

12:45:35 Live captions provided by Rev.comYeah.  
12:46:47 Okay.  
12:47:53 Yeah.  
12:48:08 Wow.  
12:49:45 Hey, Heidi, how are you doing?  
12:58:25 We're just gonna wait for Barbara.  
12:58:28 If it's a small enough group.  
12:58:32 So that we can see everyone on screen.  
12:58:33 Have a good conversation.  
12:58:40 If there's too many participants today,  
12:58:42 we'll go ahead and stick with the standard,  
12:58:43 stopping the video so that we all hide.  
12:58:45 Until we're ready to comment.  
12:58:47 We'll just wait for Barbara and see what happens.  
12:58:58 Good afternoon, Barbara.  
12:59:10 One o'clock.  
12:59:16 Well in a few seconds. Anyways, my name is David.  
12:59:20 I am the president.  
12:59:21 Superintendent.  
12:59:26 President and CEO.  
12:59:30 Wonderful.  
12:59:34 Multiple sessions on Tuesdays and Thursdays.  
12:59:36 Related to various topics.  
12:59:48 Just letting our kids  
12:59:49 and doing that through supporting the various schools for the  
deaf.  
12:59:53 Programs for the desk.  
12:59:54 And we just went to empower all of the schools in Boulder.  
12:59:58 Ideas in this format is one great example of how we can do  
that.  
13:00:03 So I do want to introduce our presenters, but before.  
13:00:05 I do that. I do.  
13:00:10 Some important aspects of having this hosted at the American  
school  
13:00:13 for.  
13:00:14 The depth is supporting it by providing the zoom.  
13:00:16 Platform so that we can all have these virtual meetings.  
13:00:21 I want to say thank you for the two interpreters. One from  
Texas.  
13:00:26 Who was previously working at the Atlanta area school for the  
deaf.  
13:00:28 Thank you both.  
13:00:29 Providing interpreting services.  
13:00:31 California.  
13:00:38 One of our presenters, Denise Taylor,  
13:00:40 who will be mediating the discussion today.  
13:00:41 Barbara.  
13:00:46 Expertise.  
13:00:48 We are very fortunate.  
13:00:50 You have her as a part of this group.

13:00:53 If we do have a small number of participants.  
13:00:58 I'm going to go ahead and suggest that we start our video.  
13:01:03 Up on screen.  
13:01:08 Hello.  
13:01:10 Learned from one of our interpreters.  
13:01:13 Familiar with.  
13:01:18 If you want to, you can rename.  
13:01:24 So that we can see your name, the school that you are.  
13:01:27 So if you look at your video,  
13:01:29 At the very top right corner of your video square. There's.  
13:01:33 Blue icon. If you click on that, you can then remain.  
13:01:37 As you see I'm David gifts from Indiana.  
13:01:41 And that way we can monitor where people are from.  
13:01:44 And who's going to be speaking.  
13:01:48 For some reason it's not letting me.  
13:01:50 Interesting.  
13:01:55 Okay.  
13:02:06 Let's see if we can get each one of.  
13:02:09 And show up on screen.  
13:02:11 Good afternoon, everyone.  
13:02:14 This is a very small group.  
13:02:18 Our videos on screen throughout this presentation.  
13:02:20 Sounds great.  
13:02:22 All right. Good morning.  
13:02:27 Hello.  
13:02:33 This over to Denise and Barbara to begin this discussion.  
13:02:36 Related to.  
13:02:40 Means.  
13:02:41 Situation.  
13:02:46 What is our secretary of education? The boss.  
13:02:52 All of the things that are happening.  
13:02:54 So I'm going to turn the floor over to the two of you.  
13:02:56 Thank you ladies.  
13:02:57 Hi everyone. Hi, and thank you so much for joining us today.  
13:03:03 Well,  
13:03:04 I'm very happy to be here with you all to talk about.  
13:03:08 For my partner.  
13:03:10 To share the platform with me.  
13:03:13 We are sharing the responsibility.  
13:03:18 Planning on talking from a federal level.  
13:03:20 Run through those issues.  
13:03:21 I have listed. I'll turn it over.  
13:03:26 Nice to talk about the frontline every day service provision.  
13:03:30 I'm going to start sharing my screen.  
13:03:35 Yes.  
13:03:40 It may be needed if you want to pin Barbara as the video.  
13:03:44 That you can see as well as the shared screen.  
13:03:46 Okay.  
13:04:04 Well, first of all, I'll begin my PowerPoint.  
13:04:06 I'm thrilled to see everyone here and I'm thrilled that I can

also see

13:04:09 my own PowerPoint.

13:04:18 And go in the month of March, 2020.

13:04:24 But really we're only talking about three months ago.

13:04:27 It's just a different world that we're talking about.

13:04:29 It feels different.

13:04:34 And shook.

13:04:37 And all of a sudden.

13:04:44 Administrators became concerned. Advocates became concerned.

13:04:47 Parents of course were concerned.

13:04:49 Was truly concerned about the field of education and what was going to

13:04:52 happen.

13:04:54 Really we have to follow.

13:04:59 No matter what, if you're in the school in person or not?

13:05:04 But they're also became the need for a good amount of flexibility.

13:05:08 Flexibility because of.

13:05:10 Online education.

13:05:14 It was a new educational environment. So flexibility was necessary.

13:05:18 Also supports for example.

13:05:22 The conference of administrators.

13:05:32 State directors of education.

13:05:34 All of these organizations started to reiterate that.

13:05:36 The emphasis on flexibility and education.

13:05:39 In education situations. So.

13:05:44 Everyone's agreed that we should not change anything about 80.

13:05:47 Because once you tweak one.

13:05:51 One thing, it changes everything.

13:05:52 And that was a real concern that everyone had about the ID.

13:05:55 Advocates began to feel that.

13:05:59 Or began to speak about the importance of civil rights.

13:06:02 To receive education.

13:06:05 And families receiving education. And so.

13:06:12 Became the message to Congress and to the department of education.

13:06:14 I wanted to mention that the PowerPoint.

13:06:16 Will be made available later.

13:06:19 So certainly you can find it on the CA.

13:06:23 ASE information that's distributed to all participants.

13:06:27 Familiar with the cares act that was passed in March.

13:06:34 Which Dave allocations,

13:06:36 lots of money to different organizations.

13:06:40 And I'll break that down.

13:06:42 First of all the us department of education.

13:06:44 31 billion.

13:06:48 Distributed to the various States.

13:06:55 13.5 billion was for elementary and secondary education.

13:06:58 Also, it was given to the States.  
13:07:00 Through their statute, one formula.  
13:07:03 That came from the elementary.  
13:07:06 That was for the title one formula.  
13:07:11 The States had a lot of flexibility to use those funding.  
13:07:14 Those funds as needed.  
13:07:17 And really any activity.  
13:07:22 Acceptable for each funding.  
13:07:26 As long as it met the requirements of ID.  
13:07:31 For the governor.  
13:07:33 Emergency education relief.  
13:07:36 That was to be spent.  
13:07:48 You know, the governors were expected to develop plans,  
13:07:50 to identify critical needs. And again,  
13:07:53 a lot of flexibility was allowed for those governors.  
13:07:56 And then the funding for higher education was also included.  
13:08:01 So I am curious about how yours,  
13:08:02 if you're curious about how your state is using your fun.  
13:08:08 You should be able to join, you know,  
13:08:10 regular calls from the state level.  
13:08:12 Regarding cares act funding.  
13:08:15 State budgets are, of course.  
13:08:17 Experiencing some cuts.  
13:08:27 And the funding from the feds was not enough to compensate  
for that.  
13:08:30 This is true of every state,  
13:08:31 every Lea every school they are going to be facing.  
13:08:33 Your cuts in the fall when school years.  
13:08:35 We're feeling that now,  
13:08:36 but we expect that it will go on for quite some time. We  
expect.  
13:08:39 And foresee that there will be some financial challenges in  
our  
13:08:42 future.  
13:08:43 There is discussion of other bills for education and.  
13:08:46 We'll discuss that.  
13:08:55 Also mentioned the secretary's recommendations.  
13:09:00 The secondary.  
13:09:03 Cares act or the cures act had some.  
13:09:11 Stipulations, for example,  
13:09:13 related to testing every state received a waiver for  
standardized  
13:09:15 testing.  
13:09:16 The annual assessments and annual reviews.  
13:09:21 So that was already in the law, that allowance.  
13:09:24 So it wasn't difficult to do.  
13:09:35 Required the secretary to recommend waivers for Ida,  
13:09:38 making it easier for each state.  
13:09:40 People were very concerned about that.  
13:09:41 You know, what will they recommend? And that type of thing.

