11:54:31  [testing captions]
11:55:27  test for the captioner, are you
11:55:31  there?
11:55:50  Yes I am here. Can you see
11:55:53  my captions?
11:56:28  [testing captions]
12:00:28  >>>: Okay. It is noon. Good morning and good afternoon to all. We have a bunch of
12:00:28  screens on Zoom today. We're going to clarify and simplify our screens by asking you all to turn
12:00:28  off your video,
12:00:28  please. Please turn off your video. You can click stop video other than just
12:00:29  the
12:00:30  presenters and
12:00:32  interpreters please. I see some are doing that.
12:00:35  Okay. Thank you, thank you. Very
12:00:40  good. If you're struggling, you can go
12:00:43  up to the upper right hand part of your screen
12:00:46  , you can also
12:00:49  click mute there and
12:00:49  you may click stop video to
12:00:52  turn that off.
12:00:56  You will raise your hands to take
12:00:59  turns.
12:01:02  If you bring up your video,
12:01:02  unblock your video and I'll see your screen which means you'll
12:01:05  want to make a statement. Everyone
12:01:09  clear?
12:01:12  >>>: If I show my video, this is me
12:01:17  [background noise]
12:01:20  >>>: So
12:01:23  you can pin yourself. I know the screen is small but
12:01:23  we can pin you, David, and
12:01:26  that will make your
12:01:29  screen larger.
12:01:30  >>>: Okay. Well I learned
12:01:33  something new technologically every
day. Nancy, if everybody
12:01:36  turns their screens off, you should only see
12:01:39  four videos. David and the
12:01:42  two interpreters and
another individual who would like to
12:01:45 speak. So they should be larger on your screen now
12:01:49 so you can
clearly see David and the
12:01:52 interpreters.
12:01:56
>>> Okay. Welcome to our
12:01:59 town hall meeting. This is the first time in history
12:02:02 of the
organization
12:02:06 due to the crisis with the virus.
12:02:10 We've converted it into
12:02:13 an opportunity to talk about
how we support each
12:02:16 other as CEASD members. That is
12:02:19 a full package value of being a
12:02:23 CEASD member.
This is the sort
12:02:25 of support we're accustomed
12:02:29 to providing each other. We have captioning and
12:02:32 interpreters. We'll recognize
12:02:35 American school for the deaf and thank them
12:02:38 for their support through
this Zoom platform
12:02:41 and for captioning and for the interpreters.
12:02:44 So thank you very much to American
school for the deaf.
12:02:47 If
12:02:50 you see Jeff braven, think him as well
12:02:54 . Thank you to CEASD, the board
12:02:57 , all
of you, thank you so much for your
12:03:00 engagement, support and belief in this concept
12:03:03 as we've gathered
together
12:03:06 virtually.
This is not the first and
12:03:09 last virtual meeting. We will continue this format and we're
12:03:13 learning as we're going along. We've
12:03:16 listened and heard your ideas and your
12:03:19 feedback as we've gone
through the recent days
12:03:22 . We will continue to follow-up with
12:03:25 more meetings discussing specific
12:03:28 topics mentioned.
12:03:33 For example,
-- okay, I see some of you still have your screens up. Some have cute dogs, beautiful chairs, but could you please turn off your video feeds for the moment. Part of the Zoom process is to simplify our screens and have the person making comments, their video on. Those that want to make a comment or ask a question, turn on your video as a form of raising hand. Everything clear? George staley, how are you? You doing all right? Could you please turn off your video? Is that working? Okay. Back to why we're here today. From the survey we sent out to all of you, the survey shows several things. But basically three themes have emerged as primaries. The first is online instruction, how we'd proceed as that, with that, what challenges we experience and what successes we've had. The second topic is I E PEs and related services. Physical therapy, occupational therapy, etc. Third, mental health. How to support students as they're at home, language deprived or experiencing a lack of service and how we're supporting staff as well. So we'll focus on these three initiatives. There are several unique issues such as funding, federal funding that may be available for your programs. Those topics will be discussed later in subsequent meetings which we'll have as time goes on. Is there anyone who would like to
raise their hand
12:05:43, if they would, please do that and we'll
12:05:46 acknowledge you. If you don't have
comments or questions,
12:05:49 please turn off your video. Go to the upper
12:05:52 right hand corner of your
screen,
12:05:56 click mute and stop video to do that.
12:06:01 Okay?
Again, the first
12:06:04 topic will be discussing
12:06:07 online instruction best
12:06:11 practices, challenges,
ideas and how to motivate students
12:06:14 and staff as we proceed with online instruction
12:06:17. That will be
12:06:22 clear
12:06:25 be Claire leading that discussion. Secondly, I E
12:06:28 Pes and related services. That will
12:06:30 be led by Stacey
12:06:34 Staceytia peer oh cats from the Atlanta area school for
12:06:37 the deaf. She'll lead that discussion. And
12:06:40 third,
12:06:44 mental health and how we're supporting our students
12:06:47 and staff. That will be
12:06:50 led by Dr. Nancy
12:06:53 hill balk amun. Again
12:07:00 thank you for
12:07:03 those three representatives who will lead
12:07:06 the discussions.
Now I will seed the
12:07:09 floor to Claire. I will turn off
12:07:12 my video as a result and welcome
12:07:15 her.
12:07:18
12:07:18 >>: Hello,
12:07:21 everybody. You have the interpreters this
12:07:24 morning so that way you don't
12:07:27 have
to suffer with my signing space and
12:07:30 everything online. But let me just
12:07:33 say that my intent this
12:07:36 morning is to get the
12:07:40 dialogue started. I am not
12:07:43 going to go through the things that are specific
12:07:46 to T S D, I may mention certain things
that have worked for us or things that have posed a challenge for us. But generally speaking, we're going to discuss the issue of online learning and so all of you can feel free to chime in.

