any questions you may have bow.

332

01:12:15.660 --> 01:12:28.620

Kat Northup – Interpreter: Tie so we've started just started discussing reopening in the fall and all of those comments that have been made thus far, you know, have happened in our discussions.

333

01:12:29.610 --> 01:12:52.170

Kat Northup – Interpreter: We are planning for the most rigid type of procedure and then if we have to, you know, we can back off of those

and become a little more flexible, but we want to start having a more strict approach to all of this that sort of what we're doing and

334

01:12:53.970 --> 01:13:10.080

Kat Northup - Interpreter: I think you know with school buses and that type of thing. It really also depends on their local districts and what they've decided we can't necessarily manage them we can you know focus on what our school does in terms of field trips and using of buses, but

335

01:13:11.940 --> 01:13:21.510

Kat Northup - Interpreter: You know, do we transport at a separate time because we don't have a residential program here at our school. So how do we then stagger that schedule.

336

01:13:23.250 --> 01:13:26.250

Kat Northup - Interpreter: We are discussing having almost like a split

337

01:13:27.270 --> 01:13:41.340

Kat Northup - Interpreter: Two prong approach learning on campus versus virtual learning because there are some parents that are saying they're not ready, we may be ready for certain things, but they're not. So we're trying to prepare for that as well.

338

01:13:45.480 --> 01:13:51.570

Kat Northup - Interpreter: So I'm curious about the students that have I guess students who are medically fragile.

339

01:13:52.710 --> 01:14:12.420

Kat Northup - Interpreter: And when I say medically fragile. I mean, maybe they have a privately contracted Nurse one on one for any feedings or for use of a catheter or trachea, a trick. Maybe we have one student that has

340

01:14:14.040 --> 01:14:18.900

Kat Northup - Interpreter: Almost like a vibrating machine to break up any pulmonary

341

01:14:19.920 --> 01:14:22.800

Kat Northup - Interpreter: Congestion from allergies.

342

01:14:24.300 --> 01:14:33.510

Kat Northup - Interpreter: So I'm just curious related to EF ly, and for those medically fragile students that do qualify for as lie.

343

01:14:37.170 --> 01:14:43.860

Kat Northup - Interpreter: And you know if parents are ready for them to start back to school, so that they don't

344

01:14:46.110 --> 01:14:48.330

Kat Northup - Interpreter: I'm sorry, Elizabeth. Can you back up and say that again.

345

01:14:50.670 --> 01:15:12.000

Kat Northup - Interpreter: And so just being ready for, I guess, childcare in that sense of the word, and parents are wanting us to provide you know those child care services because it's been, you know, a lot. So, those who have, you know, there they don't want the students to miss school unless they're very, very sick.

346

01:15:16.740 --> 01:15:19.980

Kat Northup - Interpreter: So I'm just curious if you're planning to

347

01:15:21.660 --> 01:15:39.660

Kat Northup - Interpreter: Have I guess like mentioned two separate discussions one about students that may need EF ly for behavioral services or socially emotional services and if it's fine to open and provide those services.

348

01:15:40.770 --> 01:15:41.850

Kat Northup - Interpreter: For those kids.

349

01:15:43.170 --> 01:15:52.050

Kat Northup - Interpreter: But then maybe a separate discussion for students that may have medical conditions or situation and how do we want to approach that

350

01:15:53.880 --> 01:16:10.320

Kat Northup - Interpreter: And, you know, can we even say we are not the appropriate place for this or do we let parents make that decision, especially if we're going to bring them back to live in a dorm. How do we bring them back. So I'm just curious.

351

01:16:11.490 --> 01:16:23.220

Kat Northup - Interpreter: For any schools that provide services such as that. How do you make those determinations of who can come back and how do we bring them back, Melissa, you had a comment you showed up.

352

01:16:34.350 --> 01:16:35.160

Kat Northup - Interpreter: Okay, yes.