13:09:50 The secretary gave a report in April and recommended very little to be  
13:09:54 honest.  
13:09:55 A flexible timeline, the timeline between parts.  
13:10:00 C and B that's about tuition from.  
13:10:03 Early intervention and then part B.  
13:10:06 All were given extra flexibility.  
13:10:10 Also, there was a section about loan, forgiveness issues.  
13:10:13 For personnel preparation.  
13:10:16 There were many, many recommendations that.  
13:10:21 Just weren't reviewed. It was very little in her report.  
13:10:30 And that's where we are from the secretary's recommendations,  
13:10:32 nothing conflicts.  
13:10:36 The recommendations that were given.  
13:10:43 We're that Congress would have to vote them into law.  
13:10:45 Any changes?  
13:10:47 And today.  
13:10:48 Is the same idea.  
13:10:50 That we had in 2004.  
13:10:54 No legal changes have been made.  
13:11:00 The law remains the same, even though we are in a new situation.  
13:11:03 You may recall a few years ago.  
13:11:06 The Supreme court case.  
13:11:10 And that develop standards.  
13:11:13 Which are still followed today.  
13:11:18 Ida.  
13:11:26 It means that the IEP.  
13:11:33 Must be reasonably calculated.  
13:11:35 It must enable a child to make progress.  
13:11:39 And in light of the circumstances that we have,  
13:11:41 we are still compliant with that.  
13:11:45 So how does one comply in this strange situation that we're in?  
13:11:49 And really that's a question that we always faced.  
13:11:53 Obviously provide the absolute best services that you can.  
13:12:00 For an individual child that you document everything that's done.  
13:12:03 Every phone call, every service, every conversation.  
13:12:05 We document everything.  
13:12:07 You don't wait. You don't think well,  
13:12:12 Well, we'll provide the service and I'll document it later.  
13:12:15 That's not the way to do it because things are forgotten or left off.  
13:12:18 Best practices is that we document everything.  
13:12:23 Communications with parents or caregivers, families,  
13:12:25 anything that you do, anything that you hear from them?  
13:12:28 Anything that you coordinate with that family?  
13:12:30 So that the child receives the best services available.  
13:12:39 And then of course,

13:12:40 we want to talk about this hot topic of additional funding.  
13:12:44 You might have read about the heroes.  
13:12:48 Which passed in the house. So I want to say two weeks ago,  
13:12:55 Includes a lot of funding for education.  
13:12:57 The Senate does not.  
13:12:58 Has not considered it yet.  
13:12:59 And that's where we are.  
13:13:04 There's a lot of support for funding for education in DC.  
Right now.  
13:13:08 Both sides of the aisle.  
13:13:10 The senators are asking leadership.  
13:13:13 Do please give more funding for the field of education.  
13:13:18 There are strong advocacy groups.  
13:13:24 I have signed off on a few things as well,  
13:13:26 but there are advocacy groups that have made requests.  
13:13:42 I know that many of you have heard of all of these that are  
listed  
13:13:46 here.  
13:13:56 But I just wanted to give you the basic federal overview  
level of  
13:14:00 where we are on Ida.  
13:14:02 There's so many changes and so much discussion about  
education at the  
13:14:05 federal level, but I'm going to turn it over.  
13:14:06 This point for any questions or comments from the floor, I  
suppose.  
13:14:10 In the chat box would be reasonable or you could raise your  
hand  
13:14:13 somehow indicating that you would like to speak.  
13:14:27 Is anyone experiencing in your state increased funding from  
the cares  
13:14:31 act?  
13:14:32 What are you experiencing in your States?  
13:14:40 It seems that there are no questions.  
13:14:45 Something that I wanted to add.  
13:14:51 Was it a couple of weeks ago or last week,  
13:14:53 there was a report about funding for education.  
13:14:56 Related to the care, Zach, and it does seem like a lot of  
money.  
13:15:00 It was 16 billion, but.  
13:15:03 Remember that that is broken down and allocated all across  
the States.  
13:15:07 There are 286.  
13:15:09 Different.  
13:15:12 Dollars per student.  
13:15:17 That would come from that law. And so.  
13:15:21 For schools, that's really not.  
13:15:26 Peanut. That's really not enough,  
13:15:27 but we of course are keeping our eye on the funding.  
13:15:30 And those discussions and of course the heroes.

13:15:32 Is currently in place. So we'll see what happens there.  
13:15:34 No. Go ahead, Denise.  
13:15:37 Yeah.  
13:15:47 So in the chat, I see that David has a few questions,  
13:15:50 but maybe we could stop sharing screen so that we can make  
those  
13:15:54 videos larger for everyone.  
13:15:56 Okay.  
13:15:56 Perfect.  
13:15:58 So David, you had some questions.  
13:16:00 Yeah.  
13:16:04 My first question that I want to pose here is in terms of  
just.  
13:16:10 Statewide with all of the States out there,  
13:16:12 there have been budget cuts.  
13:16:14 Financial cuts.  
13:16:18 Now.  
13:16:19 In Indiana.  
13:16:24 There have not been any financial cuts for the mainstream  
public  
13:16:27 school settings.  
13:16:28 However state agencies.  
13:16:32 As such as the deaf school and the blind school have had  
about a 15%  
13:16:35 cut.  
13:16:37 Is that considered discrimination against disabilities?  
13:16:40 Do we have a case?  
13:16:41 To file a complaint about discrimination.  
13:16:52 Say that you should reach out to the governor's office.  
13:16:55 Someone at the governor's level, the government level.  
13:16:57 State level.  
13:17:01 To talk about those agencies because you are a school.  
13:17:04 If you were labeled a school, you're a school.  
13:17:06 And I know that I've heard similar things happening with  
that.  
13:17:12 Other schools because they're considered an agency. However,  
13:17:15 I would recommend that you take it to the state level.  
13:17:17 You know,  
13:17:18 You are a state agency.  
13:17:19 In name only, but not in function.  
13:17:26 Right.  
13:17:27 We do have a plan to meet with our school attorney tomorrow  
afternoon.  
13:17:30 To see if we want to pursue this Avenue or not.  
13:17:32 My second question.  
13:17:36 I know around the nation and some States.  
13:17:38 Have had to.  
13:17:43 Reduced from one 80.  
13:17:46 A shorter than normal.  
13:17:51 Well gear.