Interpret:

Interpret, Claire, can you unmute? There you go.

Interpret:

Interpret, Claire, can you unmute? There you go.

Interpret:

I'm going to talk about what worked for us and what I think from what I'm seeing worked for a lot of you and that is to have a phased in approach to online learning. I'm going to say that when we got the news that we were going to close after spring break we had pretty much organized chaos across the campus. Now T S D is a big school so there's a lot of people to chime in but we ultimately had to step back and take a phased in approach and that really helped us.

So we have really five phases because we call the first phase zero. And that was, how are we going to transition to online learning? What was our plan? The lead in this was our executive leadership team, HR department, and IT department. Those were the people that really had to set the course of action. We had to figure out is everybody getting paid? Everybody working? What's our at home learning plan? Every employee at T S D had to submit an online work from home plan. Some of them varied of course depending on whether you're
a bus driver or teacher. That goes without saying. So we looked at those issues first. We looked at pay, time, leave, how we were going to do all that. Then we moved to -- I'm jumping over hurdles here because I don't want to talk long -- we moved towards what we call the landscape analysis which is a fancy word for how are we going to reach everybody? Who has internet access? Who has their device at home? Who needs paper and pencil packets? So we spent time looking at that. We also spent a lot of time looking at what we had licenses for, what flat forms were going to work best. We looked at different groups of students because what works for high school students may not work for Perry infant students. We decided for each grade level, what were the platforms? The fewer the better. One thing about this COVID 19 pandemic we're experiencing is we're being bombarded with resources. We limited our platforms that we were going to use. For us it was Zoom, Google docks and see saw were the way seechers were going to receive the work from students. Then a big decision called determine your model was, is it going to be online, hybrid? Paper and pencil? What model for each age group and group of students? How we were going to address students with additional special needs for whom none of those methods might be success
ful. They went to a
more one on one
approach. We divided
those students up and one teacher
took a group so we could narrow it down to
one
on one instruction for many of those students.
And we went to phase three which was putting
the
model into
effect. I think it's important to decide what your
typical day is going to look like.
We
worked on what's a typical day going
to look like for early childhood? How many minutes
of
instruction are you going to have? We made a decision
on 60 minutes of instruction a
day for the
very young children.
Then we gradually increased that for middle and high
school. I'm sure many of
you did too. That
seemed to work. A big challenge for
us was getting the packets
mailed home to
family
ies. We had all kinds of
regulations on how you can print because of
all the safety
precautions of mailing.
So we have a
print shop fortunately and our coordinator of that was
willing
to come in and work every day, eight hours a day,
and all the teachers had to do was send their
emails to him, he printed the packets, he
mailed them, weighed
them, sent them with return
envelopes. That
was a big help
Phase three, what else was?
I guess making sure your teachers
have
time for professional development and teaching
Times where they can get online and support
staff. One of the things that we noticed was we had
to be careful that not everybody was
12:13:47 contacting
families at the same time. So we had to separate
12:13:50 when the teachers contact families and we had to
schedule