353

01:16:37.920 --> 01:16:46.020

Kat Northup - Interpreter: So several people have asked me this question already. And I don't really have an answer. I know that in previous training.

354

01:16:46.650 --> 01:16:59.370

Kat Northup - Interpreter: All of that information still applies if a child is medically fragile and at a high risk for exposure of health situations I would assume parents would let us know that the doctor has

355

01:17:00.450 --> 01:17:05.790

Kat Northup - Interpreter: Certain orders that need to be followed. And then after that it would just be careful planning.

356

01:17:06.990 --> 01:17:13.290

Kat Northup - Interpreter: I know when they transition back to their school districts. It's back to home services.

357

01:17:14.580 --> 01:17:26.250

Kat Northup - Interpreter: But I can't imagine that we could continue to do classroom instruction plus homebound type services, ideally, you know, it would be that we could, but

358

01:17:26.820 --> 01:17:39.420

Kat Northup - Interpreter: I'm sure most of us are in the same boat here trying to figure out what to do in these situations, we do have two students that we will probably need to have a discussion, such as this, but we will rely more on those districts

359

01:17:42.750 --> 01:17:45.750

Kat Northup - Interpreter: I'm wondering if we all

360

01:17:47.130 --> 01:17:58.860

Kat Northup - Interpreter: Need to consider for students, such as that having some sort of medical release from their doctor before they come back to campus so that we can get

361

01:17:59.970 --> 01:18:03.600

Kat Northup - Interpreter: An all clear from a medical physician.

362

01:18:06.330 --> 01:18:09.150

Kat Northup - Interpreter: Yeah, and Don said yes I would prefer doctor

363

01:18:12.900 --> 01:18:24.300

Kat Northup - Interpreter: I guess we'll all have to check with our school attorneys on how to handle that, if we need any medical clearance before we can admit new student or

364

01:18:25.710 --> 01:18:27.390

Kat Northup - Interpreter: And light of this,

365

01:18:28.680 --> 01:18:31.620

Kat Northup - Interpreter: You know, socio economic time

366

01:18:32.760 --> 01:18:35.910

Kat Northup - Interpreter: We will need medical clearance for students to come back.

367

01:18:38.880 --> 01:18:44.730

Kat Northup - Interpreter: That's a good idea. I didn't even really think about that until those comments were made and today.

368

01:18:46.380 --> 01:18:49.260

Kat Northup - Interpreter: You know, because those students.

369

01:18:50.310 --> 01:18:55.590

Kat Northup - Interpreter: You know, parents will want to have extended school year services.

370

01:18:59.700 --> 01:19:10.860

Kat Northup - Interpreter: So it's definitely something that we need to start thinking about potentially come up with a form and send it out to parents asking for that clearance before they can come back to campus.

371

01:19:16.920 --> 01:19:19.380

Kat Northup - Interpreter: Good idea, but yes you detect with an attorney.

372

01:19:23.190 --> 01:19:23.910

Kat Northup - Interpreter: Anyone else

373

01:19:25.230 --> 01:19:29.910

Kat Northup - Interpreter: Want to share plans for as why or

374

01:19:31.200 --> 01:19:32.400

Kat Northup - Interpreter: Considering consideration.

375

01:19:41.580 --> 01:19:43.290

Kat Northup - Interpreter: Okay, we are a quiet group.

376

01:19:52.770 --> 01:19:53.310

Kat Northup - Interpreter: Nancy

377

01:20:02.670 --> 01:20:05.760

Kat Northup - Interpreter: That was sort of all of the questions I will just need

378

01:20:07.980 --> 01:20:11.100

Kat Northup - Interpreter: And guidance. I'm sure from CSC

379

01:20:13.980 --> 01:20:15.030

Kat Northup - Interpreter: From case.

380

01:20:17.670 --> 01:20:25.920

Kat Northup - Interpreter: And, you know, other other agencies and state organizations and state government federal tell us what we can do.