13:17:57 Is it, whatever the government orders,  
13:17:58 whether it be the regular time of one 80 or shorten it.  
13:18:01 How does that work?  
13:18:11 Try to provide as much of the services and education as you  
can within  
13:18:14 the school year.  
13:18:18 But, you know, there may be,  
13:18:19 Denise May be better able to answer that question.  
13:18:25 I just want to make sure I understand the question clearly.  
13:18:27 So I prefer regular school year.  
13:18:30 Is reduced in terms of number of days.  
13:18:34 Does that apply to students with IEP?  
13:18:37 What's your question.  
13:18:39 Yeah.  
13:18:45 Twice a week. There may be speech therapy services provided.  
13:18:50 While school is in session, but when school is not in  
session,  
13:18:56 Then there is not any services provided in terms of speech  
therapy for  
13:18:59 that particular student or so forth.  
13:19:01 So if we are reducing the number of school days,  
13:19:06 Are we following the same policy of also only providing  
speech  
13:19:10 services twice a week.  
13:19:12 While school is in session. Are, does that maintain the one  
80?  
13:19:14 I think that depends on how.  
13:19:16 The service provider has written.  
13:19:19 Their service minutes in terms of service.  
13:19:22 So, for example, if.  
13:19:25 Each service provider has put down.  
13:19:33 1,500 minutes within the school year,  
13:19:35 then you owe the total amount of minutes.  
13:19:37 Whatever that school year looks like.  
13:19:38 If they have put down.  
13:19:41 Twice a week,  
13:19:42 then they would follow the school calendar in terms of when  
education  
13:19:45 is happening in pool. Isn't.  
13:19:48 It's our obligation to follow.  
13:19:52 The equitable bull provision of education. And.  
13:19:56 Similar to mainstream or public schools.  
13:19:59 Tony, if you want to take.  
13:20:02 And my third question.  
13:20:06 Over the last several years.  
13:20:09 We have seen less and less and less of.  
13:20:12 Certain types of services provided through.  
13:20:15 And so you're saying.  
13:20:19 With the cares increases.  
13:20:22 Going back to the.

13:20:26 Great services or the fed rate services.  
13:20:32 Barbara.  
13:20:35 You're the you're the money guy.  
13:20:37 So.  
13:20:41 I honestly, haven't looked into the details on that.  
13:20:43 But I absolutely want to look at.  
13:20:48 And I can give you that answer and more information later.  
Okay,  
13:20:51 great. Thank you, Barbara.  
13:20:54 I think I saw Don had her hand up.  
13:20:59 Split second.  
13:21:04 Don.  
13:21:08 Okay, well, go ahead.  
13:21:15 Okay. Well,  
13:21:16 we also have some individuals just join and we decided that  
since this  
13:21:19 group.  
13:21:21 A small group, we would just maintain.  
13:21:22 Sharing our screen so that we could see each other.  
13:21:24 If it's too many people and it's hard to follow them, that's  
fine.  
13:21:28 Okay. Hello.  
13:21:33 My part.  
13:21:35 Not exactly sure.  
13:21:42 If I should go ahead and share the screen and the PowerPoint,  
13:21:45 is it hard to see or.  
13:21:46 Okay. I see something that's fairly easy to see.  
13:21:49 Even those sharing screen.  
13:21:51 This is David. If you use a PowerPoint.  
13:21:55 I would prefer that you use.  
13:21:57 One screen and everybody.  
13:22:03 Use their cameras so that we are not seeing multiple screens.  
13:22:07 I'll second, that white thing.  
13:22:08 Okay.  
13:22:10 You know what for now? I'll just go ahead.  
13:22:19 My part without a PowerPoint presentation,  
13:22:21 it will be there at a later date.  
13:22:22 If you want access to it or a copy to it, it'll be on the CA.  
13:22:25 The website.  
13:22:26 Perfect.  
13:22:27 Honestly.  
13:22:28 PowerPoint.  
13:22:29 Not as pretty and put together as Barbara. So.  
13:22:32 I'll just throw that out there.  
13:22:36 Okay.  
13:22:37 Accountability.  
13:22:40 It really hasn't changed. Everything has remained the same.  
13:22:44 As a guidance from federal government and all of that.  
13:22:50 Stays the same. And we follow that annually.  
13:22:53 The timeline that they provided for us.

13:22:58 The only thing that's really been clear is that they've recommended  
13:23:01 that we can provide and meet our IEP annual.  
13:23:03 Annual dates through other means.  
13:23:05 Such as teleconferencing.  
13:23:06 Video platforming.  
13:23:08 Video calls, conference calls. So.  
13:23:10 That's really.  
13:23:12 The only thing that's been clearly stated.  
13:23:15 Interpretation is we maintain.  
13:23:18 Our timelines.  
13:23:21 And I know that in various districts we're serving.  
13:23:24 They may have other interpretations.  
13:23:26 Can also be another challenge.  
13:23:28 And I see David.  
13:23:35 So there may be some stickiness how to address all of this with the  
13:23:39 various districts.  
13:23:40 Moving on from that.  
13:23:41 I'm very curious as to.  
13:23:43 Obviously we have a yes from David.  
13:23:53 But I'm wondering if you're facing the same challenges with serving  
13:23:56 students from various districts in their approaches.  
13:23:58 Paul.  
13:24:00 Barbara White.  
13:24:01 Yeah.  
13:24:02 This is Barbara.  
13:24:13 Access to technology has been an issue.  
13:24:15 There might be access to technology and devices that not internet.  
13:24:19 And so they're just simply not getting all that they need in order to  
13:24:21 access technology.  
13:24:22 That's been our biggest challenge.  
13:24:23 You know,  
13:24:25 And then also.  
13:24:26 Any students with cognitive impairments.  
13:24:27 Yeah.  
13:24:28 Any struggles with other districts? I think Paul.  
13:24:31 You had you planned to say something.  
13:24:38 Yeah, same here.  
13:24:39 Different districts have different expectations and timelines.  
13:24:41 So very similar struggles here.  
13:24:43 Yeah.  
13:24:44 Oh, Jennifer.  
13:24:48 Working with large numbers of Nick.  
13:24:50 Districts.  
13:24:51 And also.

13:24:54 Outside the city. So, sorry.  
13:25:00 With New York city districts, they expect one thing.  
13:25:02 And outside the city, they expect very different things.  
13:25:04 Some districts are very resourceful.  
13:25:06 Providing lots and lots of support.  
13:25:08 For families and their homes, depending on their needs.  
13:25:10 There are other districts outside the city that are.  
13:25:15 Very different and very lackluster in what they're providing.  
13:25:18 As far as resources.  
13:25:19 And they're depending on us for those things.  
13:25:22 They're asking us to fill in the gaps.  
13:25:23 So everybody's got a different way of doing it.  
13:25:25 I'm also communicating.  
13:25:36 Through electronic resources and providing electronic resources for  
13:25:39 students and then some who are unable to access those.  
13:25:42 And we have to find.  
13:25:43 New strategies in different ways,  
13:25:44 even sending things through snail mail.  
13:25:46 You know, one unit might be fine to do that. And then another one.  
13:25:48 There needs to be handouts.  
13:25:53 Google hangout, Google hangout. And then another group is.  
13:25:56 And another group.  
13:26:01 Another one is having lots of variety and teaching methods.  
13:26:04 Yeah.  
13:26:09 I know that here at Riverside, you know, one of the services,  
13:26:12 that's a big one for us is that.  
13:26:14 Well, let me, let me go back.  
13:26:15 So we closed our school March 16th.  
13:26:19 From that closure, we reached out to our neighboring districts.  
13:26:23 Just to see what their plans were in their approach.  
13:26:29 They said that they were refusing to use zoom because of privacy  
13:26:32 complications.  
13:26:33 Well, we had already determined to use.  
13:26:35 In general, we haven't yet discussed.  
13:26:39 Meetings, but we have determined.  
13:26:43 But other districts were turning down. Zoom.  
13:26:48 What do we do in these situations?  
13:26:49 And it was a circle to face those challenges.  
13:26:55 And then also just having some sort of tech technology agreements in  
13:26:59 place and so forth.  
13:27:00 Hey, Jennifer are.  
13:27:01 Barbara, I'm sorry.  
13:27:03 The therapy districts that are.  
13:27:04 Sorry.  
13:27:06 Was there a few that are.