12:13:54 that for each department. Then we moved
12:13:57 our dorm staff to contacting families and kids in
the evening which
12:14:00 is more consistent with their schedules
12:14:03. Interestingly enough, probably
12:14:06 our
highest attendance is the kids at night talking to the dorm staff. They're doing games, game
12:14:14 night,
and different things to keep the kids engaged
12:14:18. That seems to be working well
12:14:21. I also just want to
mention a few things that
12:14:24 may be most people haven't thought of. We have
12:14:27 a very large athletic
staff and thinking how
12:14:30 are we going to keep our coaches engaged during this
12:14:33 time? We found the
12:14:37 national federation of state
12:14:41 high school athletic association
12:14:45 associations, N F H S and they had
12:14:48 five modules
that coaches could
12:14:51 complete online and get a
certification. This is one of the silver
12:14:57 linings in
COVID 19 for T
12:15:01 S D, it's hard to get coaches to show up at
12:15:04 your staff development and P D workshops
12:15:07 and so they had these modules and I'm going to
12:15:10 mention them because I think they'll
12:15:13 be helpful like
after school security,
12:15:17 bullying, hazing and inappropriate behaviors
12:15:20 appearance and performance
enhancing
12:15:23 drugs and substance, social media,
12:15:26 protecting students from abuse and
12:15:29 engaging effectively
with parents and athletics
12:15:32. So our coaches are taking
12:15:35 those courses and getting certified
12:15:39. That
was a plus there on determining how
to engage your staff.

Now we're

into phase four which probably many of you are in and

that's the ongoing

monitorish of what you're

doing. Now we're talking about

grading and promotion and discipline

practices and what do you do when kids don't

show up to the classes and how do we get

feedback from

families and staff so we can improve our

instructional deliveries? So that's where we

are in terms

of online services

A couple other things I want to mention. I don't know

about

you but every day

I get about

30 new resources available. This morning C

S D sent something out on their virtual

earth day with four or five learning modules

I've had to set up a small committee

and I'm using my

curriculum staff for that. I'm forwarding them

when I get stuff like that. I don't have time to

review it. I don't want principals or

teachers reviewing it so the curriculum

staff reviews those

and determines, oh

could be great for juniors and seniors, I'm

going to forward this resource

to the high school principal

and teachers. Or this would be

good for elementary. Another thing

I

saw this morning was star autism

put forth at home resources for kids with

autism. I forwarded

that

to the committee and said

is this good? Can we use it? I think I'm going to

stop there because I

can go on and on but I don't think it's

helpful for you to learn about T S D. I think it's

helpful

for you to share based on some of the things I've
discussed. I think David is going to moderate that. I won't see your hands but he will. David, do you want me to turn my camera off now or leave it on? Oh Jeff's here now. Hi Jeff.

>>> Hi, I just wanted to jump in. I know people are saying there's too many people on the screen. There's a few things you need to do. In the upper right hand corner, you can click a button that says hide nonvideo participants and then your screen will display interpreters and Claire. You can also use gallery view and click on hide all nonvideo participants. Then you should be able to see just three screens and perhaps a few more if people chime in to share comments or ask questions. I hope that helps to clarify, okay?

Thank you.

>>> So now we're going to open it up for your comments or to share ideas or ask questions or to share something from your school related to online. I think that's our format now.

I see Matt raising his hand.