381

01:20:27.420 --> 01:20:28.830

Kat Northup - Interpreter: I know that we are

382

01:20:30.420 --> 01:20:39.180

Kat Northup - Interpreter: Very close with our health and human services department. We're going to be working with them talking with them about what we can do what we cannot do.

383

01:20:40.350 --> 01:20:49.770

Kat Northup - Interpreter: And because we are a very different animal tour compared to our public school main school mainstream school system.

384

01:20:52.290 --> 01:21:07.920

Kat Northup - Interpreter: You know, they're talking about talking about what Val mentioned earlier in her comments, you know, trying to take that staggered schedule approach elementary starting, you know, at 730

385

01:21:09.120 --> 01:21:15.120

Kat Northup - Interpreter: And then middle school, starting at 830 High School, starting at 930

386

01:21:16.590 --> 01:21:24.060

Kat Northup - Interpreter: And possibly we could go for longer days it's done. That way you know we've talked about that.

387

01:21:25.530 --> 01:21:28.800

Kat Northup - Interpreter: Possibility of having a longer day

388

01:21:30.630 --> 01:21:32.520

Kat Northup - Interpreter: And then having longer breaks

389

01:21:33.570 --> 01:21:34.740

Kat Northup - Interpreter: So that's a kid.

390

01:21:36.060 --> 01:21:37.410

Kat Northup - Interpreter: Stay the weekend.

391

01:21:40.170 --> 01:21:45.690

Kat Northup - Interpreter: And then at Thanksgiving instead of a one week, having a two week break potentially

392

01:21:46.710 --> 01:21:53.730

Kat Northup - Interpreter: Winter break possibly having two or three weeks, adding some time to that.

393

01:21:56.100 --> 01:21:59.190

Kat Northup - Interpreter: And then I I would say it depends on

394

01:22:00.570 --> 01:22:03.660

Kat Northup - Interpreter: How many positive cases are still being identified

395

01:22:07.020 --> 01:22:09.600

Lee Godbold - Interpreter: And again, I think, in looking at those

396

01:22:10.770 --> 01:22:20.580

Lee Godbold - Interpreter: confirmed cases if those to occur on campus. Then we're gonna have to have a different discussion about the requirements for closing

397

01:22:24.780 --> 01:22:37.680

Lee Godbold - Interpreter: So again, I think that for us why people are still kind of a wait and see as to what to do. It seems that we do have people who are planning for virtual as well. Wow.

398

01:22:38.970 --> 01:22:50.730

Lee Godbold - Interpreter: Yes, I think they even though we are doing virtual for us why still whatever this, when are the story opens, we need to be thinking about staff trauma as well.

399

01:22:51.120 --> 01:23:03.780

Lee Godbold - Interpreter: And how to be supportive of all of them. Their nervousness, how to respond if they have students who are sick and what have you. So that's something I just wanted to mention for everybody and their thoughts on that.

400

01:23:08.070 --> 01:23:08.580

Mm hmm.

401

01:23:09.660 --> 01:23:15.300

Lee Godbold – Interpreter: Do you all have access to something that's called aap

402

01:23:16.470 --> 01:23:18.480

Lee Godbold – Interpreter: Employee Assistance Program.

403

01:23:20.670 --> 01:23:26.220

Lee Godbold – Interpreter: If you don't, that may be something you want to investigate adding for your school

404

01:23:27.660 --> 01:23:33.420

Lee Godbold – Interpreter: Aap allows for counseling sessions and different types of workshops or trainings.

405

01:23:36.840 --> 01:23:44.370

Lee Godbold – Interpreter: I know that I've contacted them before we have some staff who actually weren't getting along.