13:27:09 Allowing them to this day in some districts instead.  
13:27:12 They're doing.  
13:27:15 Microsoft or they're using Google.  
13:27:17 And so we have now come up with a spreadsheet.  
13:27:22 Uses which and where and why.  
13:27:24 And so that we can provide services according to what is allowed.  
13:27:28 Some areas are allowing zoom.  
13:27:30 Voice calls. And so.  
13:27:41 If you've got one person from our staff who has to become the  
13:27:44 interpreter in order to get together on zoom at the same time that  
13:27:47 this one kiddo has to.  
13:27:49 Not use them.  
13:27:50 I mean, that's the best that we have come up with.  
13:27:52 Barbara.  
13:27:55 I was just asking really.  
13:27:57 About about what you're using.  
13:27:59 Well,  
13:28:01 Interesting.  
13:28:05 For the first two weeks, I would say that they refuse to use.  
13:28:07 And then we.  
13:28:09 Disseminated what our plan was.  
13:28:11 Wow.  
13:28:19 CFTR is really ahead of the game and they've already got a lot in  
13:28:22 place. And so they started having their own dialogues and then they.  
13:28:25 They bit the bullet.  
13:28:26 And I went with him.  
13:28:27 That's created.  
13:28:28 Less stress.  
13:28:30 And other districts are joining.  
13:28:35 District held out fairly long until they finally complied.  
13:28:39 That's an interesting discussion.  
13:28:42 No, we had a similar discussion, I guess it was a few weeks ago now.  
13:28:44 We had a town hall meeting.  
13:28:47 And we talked about platforms.  
13:28:54 Platforms that are definitely not definitely.  
13:28:56 And we had a variety of answers to those questions.  
13:28:58 Zoom seems to be the best solution for deaf users.  
13:29:02 But now that they're coming up with a 5.0 or.  
13:29:05 Or whatever it is, they're coming out with a new version.  
13:29:07 We're hoping for.  
13:29:08 Better bells and whistles.  
13:29:10 Microsoft teams.  
13:29:13 There are many States that have approved that.  
13:29:19 They have not approved  
13:29:21 it just between you and they were using it anyway.

13:29:22 So.  
13:29:26 You know, it's been, for example, using an interpreter.  
13:29:31 In some of those team meetings, it's ridiculous.  
13:29:33 They're bouncing all over the place.  
13:29:34 You can't find them half the time.  
13:29:36 So asking for an interpreter to do a private zoom.  
13:29:38 On the side and then asking the interpreter to make a voice.  
13:29:42 Phone call into the platform has been the best solution when they  
13:29:45 have, when they use.  
13:30:06 Other, other different other platforms.  
13:30:17 Multiple users can be an issue.  
13:30:22 You know, pending the interpreter to get him to stay still.  
13:30:24 That's been an issue.  
13:30:25 Alright, so let's kind of move on.  
13:30:27 One of the most important things through.  
13:30:29 Entire coronavirus pandemic situation is documentation.  
13:30:33 Documentation.  
13:30:34 Documentation.  
13:30:36 Regardless, what you're documenting.  
13:30:38 Make sure it's documented.  
13:30:39 And that's going to be for several purposes.  
13:30:40 To make sure that your students are receiving what they are meeting,  
13:30:43 which is number one, it's also protecting your school and yourself.  
13:30:47 And it's documenting for future planning.  
13:30:49 If a situation were to come up again or you're revisiting a something  
13:30:52 in terms of virtual education.  
13:30:54 You may want to.  
13:30:55 Do some sort of hybrid program in the future for your school.  
13:30:58 And it's nice to have some sort of future planning,  
13:31:00 ready and documented for you to refer to.  
13:31:10 Now here at CFTR. What we're doing is that first week of closure,  
13:31:14 we did more of assessing where our school was each department,  
13:31:17 just to doing a deep dive into where are we?  
13:31:20 And.  
13:31:21 Students in student services and each timeline that is possible,  
13:31:25 the IEP.  
13:31:26 Due dates.  
13:31:27 All of these other due dates, open assessment planning,  
13:31:29 and how we're gonna address those.  
13:31:31 Service minutes left.  
13:31:32 That we may have to provide compensatory minutes for.  
13:31:34 All of these things, doing a timeline.  
13:31:36 Through June.

13:31:37 And then if we came back two weeks later, a month later,  
13:31:39 we were unsure.  
13:31:40 So we decided to do a comprehensive timeline for each  
student.  
13:31:45 Sort of a matrix so that we could all look at it and be on  
the same  
13:31:48 page of when things were due.  
13:31:52 And then we delegated some responsibilities to people to  
reach out to  
13:31:55 the families within the students that we serve.  
13:32:07 Our students also receive a pwn. The prior written notice.  
13:32:23 And that's just letting them know what is left for each  
student.  
13:32:27 What we will be doing.  
13:32:28 What were unsure if we can do during this time.  
13:32:30 And then what we know that we will not be able to do.  
13:32:33 For example, you know,  
13:32:34 one service that we were unsure if we could offer was  
occupational  
13:32:37 therapy, OT.  
13:32:40 So, how are we going to provide OT during this?  
13:32:42 We are currently now offering it.  
13:32:44 We did figure that out for ourselves, but at the very  
beginning,  
13:32:46 through that deep dive,  
13:32:47 we were just unsure where we were at with all of that.  
13:32:50 And so we sent that out the prior written notice of what's  
going to be  
13:32:53 there so that parents had something in black and white that  
they could  
13:32:55 then refer to.  
13:32:56 Who was still owed services. We did some research. So for  
example,  
13:33:00 speech.  
13:33:01 Therapy services.  
13:33:02 The very next day, we, you.  
13:33:04 Sent our speech therapist too.  
13:33:06 A conference.  
13:33:07 And we were very fortunate that we did find one for you that  
was sort  
13:33:10 of local. It wasn't a physical in-person conference.  
13:33:12 But she.  
13:33:13 Here he participated in that conference. And.  
13:33:15 Just talking about licensure.  
13:33:17 Their coursework.  
13:33:29 You know, was not really specialized for teletherapy.  
13:33:33 And so it was how to really stay in compliance with a rigid  
13:33:37 regulations.  
13:33:38 That are mandated. And then if I'm not licensed,  
13:33:41 how do I do this?

13:33:42 And so we had to find more guidance on what to do in those situations.  
13:33:46 And specific language that needed to be documented.  
13:33:49 Communicated to parents.  
13:33:55 Sent via snail mail about what teletherapy would look like.  
13:33:59 How would you feel about maintaining therapy services through an  
13:34:02 online platform?  
13:34:03 Seeing your parents were interested or not.  
13:34:05 If parents were interested then explaining time's available list  
13:34:09 schedule.  
13:34:10 Sending that out.  
13:34:11 Parents saying, yes, we're good with that.  
13:34:15 Sending that response back and then having that.  
13:34:21 Attached and documented and filed for each student.  
13:34:31 And we are doing that step by step process.  
13:34:36 Each area that needs to be documented.  
13:34:41 I know Amy Mitchell.  
13:34:44 You know, using zoom and everything are Tammy Mitchell. I'm sorry.  
13:34:48 We have a middle school principal here from CSPR and it has been.  
13:34:51 In Southern vernacular, bless her heart. I mean, time has gone by.  
13:34:54 And it has been very pressure filled and with zoom,  
13:34:57 sometimes it's very quick. And so the principals are like, Oh, okay,  
13:35:00 I have to do this. And this.  
13:35:01 A whole list of things, but.  
13:35:03 She has many experiences and different perspectives.  
13:35:06 And I think that we've made it successful at it.  
13:35:10 So again,  
13:35:11 I just want to reiterate documentation is going to be a critical  
13:35:13 aspect to all of this.  
13:35:18 Now, let me ask you a question in terms of services that your various  
13:35:21 schools are providing. Have you suspended those services?  
13:35:24 How are you documenting what's needed or are approaching that.  
13:35:27 Out of curiosity.  
13:35:28 Jennifer.  
13:35:29 Hi. Yeah.  
13:35:33 So I'm from the New York school and.  
13:35:36 At the New York school for the deaf.  
13:35:47 Our SLP services, speech and language.  
13:35:50 Pathology services.  
13:35:55 Counseling.  
13:35:58 Those all are the same.

13:36:02 We are providing those.  
13:36:03 And of course we are documenting every minute of it.  
13:36:05 We have a form that was already built before school closures called  
13:36:08 the PPC.  
13:36:14 Parent professional contact form.  
13:36:16 And that's a form that we fill out every time we make a contact with  
13:36:19 the parent or guardian, and we put that in the student's file.  
13:36:23 So that that's all in one location.  
13:36:25 And everyone can continue that PPC form.  
13:36:30 They're still using that in a digital.  
13:36:44 Form, but we've now come up with a spreadsheet because our contacts,  
13:36:47 our reach outs to the family or such.  
13:36:49 Much more often.  
13:36:56 So our PTCs are a little bit off the charts.  
13:36:58 So we're now coming up with a better spreadsheet form.  
13:37:01 We also document what we use that.  
13:37:02 Middle quarter incident report.  
13:37:04 And so that's the same.  
13:37:06 Again,  
13:37:07 we've put that into the student files and any time we make a contact.  
13:37:11 We send that.  
13:37:12 Also we share that information with the district that serves that  
13:37:15 child. So our services in that way,  
13:37:17 And our documentation system has remained the same.  
13:37:19 No. I'm wondering have any of those students that have needed the  
13:37:21 one-on-one services provided?  
13:37:23 That districts have provided one-on-one services.  
13:37:25 How are you now handling that?  
13:37:27 Good question.  
13:37:29 We sent every student, either a CB or UN.  
13:37:32 Or a computer or an iPad.  
13:37:33 Some already had one that they were using. So in.  
13:37:35 School clothes. They still had their device.  
13:37:36 In elementary, they only had those that were.  
13:37:40 In the classroom.  
13:37:41 So they don't take those home for the first couple of weeks.  
13:37:44 Any electronic assignments.  
13:37:46 Were missed. And so we started putting together.  
13:37:56 Apps that OT and PT and all of those teachers used and packaging.  
13:38:00 Everything and sending those out.  
13:38:02 Four weeks ago, I guess it was.  
13:38:03 March April-ish.

13:38:04 Well,  
13:38:05 then we were all on board and we were able to start doing  
virtual  
13:38:08 teaching.  
13:38:09 So.  
13:38:10 Very similar situation. We also sent iPads, virtually every  
student.  
13:38:14 We also installed apps on those.  
13:38:16 And made packages to send out to them.  
13:38:18 But I guess in terms of the one-on-one, the AIDS.  
13:38:20 We have several.  
13:38:29 And the district is paying for that,  
13:38:32 providing the one-on-one services.  
13:38:34 But now the district is refusing.  
13:38:36 To continue providing those services.  
13:38:38 And so in terms of Barbara, right, you're saying something.  
13:38:40 Yeah.  
13:38:45 In the classes and everything.  
13:38:48 Maintaining that.  
13:38:51 Sorry, Donna, go ahead.  
13:38:57 We hadn't had the district support,  
13:38:58 so we're continuing to work with the aide and.  
13:39:01 They're also working the Perez, whatever they're also  
helping.  
13:39:03 They're there.  
13:39:08 They're working with students and providing supports as  
possible.  
13:39:12 We're very fortunate with that.  
13:39:15 We've not had any problem with.  
13:39:17 Parents or aid support.  
13:39:19 Oh, good.  
13:39:20 Okay.  
13:39:21 Jennifer.  
13:39:23 Yeah.  
13:39:26 The district's stopped paying for parents.  
13:39:28 For one on one.  
13:39:29 A few years ago, I guess.  
13:39:31 And.  
13:39:32 Now the school pays for those one on one services.  
13:39:34 Not the district.  
13:39:38 And so we have continued to pay for those one-on-one  
services.  
13:39:41 While school has been closed.  
13:39:43 It's at the leadership and guidance of the teacher.  
13:39:46 The OTPT also.  
13:39:48 Provide those services one on one.  
13:39:51 Okay. Good.  
13:39:54 I think I see something in the chat.  
13:39:56 Let me double check.  
13:39:57 Oh, okay.

13:39:58 Alright.  
13:40:02 Former comment that was made that I've missed.  
13:40:04 Okay.  
13:40:08 Okay.  
13:40:11 In terms of confidentiality.  
13:40:16 The IEP itself, not necessarily, but.  
13:40:23 Services that we're providing.  
13:40:25 We've had several issues arise regarding confidentiality.  
13:40:27 So having those parents in the room.  
13:40:30 With counseling services being provided virtually.  
13:40:34 Or one family, for example, maybe.  
13:40:36 We were.  
13:40:40 Excited second grade students.  
13:40:43 Receiving services.  
13:40:46 Mom was not.  
13:40:48 On the video screen.  
13:40:52 So the counselor was discussing with this student and having  
a  
13:40:55 conversation.  
13:41:00 And mom was sitting in the room off to the side.  
13:41:03 It was just so happy that we've reached out to continue  
supporting  
13:41:06 that.  
13:41:07 But what happened was mom filmed that session?  
13:41:10 And then posted it on social media.  
13:41:12 No.  
13:41:13 Fortunately.  
13:41:17 Mom is friends with another staff member who saw that.  
13:41:20 Reached out to the mom and said,  
13:41:22 That pose, take that off social media.  
13:41:26 And so we were able to handle that fairly quickly, but.  
13:41:31 In terms of that we had to send a confidentiality notice to  
the mom  
13:41:35 again.  
13:41:38 Clearly stated language, you cannot film.  
13:41:42 A counseling session that is confidential.  
13:41:45 You cannot post confidential counseling sessions.  
13:41:48 And that was for that particular parent, but.  
13:41:56 Staff even we do have some concerns with some staff,  
13:41:59 not comfortable using their personal phones.  
13:42:01 To make contact.  
13:42:03 Students seeing the background of their home. Now, luckily.  
13:42:08 You can have a green screen background, so to speak.  
13:42:11 At times it becomes very.  
13:42:12 Visually noisy.  
13:42:18 And hard to maintain.  
13:42:19 So using a sheet of some sort to hide backgrounds in the  
home.  
13:42:22 But there have been some challenges of confidentiality.  
13:42:25 And again, as we mentioned before, Oh, Barbara.

13:42:27 I'm sorry.  
13:42:28 Yeah.  
13:42:29 Counseling.  
13:42:32 So I'm at Fremont school.  
13:42:35 And we have the same position.  
13:42:40 About counseling.  
13:42:43 You know, I don't think right now.  
13:42:46 A time for depth.  
13:42:51 Sole changing counseling because we don't know who's watching.  
13:42:53 We don't know who's off screen.  
13:42:55 If we felt confident that no one was able to put eyes on the  
13:42:58 situation.  
13:43:01 Then we might go a little deeper with some of our kids,  
13:43:03 but I don't believe that currently we're able to go to the same depth  
13:43:06 with our students.  
13:43:07 We're behind closed doors.  
13:43:08 Any other thoughts?  
13:43:11 Okay.  
13:43:14 New York.  
13:43:18 I'm going to use the interpreter. If you wouldn't mind. Thank you.  
13:43:21 Our counselor.  
13:43:23 Decided against providing.  
13:43:27 Counseling services like following the counseling goals.  
13:43:33 And instead she contacts the students weekly and just kind of.  
13:43:37 Chats with them and play the game, or like how you doing.  
13:43:40 What's new. What are you doing?  
13:43:43 It just keeps it kind of basis.  
13:43:47 That reason because she said you just can't.  
13:43:54 Guarantees you can't see who's in the room.  
13:43:56 You can not guarantee that there's not someone else there.  
13:43:58 Doing the mandate.  
13:44:01 Once a week she's doing that, but just really on.  
13:44:06 More of a less formal basis.  
13:44:09 Right.  
13:44:11 Yeah, more surface level check.  
13:44:14 Seeing how students are doing.  
13:44:17 Yeah.  
13:44:21 So we are similar in terms of following that model.  
13:44:24 We do have some students.  
13:44:30 Who are struggling with mental health issues and those are becoming  
13:44:33 more prominent.  
13:44:34 In their current situation.  
13:44:37 Providing services through tele.  
13:44:39 Therapy is a challenge.  
13:44:48 You know, not necessarily other, I mean,