406

01:23:45.750 --> 01:23:55.410

Lee Godbold – Interpreter: And so we actually brought them in to do like some mediation doing some type of PowerPoint training regarding team building

407

01:23:55.890 --> 01:24:09.840

Lee Godbold – Interpreter: And they've actually really been able to assist us a lot. So aap might be able to provide some types of services as well to staff prior to us getting started. Again, I'm thinking that if we were to do

408

01:24:10.950 --> 01:24:20.310

Lee Godbold – Interpreter: Yes. Why, let's say, in July and then staff would be working with those students. We could do some type of training.

409

01:24:21.870 --> 01:24:35.550

Lee Godbold – Interpreter: Related to their work and we always pay for PrEP days prior to as why anyways. And so we could add a day or two in there for the staff to be able to

410

01:24:36.750 --> 01:24:51.690

Lee Godbold - Interpreter: Talk about any fears, they may be harboring any concerns or stress levels and we find that even though people are still working from home. Many of them are working actually greater than 40 hours.

411

01:24:53.190 --> 01:25:09.240

Lee Godbold - Interpreter: They are working with families during the evening time simply based on parental schedules, so we can lessons, what have you. So they're also developing materials and lessons and then loading those into the system.

412

01:25:11.580 --> 01:25:23.460

Lee Godbold - Interpreter: And then I know there's some individual lessons as well for the students summer group based lessons with students are able to do so and so I know that our staff has really been working very hard.

413

01:25:27.900 --> 01:25:28.830

Lee Godbold - Interpreter: So I know that

414

01:25:30.030 --> 01:25:36.180

Lee Godbold - Interpreter: They have their own stressors that they are facing things related to their own families.

415

01:25:37.770 --> 01:25:44.550

Lee Godbold - Interpreter: That was one thing that we had that if we talked that we talked about starting school in July. If we do so.

416

01:25:46.050 --> 01:25:58.440

Lee Godbold - Interpreter: What if there's no child care for our staff. Well, we, what will we do in that event I know my own children at public school they're talking about doing an alternating schedule.

417

01:26:01.080 --> 01:26:08.550

Lee Godbold - Interpreter: And I'm fortunate enough to have two teenagers are able to stay home on their own. But if you have younger children at home.

418

01:26:09.090 --> 01:26:20.430

Lee Godbold - Interpreter: And your students only going to school at

saying a week at a time and then they're off for a week, then that means that they may not have full stuff available to work.

419

01:26:21.540 --> 01:26:33.330

Lee Godbold - Interpreter: And so that's another consideration as well, not only for us why but also regular school programming. Do we have sufficient staff to operate the program if we're coming back to campus.

420

01:26:35.070 --> 01:26:47.370

Lee Godbold - Interpreter: So Val. I said, yes, that there is a gap at CST are and then I'm seeing Denise. Oh, sorry. We have it at PST and then Denise is saying it's the SDR

421

01:26:48.390 --> 01:26:52.470

Lee Godbold - Interpreter: If you don't have a program like that, it's definitely worth investigating

422

01:26:54.840 --> 01:26:58.770

Lee Godbold - Interpreter: I think we TC really benefited from having access gap.

423

01:27:01.740 --> 01:27:07.650

Lee Godbold - Interpreter: We also as part of our school health advisory committee which is abbreviated shack.

424

01:27:09.240 --> 01:27:15.660

Lee Godbold - Interpreter: We've been working together with a program called safe, which is our domestic violence.

425

01:27:17.190 --> 01:27:20.670

Lee Godbold - Interpreter: And abuse organization here locally.

426

01:27:23.250 --> 01:27:36.360

Lee Godbold - Interpreter: And so we have been talking with them about gathering resources because right now we have adult with students who they themselves.

427

01:27:37.530 --> 01:27:43.890

Lee Godbold - Interpreter: Have discussed self harm. And so we've been reaching out to mental health authorities.

428

01:27:44.910 --> 01:27:58.050

Lee Godbold – Interpreter: Ensuring that they're connecting with the parents to ensure that the students are safe and so we know that we do have students who are in an abusive home environment right now and they're stuck.