13:44:50 we could talk for two hours hours on this topic,  
13:44:52 but let me pause and move.  
13:44:54 Oh, Barbara.  
13:44:55 Yes.  
13:44:56 Sorry to drag it out. I did have one other thing.  
13:44:58 Downloading work.  
13:45:02 Onto laptops.  
13:45:05 Instead of using personal devices.  
13:45:10 Receiving work on a personal laptop. That's been an issue.  
13:45:17 So here at Riverside, we've tried a few things to protect staff.  
13:45:21 We've done.  
13:45:24 Doing a download our own VRS, sort of the forum.  
13:45:32 Downloading that making sure that is on their personal devices,  
13:45:35 whether that be a phone.  
13:45:36 Are a school issued iPad.  
13:45:39 So making sure that is downloaded so that they can use their video  
13:45:42 phones.  
13:45:47 For our hearing staff,  
13:45:48 what we've done is we've gathered all of the phones that were assigned  
13:45:52 to.  
13:45:53 The school vans and buses.  
13:45:55 And we've distributed those to our hearing staff.  
13:45:57 Such as speech therapy.  
13:45:59 Make contact with parents.  
13:46:05 Are unable to use a video phone. And so that's one.  
13:46:08 I guess.  
13:46:09 Reduction that we've had to worry about is.  
13:46:12 Any technology that we've had.  
13:46:15 During this.  
13:46:19 Crisis and time we've handed out to hearing staff.  
13:46:22 So that's helped out some.  
13:46:26 Through my notes.  
13:46:30 No, I think we're good on that. We can move on.  
13:46:32 Okay.  
13:46:46 Now in terms of your staff,  
13:46:48 have you experienced any resistance to doing teletherapy?  
13:46:52 We've already mentioned that the counseling.  
13:46:56 Seems to have lessened the in depth services that they're providing,  
13:46:59 but any other service providers that have been hesitant.  
13:47:03 Our inexperience.  
13:47:04 Teletherapy or video.  
13:47:05 Any willing.  
13:47:06 Speech I've seen policy speech.  
13:47:09 Yeah.  
13:47:14 Okay. So what exactly are you saying about speech?

13:47:17 What's the reason for their hesitancy.  
13:47:18 Well, our SLP department.  
13:47:20 Has developed.  
13:47:25 It's a list of activities that they send out.  
13:47:29 Language development activities.  
13:47:32 But they can't provide one on one services.  
13:47:35 So it's not one on one services.  
13:47:38 Providing services in the form of activities in different activities.  
13:47:42 Barbara.  
13:47:50 Not really.  
13:47:51 I was just gonna say at first they were nervous about providing  
13:47:54 services in a virtual way.  
13:47:55 After some time in research.  
13:47:57 They found things that were working in other places.  
13:48:01 Sometimes they would say, well, the deaf kids, it's different.  
13:48:03 It's harder. It's not possible.  
13:48:05 But then they found ways to make things work.  
13:48:07 And provide services to children.  
13:48:11 With speech first, there was a lot of apprehension.  
13:48:14 Yeah.  
13:48:15 A little bit funny.  
13:48:16 We have speech.  
13:48:18 Obviously one of those hot topics.  
13:48:22 We have two staff members.  
13:48:28 That we found out there were some families that were out of state.  
13:48:35 During school closure,  
13:48:37 they went to stay with another family member for support or for  
13:48:39 financial reasons during this time.  
13:48:41 I'm unsure as to why exactly.  
13:48:45 Their licensure state so that they can provide teletherapy.  
13:48:50 State only. So if a student or family is out of state,  
13:48:53 they will not provide that service.  
13:48:57 This is David, but the IEP requires it.  
13:48:59 It doesn't say where you're sitting.  
13:49:03 Exactly. Exactly right.  
13:49:06 We had to.  
13:49:07 Calm down.  
13:49:08 The situation.  
13:49:10 At that time.  
13:49:14 And say, look,  
13:49:16 we're not asking you to drive to the Arizona state line here.  
13:49:18 But yeah.  
13:49:21 It was just an interesting situation that we experienced.  
13:49:28 In terms of the IEP itself. How many of you have not?  
13:49:31 Forward hosting IEP meetings.

13:49:33 Who has suspended that.  
13:49:38 Now we're having meetings. Okay. Okay. So it seems like everyone.  
13:49:41 Continued with meetings. Okay, great.  
13:49:43 Yeah.  
13:49:47 We have continued to set up meetings virtually on zoom.  
13:49:50 We've done a schedule, which has been who.  
13:49:52 Eye opening.  
13:49:57 We have, what's called an IEP week here in Riverside.  
13:50:00 Meaning that.  
13:50:01 Students stay home for that week.  
13:50:04 I know Barbara White is familiar with those.  
13:50:11 Weeks ago. I believe it was yes. Two weeks ago.  
13:50:12 Our IEP week.  
13:50:14 Which meant that we had.  
13:50:21 A little more than one month to really plan how we were going to  
13:50:24 handle our IEP week.  
13:50:26 We have occasional IEP meetings before this main, week.  
13:50:29 To discuss results of this.  
13:50:30 And so forth.  
13:50:34 We found that the biggest challenge was technology.  
13:50:38 And the solution was just to front load.  
13:50:41 The parents.  
13:50:47 With information.  
13:50:49 We had a designated family coordinator that called each and every  
13:50:51 family.  
13:50:53 And did a practice.  
13:50:54 We sent out what it would look like.  
13:51:03 Like information of how to handle this. We practiced it. Oh,  
13:51:07 the screen is a little too dark. The lighting is not great.  
13:51:09 Let's move around.  
13:51:10 How are we going to share screens? And what's that going to look like?  
13:51:13 How to mute.  
13:51:14 How to hide your video.  
13:51:22 And bring it back on screen and just practiced through all of these  
13:51:24 minor little steps before the actual IEP meeting.  
13:51:27 Now.  
13:51:28 With front loading. We also sent out, you know,  
13:51:31 Procedural safeguards a copy.  
13:51:33 Of the draft IEP.  
13:51:36 We sent progress reports.  
13:51:42 All of these documents prior to the IEP meeting.  
13:51:45 And when it was time.  
13:51:48 For the family coordinator to practice with all of those,  
13:51:51 you have these documents in front of you.  
13:51:52 Now, granted it didn't always work.

13:51:54 Sometimes.  
13:51:55 Don't check their emails.  
13:51:56 Very often.  
13:52:05 But providing that front loading of information really reduced the  
13:52:09 struggles and stress during IEP meetings.  
13:52:11 And I believe Tammy.  
13:52:13 Mentioned that.  
13:52:14 You know,  
13:52:15 there were families that practice and families that didn't prepare.  
13:52:17 Yeah.  
13:52:19 And then the middle school.  
13:52:25 I ran 36 different meetings during the course of one week.  
13:52:35 I'll say it again. Our experience with those families that we serve,  
13:52:39 many of them were very happy to participate. We never really had.  
13:52:46 A good number of show up for those meetings.  
13:52:48 So this was kinda the first time that we had such big numbers.  
13:52:52 So it seemed like zoom is actually a great way to reach out to  
13:52:54 families.  
13:52:55 Many of the parents were actually, they said they felt.  
13:52:57 More prepared this year than ever before.  
13:53:00 That front-loading method.  
13:53:01 Sending out everything that they were going to need ahead of time.  
13:53:03 Get them prepared and they've done.  
13:53:06 In their head before they logged on.  
13:53:08 The time was a real struggle.  
13:53:11 There were families or school districts.  
13:53:15 When they didn't really have reliable internet.  
13:53:19 People were freezing or disappearing. So that was of course.  
13:53:24 It was fairly rare.  
13:53:29 It wasn't too common and we had a very good experience.  
13:53:32 And we got done.  
13:53:36 So much work in one week's time. Yes.  
13:53:41 Round of applause because Tammy your department, I mean,  
13:53:43 you won the award.  
13:53:45 Let's just say that. So.  
13:53:48 Big round of applause.  
13:53:50 Yes for sure.  
13:53:54 Okay.  
13:53:59 A similar concept to the front loading. We also.  
13:54:05 Within our own student services,  
13:54:07 kind of collaborating with all of our principals.  
13:54:08 Created a cheat sheet.  
13:54:11 For the teams and what to do. And if.

13:54:25 Type of scenario matrix. So if parents didn't show up,  
13:54:28 what would we do if a district representative didn't show up  
what to  
13:54:31 do? We have sort of a step by step checklists.  
13:54:33 They're prepared for them.  
13:54:35 If a student qualifies or doesn't qualify for ESY language.  
13:54:38 Readiness and questions related to that being providing ESY.  
13:54:41 Through distance learning virtually how are we going to  
document this  
13:54:45 and document that.  
13:54:50 A question about compensatory services arose,  
13:54:53 how we would document and delegate that.  
13:54:55 And so it was sort of a.  
13:54:56 Guidance for those running those meetings.  
13:54:58 And it just.  
13:55:00 It's also helpful for any future planning.  
13:55:03 Zoom meetings with those families again.  
13:55:08 Just some quick stats.  
13:55:15 Our IEP week,  
13:55:16 we had 228 meetings scheduled for that week in one week.  
13:55:20 I do 228.  
13:55:23 Two 25 were completed.  
13:55:29 Which means that only a few families didn't show up for their  
13:55:32 meetings. I mean,  
13:55:34 That is a high rate. I mean, 90%.  
13:55:43 Signed and done  
13:55:44 to me that says that zoom is very effective for working with  
our  
13:55:48 families.  
13:55:49 Especially in this particular area of California and I'm sure  
Texas.  
13:55:52 Where there's just long distances. Do you.  
13:55:55 Graphical distances that are hard to meet and.  
13:55:59 High percentage of participants.  
13:56:01 More than the in person.  
13:56:02 IEP meetings.  
13:56:06 Family involvement is such a key component.  
13:56:09 Having the families read the IEP beforehand.  
13:56:12 Preparing themselves.  
13:56:13 Three questions.  
13:56:16 I mean, it was so rare to experience.  
13:56:22 There are some families that are so far in very remote, rural  
areas.  
13:56:25 Were the IEP is just not their forte.  
13:56:28 But now they felt more prepared.  
13:56:30 Because of that. Front-loading.  
13:56:32 And so I'm wondering if.  
13:56:40 Experiencing IEP on zoom or our virtual platforms.  
13:56:43 What are some successes or challenges you've faced?  
13:56:45 Yeah.

13:56:49 And you might be about to say the same thing. Sorry.  
13:56:54 So it's an IEP meeting can be long and complex.  
13:56:57 We just do a lot of discussion.  
13:57:00 In review and looking at it.  
13:57:04 There's also interpreting for the parents as a consideration.  
13:57:08 If you've got people on two different platforms,  
13:57:10 you've got two different problems.  
13:57:13 Many people had not used.  
13:57:18 All the staff.  
13:57:25 Where is the interpreter and where do we want to place the  
interpreter  
13:57:28 so that we can all access the interpreter?  
13:57:30 And the students students needed a CDI.  
13:57:36 That needed to be really twisted, really fast.  
13:57:41 What helped was practicing a couple of days ahead of time.  
13:57:45 Setting up how.  
13:57:47 How they were going to do it during the IEP meeting.  
13:57:49 If you're at home or wherever you are.  
13:57:50 That was four staff people too. And it was hard.  
13:57:55 Things work out and it got us through it.  
13:58:00 But I think there were five interpreters and one of my  
meetings.  
13:58:04 Okay, so now I'm wondering.  
13:58:07 Other languages being a part of the meetings.  
13:58:13 Such as needing your Korean interpreter,  
13:58:15 having third-party interpreters joined.  
13:58:19 You found what's most helpful for that interpreter is to use  
a phone  
13:58:22 call to the parents.  
13:58:24 I'm more of a phone line. It seems to have worked out.  
13:58:28 Similar, is that what you would say?  
13:58:30 Cynthia.  
13:58:31 Yeah. That's exactly.  
13:58:33 Back it up a little bit.  
13:58:38 Using Spanish interpreters or other spoken language  
interpreters.  
13:58:41 And by the way,  
13:58:48 My big boss, David is right there.  
13:58:53 So there are several of us from here, here from Indiana.  
13:58:55 Yeah.  
13:59:00 You guys making the same experiences that we've had.  
13:59:05 It's what we had to do and we did it.  
13:59:09 Schedule for the year.  
13:59:13 Was sent out ahead of time.  
13:59:17 So then again and again, and again, it got sent out as a.  
13:59:22 Everybody was on board.  
13:59:27 By March when we knew that zoom was about to happen to us,  
13:59:29 because everyone would be.  
13:59:32 Stay at home.  
13:59:35 It's still gonna happen. It's gonna be different. It's going

to be.

13:59:38 So we want you to practice.

13:59:41 Our teachers had already been using.

13:59:47 For teaching sessions.

13:59:49 And so families often we're asking their own children.

13:59:52 It was actually pretty cute to get the kids involved in that way.

13:59:59 But it worked, it worked wonderfully. We struggled.

14:00:02 We would switch to plan B.

14:00:05 A voice call or a VP call, a direct phone call.

14:00:08 About interpreting.

14:00:11 Other interpreters as well. And I, I found that.

14:00:21 Pull up to interpreters.

14:00:26 You know, your Spanish or your spoken language interpreter.

14:00:31 Could be on another video on face time. And that way,

14:00:34 if you had an in separate places,

14:00:35 Then you, weren't trying to click and pen.

14:00:38 And move and shift shuffle tiles around.

14:00:40 And so that was what was happening behind the scenes.

14:00:42 Experimenting with those things.

14:00:43 My biggest problem was pulling up.

14:00:48 Pulling up because then you can't see the people's faces.

14:00:52 You can't see the sign. So you've got too many boxes over boxes.

14:00:56 But.

14:00:57 Our families were participatory.

14:00:59 Our families were engaged.

14:01:06 Even though all of those reminders,

14:01:08 but there were a couple of famines that forgot.

14:01:12 Somebody overslept or when we'd have to delay and do it.

14:01:18 Things like that so that everybody has probably seen.

14:01:21 It was a success story.

14:01:26 That brought to mind. One thing that we've seen at the IEP itself.

14:01:29 On screen.

14:01:34 Some of our staff have used their iPads as sort of a second screen so

14:01:38 that they wouldn't have to.

14:01:39 Keep going back and forth in terms of what they're seeing.

14:01:42 They didn't have to look back and forth at different screens.

14:01:43 Now.

14:01:49 I am very sorry for one of our committees here,

14:01:51 but in terms of the printing.

14:01:55 Of the documents ahead of time so that you would look at a hard copy,

14:01:58 black and white.

14:01:59 And so.

14:02:02 For those staff are some of the families that only have one device at

14:02:05 home.