429

01:27:58.620 --> 01:28:09.720

Lee Godbold – Interpreter: And so the stress levels for students as they come back to campus is elevated. And so we may need to do some retraining regarding trauma.

430

01:28:12.270 --> 01:28:16.290

Lee Godbold – Interpreter: And we also use the man system at DST

431

01:28:17.760 --> 01:28:21.090

Lee Godbold – Interpreter: Right now it's not the best practice.

432

01:28:22.140 --> 01:28:32.580

Lee Godbold – Interpreter: But we've been doing online man training with actually our nurses introducing them to some of the concepts and relationship building with students.

433

01:28:32.970 --> 01:28:50.910

Lee Godbold – Interpreter: Talking about building those healthy relationships, reminding them about looking at Maslow's hierarchy of needs. And so we've been, we do have students that come to TSP who right now at home, they do not have those basic needs being met.

434

01:28:52.560 --> 01:29:00.630

Lee Godbold – Interpreter: So our biggest thing right now at the school is to ensure that parents know where to get food.

435

01:29:01.920 --> 01:29:04.260

Lee Godbold – Interpreter: And other resources for them.

436

01:29:07.230 --> 01:29:14.610

Lee Godbold – Interpreter: So we have updated our parent website with a list of resources, whether that be financial

437

01:29:15.900 --> 01:29:28.980

Lee Godbold - Interpreter: Or related to unemployment housing for our students who are homeless having a variety of resources available because I'm sure that you're all dealing with similar type situations.

438

01:29:30.510 --> 01:29:33.450

Lee Godbold - Interpreter: So I think that for us also

439

01:29:34.470 --> 01:29:36.360

Lee Godbold - Interpreter: Related to summer programming.

440

01:29:37.800 --> 01:29:41.010

Lee Godbold - Interpreter: Yes, we have students who do qualify for us why.

441

01:29:42.060 --> 01:29:52.680

Lee Godbold - Interpreter: But we also have vulnerable and at risk students here need us to have consistent connection with someone having those check ins.

442

01:29:53.460 --> 01:30:05.820

Lee Godbold - Interpreter: So we're actually considering paying our counselors and social workers that can help you during the summer months to help maintain those weekly check ins with some of our students and families that we know are struggling

443

01:30:08.910 --> 01:30:22.440

Lee Godbold - Interpreter: We have a parent right now that is struggling with managing behavior and we have students who are out of control and home students are having to be hospitalized during this time.

444

01:30:24.450 --> 01:30:27.390

Lee Godbold - Interpreter: So again, ensuring that

445

01:30:29.580 --> 01:30:31.680

Lee Godbold - Interpreter: They are feeling supported by the school.

446

01:30:32.940 --> 01:30:34.200

Lee Godbold - Interpreter: Even though we're far away.

447

01:30:36.720 --> 01:30:40.560

Lee Godbold - Interpreter: And I think that many of you are dealing with the same type of thing.

448

01:30:43.020 --> 01:30:46.230

Lee Godbold - Interpreter: I think that we have two things that we need to consider.

449

01:30:47.430 --> 01:31:00.570

Lee Godbold - Interpreter: Not only as why but also our needs to continue liaising with families during the summer. So are you all thinking about doing similar type things with your students.

450

01:31:03.300 --> 01:31:05.910

Lee Godbold - Interpreter: Even if it's not yes why specific

451

01:31:06.930 --> 01:31:24.780

Lee Godbold - Interpreter: But trying to continue programming of some sort, whether it be counseling or what have you, because I know some of our students do not really receive counseling as related service, however, still, they are needing that services to continue

452

01:31:27.420 --> 01:31:29.250

Lee Godbold - Interpreter: And so what are your thoughts on that.

453

01:31:31.980 --> 01:31:33.540

Lee Godbold - Interpreter: Is anyone else doing that sort of thing.