14:02:08 If a staff had to, maybe they don't have a home computer or something.  
14:02:12 Was very shocked to hear that.  
14:02:14 This is the year 2020.  
14:02:18 And we have individuals that have decided not to have devices and  
14:02:21 their household.  
14:02:22 And they don't have wifi in their house.  
14:02:29 And I'm like, wow. Okay. It's important.  
14:02:31 We provide that wifi access to our students, but my goodness, no.  
14:02:34 That's also provide it to our teachers and help them set up that  
14:02:37 technology.  
14:02:38 So it was, it was.  
14:02:40 Okay.  
14:02:45 Kind of getting back to a point here of the goal of.  
14:02:50 What we can and can't do, but the main thing is.  
14:02:52 Document.  
14:02:57 I cannot say that enough. Let me say it. Document, document, document.  
14:03:01 Everything.  
14:03:02 Barbara White. Did you want to add a little bit more?  
14:03:04 No, I'm sorry.  
14:03:06 Barbara.  
14:03:12 Did you want to add anything more? I'm sorry.  
14:03:14 There's two barbers here.  
14:03:17 Barbara. Did you have anything that you wanted to add?  
14:03:25 Not really.  
14:03:26 I appreciated all of the different experiences and stories that have  
14:03:29 been shared.  
14:03:30 It confirms my strong belief that our schools are doing.  
14:03:36 Much better than many places out there.  
14:03:38 I congratulate each and every one of you because it's true.  
14:03:41 The law has remained the same.  
14:03:42 Documentation is critical.  
14:03:43 Communication is critical.  
14:03:47 These are the same protocols that you may have had in place before.  
14:03:49 Just more emphasized than ever before.  
14:03:52 Right.  
14:03:55 Communication is key.  
14:03:58 But I think now even more so.  
14:04:03 I really have to come in and Tammy again here.  
14:04:05 With parents.  
14:04:14 Communicating with the family education coordinator and having them  
14:04:17 communicate with parents and how we can provide that support and help.

14:04:21 Sending out communications.  
14:04:22 Ensuring that all of our parents are involved.  
14:04:25 Now there's a struggle of being overloaded with digital input.  
14:04:27 Emails coming from.  
14:04:29 That and just being overstimulated.  
14:04:32 With these virtual communications.  
14:04:36 And just their inbox is filling up beyond belief.  
14:04:40 And so we have to be leery of over-communicating.  
14:04:43 Effective in it.  
14:04:44 Thus far.  
14:04:50 And our team is discussed what we want to be doing in the fall.  
14:04:52 Are we going to continue with zoom meetings?  
14:04:54 Did your school now?  
14:04:56 You know, taking those things into consideration, Barbara White.  
14:04:58 Yeah.  
14:04:59 Offering choices. I think.  
14:05:07 I think it's nice now that we've been through this to offer the  
14:05:09 option. Why not?  
14:05:10 Why not offer the option.  
14:05:11 Of course, our school is different.  
14:05:13 It used to be that Riverside was.  
14:05:15 Everything happens in one week.  
14:05:19 Now we do several IEP.  
14:05:23 February, March and April. So.  
14:05:27 Coordinator decides.  
14:05:32 You know how those things happen and if somebody is not comfortable  
14:05:35 with technology,  
14:05:36 They would have the option. Of course.  
14:05:37 To come to school, but others that might want.  
14:05:39 Depend on technology.  
14:05:40 Making their way to the school.  
14:05:49 That's an option. And so I think that there are people that would say,  
14:05:52 yes, I have the technology and uncomfortable with the access that I'm  
14:05:55 given.  
14:05:57 You know,  
14:05:58 I think that with technology.  
14:05:59 I think that that's a good option for parents.  
14:06:03 Are now spread out over three weeks.  
14:06:07 One week. It was just too much.  
14:06:12 So we spread those out to three weeks of time and our coordinator  
14:06:15 handles the scheduling.  
14:06:18 I think it would be interesting to have an IEP meeting.

14:06:21 Or to send the IEP.  
14:06:23 Or also takes in the IP for review.  
14:06:31 To go ahead with the IEP without meeting.  
14:06:38 I have read and reviewed and I'm ready to sign off on the IEP  
and I  
14:06:41 don't need a physical meeting.  
14:06:45 So, you know,  
14:06:46 I think that that's something that we should consider because  
I  
14:06:49 believe we over-schedule our families and it's hard on them.  
14:06:51 And then there are other families that say, absolutely.  
14:06:53 I look forward to the IEP meeting.  
14:06:55 I liked hearing the goals and the purposes of those goals and  
14:06:58 objectives.  
14:06:59 So I think that there are ways to reduce the number of IEP  
meetings.  
14:07:08 I think that's worth the research and offering that as an  
option.  
14:07:12 As we discussed that with families, for signing off on IEP.  
14:07:15 We're approaching our IDPs and we've had a good level of  
engagement.  
14:07:19 That's good to hear you.  
14:07:20 I agree. I think that.  
14:07:21 We will have to some extent.  
14:07:28 VP meetings continued on zoom or other web based platforms.  
14:07:38 I think currently my role this summer is to make sure that  
our  
14:07:41 physical school site is prepared.  
14:07:43 So if teachers are participating or.  
14:07:45 In their classrooms.  
14:07:46 Do you have a webcam?  
14:07:50 Do you have webcam capabilities in that classroom? And.  
14:07:57 We maintain social distancing while back on campus while also  
possibly  
14:08:01 providing.  
14:08:06 So making sure that our physical sight is capable to handle  
all of the  
14:08:11 services needing to be provided.  
14:08:13 And so we've got things working virtually off of campus off  
site.  
14:08:17 Now we have to get it.  
14:08:18 Can we use it for onsite?  
14:08:20 I think also it's really nice because there are more  
participants with  
14:08:23 zoom.  
14:08:24 You know,  
14:08:25 I lost my steps.  
14:08:27 Now that we're in.  
14:08:31 And we're just here at home, kind of working remotely.  
14:08:40 My step counter is definitely less as opposed to running

across campus

14:08:44 for this meeting and coming back to the office for that and so forth.

14:08:46 All I have to do is.

14:08:47 Off of one meeting and joined the next meeting with them.

14:08:51 So I'm able to put out any fires that may arise.

14:08:53 I'm able to quickly engage in different meetings.

14:08:55 We have a good.

14:08:59 Center now without having to walk across campus for various reasons.

14:09:09 You know, in all honesty, you guys, Barbara Minto,

14:09:11 unless you have other comments or questions,

14:09:13 other stories of successes.

14:09:15 That hasn't spoken yet.

14:09:16 Very curious.

14:09:17 As to what your school has been doing during IEP.

14:09:20 Yes.

14:09:23 Okay.

14:09:27 Yes, I am Jan from the Lexington school in New York.

14:09:31 Summer school programming.

14:09:33 We follow the.

14:09:40 12 month school, year calendar.

14:09:42 And we've been in discussion about the possibility.

14:09:45 Teaching assistance or not.

14:09:52 So I'm curious about your school. Do you provide Paris or not?

14:09:55 During summer school.

14:10:00 Yeah.

14:10:02 For summer school.

14:10:07 Hmm.

14:10:09 This is Barbara.

14:10:14 For teachers' assignments.

14:10:16 The teachers are responsible for the assignment and then the para.

14:10:21 That one on one attention and supports the teacher and the student in

14:10:24 that way.

14:10:25 Yeah, so we pay them for their time.

14:10:28 This is Jan. I know that.

14:10:38 Thinking of not doing that.

14:10:40 And so I was just going to do a little bit of research.

14:10:41 Was that more for budgetary reasons? Precisely.

14:10:44 This is Barbara.

14:10:45 We talked to our parents and supervisor.

14:10:47 To see who wants to work this summer?

14:10:53 Annually. We have people who voluntarily worked for the summer.

14:10:58 You know, they don't want to find other work or, you know,

14:11:02 And they have to be working.

14:11:03 They have to be earning hours or they can't survive. And so.

14:11:05 Provide that.  
14:11:06 As a job for them.  
14:11:10 We budget that, of course there's money set aside for summer.  
14:11:14 And that funding is there waiting for them. And it.  
14:11:17 Designated summer funding. It cannot be used for anything else.  
14:11:20 I know other schools do it differently.  
14:11:25 So it's hard to compare. I don't know.  
14:11:27 You know how your school has always done it.  
14:11:29 Okay.  
14:11:31 David.  
14:11:34 Any other closing comments?  
14:11:37 I would like to say.  
14:11:39 Denise and Barbara.  
14:11:42 Both for your time and your input and the PowerPoints.  
14:11:48 Both created this session has been recorded and will be posted.  
14:11:51 Captions or subtitles will be added.  
14:11:53 Stay safe.  
14:11:55 Take care.