454

01:31:40.470 --> 01:31:40.740

Lee Godbold - Interpreter: Oh,

455

01:31:42.570 --> 01:31:45.570

Lee Godbold - Interpreter: Hi. So yes, for sure.

456

01:31:48.690 --> 01:31:56.280

Lee Godbold - Interpreter: We are planning to continue counseling support and for our social worker. They've really rolled up their sleeves reached out to families.

457

01:31:57.450 --> 01:32:01.590

Lee Godbold - Interpreter: To determine what their needs are. We are having weekly meetings.

458

01:32:02.880 --> 01:32:11.070

Lee Godbold - Interpreter: within departments, we have a rep from different departments coming in to discuss what families are needing some additional supports.

459

01:32:11.430 --> 01:32:21.060

Lee Godbold - Interpreter: And then we're able to transfer list to our social workers so they can divide and conquer and doing some follow up with providing supports. Some of them are even

460

01:32:21.600 --> 01:32:29.940

Lee Godbold - Interpreter: Driving out to the homes helping with Wi Fi setup any kind of disconnection issues, definitely going above and beyond the call. I've been

461

01:32:30.390 --> 01:32:40.770

Lee Godbold - Interpreter: Very impressed with the type of support that we've been able to provide families through this, I think, social workers are the key, but we are planning to continue that for sure during summertime.

462

01:32:42.420 --> 01:32:42.810

Lee Godbold - Interpreter: Great.

463

01:32:44.490 --> 01:32:45.450

Lee Godbold - Interpreter: Anyone else

464

01:32:52.980 --> 01:32:54.840

Lee Godbold - Interpreter: Have a very quiet group today.

465

01:33:01.500 --> 01:33:02.130

Lee Godbold - Interpreter: All right.

466

01:33:04.410 --> 01:33:16.740

Lee Godbold - Interpreter: Thank you everyone. There's no other comments or questions before we conclude today. I do want to say thank you to Elizabeth cat and leave for everyone working together. Any

final comments or questions.

467

01:33:20.010 --> 01:33:23.640

Lee Godbold – Interpreter: All right. Oh, go ahead. Lisa. Oh no, I was just gonna say, I think.

468

01:33:25.710 --> 01:33:29.070

Lee Godbold – Interpreter: I really enjoyed this time this opportunity to do this.

469

01:33:30.720 --> 01:33:45.360

Lee Godbold – Interpreter: And obviously we have so many decisions are needing to be made amongst leaders and just continuing to connect with one another and being in touch with each other because I know that we will

470

01:33:47.970 --> 01:33:57.000

Lee Godbold – Interpreter: It, it's especially hard because there's other special ed people who are in our state that don't necessarily understand what we're doing.

471

01:33:57.480 --> 01:34:08.940

Lee Godbold – Interpreter: And what we need to serve our students. Yes, absolutely, and are saying that our students are coming from other geographical locations with the addition of the dorm piece. It's not like being at a private school

472

01:34:10.920 --> 01:34:25.650

Lee Godbold – Interpreter: So I think that we are really going to struggle to serve our students. And I think that we're all doing a great job. Oh yes, absolutely. So again, just listening to other ca esteem meetings have been occurring what others are doing and

473

01:34:27.150 --> 01:34:35.520

Lee Godbold – Interpreter: Truly, I think everyone's doing amazing things for our students. So hopefully we'll be able to get some answers soon.

474

01:34:36.180 --> 01:34:47.160

Lee Godbold – Interpreter: And then people, as you mentioned, or has been mentioned can roll their sleeves and keep going. Yep. Absolutely. I know that will be gained together again to discuss Part two

475

01:34:48.480 --> 01:34:59.400

Lee Godbold - Interpreter: As that comes up. So thank you, Elizabeth, for your time and what you just said is so very true everybody stay safe. Stay strong. And everyone. Have a great rest of your afternoon. Bye.

476

01:35:02.250 --> 01:35:02.790

Lee Godbold - Interpreter: Thank you both.