>>> Hello. Go ahead Matt.

>>> I'm mat, student life director here at Indiana school. Thank you for hosting this meeting today. I am genuinely curious from a student life perspective, it varies state by state and whether you're private or state funded school, but how is it you're supporting staff? Here we're dealing with the governor
's mandate to stay at home for two weeks initially but has been post poned every two weeks for another two weeks. It's not really a long-term time frame so as a team we discuss how we can support not only dorm staff but also teachers aids etc. The options are limited for them to work remotely so I'm curious how other schools are dealing with this question.

I could respond for T S D but I want to see if there's anybody else that wants to share. I'll just say I mentioned our dorm staff are doing game night with our students and that's very successful.

I see goady.

Hi. I'm going to talk. We don't have a dorm, we're in New York City, Saint Francis desal's school for the deaf in Brooklyn. We're a small school and only go up to eighth grade. But we've been at this in New York City for quite a while. So we have our teacher assistance involved in Google classroom so they are going in and working one to one with the students, one to one instruction. And for anybody else, there's other support staff, even maintenance workers, clerical staff, mental health staff. We have them doing online professional development like you mentioned for the coaches. We have been doing a lot of online webinars so everyone's getting all of these.
just kind of professional development. So
12:22:00 either in Google classroom helping with
12:22:03 students or doing
online -- it's kind of a
>>: Okay. Other
12:22:13 s? Nancy, is
12:22:16 your hand up?
12:22:21
>>: We can't hear you, you're
12:22:27
>>: Can you hear me now?
>>: Yes
>>: Good afternoon. Or good
12:22:34 morning. We sat down at the beginning of
12:22:37 organized chaos
and gave everybody
12:22:43 job descriptions because people were crossing
12:22:46 into other's lanes and it was
confusing. So
12:22:49 we took all those folks who were not direct
12:22:53 teachers and created things for them to
do. So the librarian has a staff
12:22:59 of people assigned to her and they have been
12:23:02 creating reading
videos
12:23:06 including classroom assistance and other support folks.
12:23:09 We have other folks that are a
social
12:23:12 , emotional team and they're creating video
12:23:18 videos at a variety level of
12:23:21 languages for kids about
taking care of yourself,
12:23:25 We've created opportunities for staff to take
12:23:28 care of themselves so there
are videos we've
12:23:31 created that they can get on twice a week
12:23:35 and do reflection, meditation, whatever
works for
12:23:38 them. And then on Fridays, to support our
12:23:41 staff, we have a happy hour and that
12:23:44 's every
Friday from two to
12:23:47 three where all staff come on with
12:23:50 their beverage of choice and break down the
week and
12:23:53 try to support each other in ways that
create laughter because the longer we do this, it's a marathon, not a sprint and people are getting tired. Their level of creativity has been astounding, but they're getting tiered so we're supporting our staff in a different way which is to create laughter and support so we can do this well. That's all I have to say.

>>: Thank you, Nancy.

>>: Hello. I wanted to reply to Matt's comment about student life. It's the same thing for us. In the first three or four weeks we've struggled with timing, etc but now we're focusing more on mental health services. We're providing services but I think student life plays a big role in that so we've had a chat time where we call into Zoom, where you can have two on one services with counselors or if the family members are noticing something is off about their students, they can inform our counseling team and we reach out as a team to the family and provide them with resources. We know this is a difficult time and a lot of our students live in rural areas in the country. They have Wifi but not high speed so we've been struggling in that area. Most folks have equipment but many don't live in big cities. So in response to that, I think that may be another topic for later, we should have student life staff together to talk about supporting life students. Jason?
We had the same, similar situation. Many of our students are very far out in the country and they're struggling with Wifi. Back to student life, student life now has been working on contacting students for supplemental instruction because student life -- staff has been effective with social, emotional skills. So we are partnering online with our teachers and student living counselors to help relieve some of the burden to parents because now parents are overwhelmed with the inability to communicate at home. One of the things we've talked about with student life is separating -- creating a separate time to contact parents because we don't want students and parents to feel they're being overly communicated with. Student life is doing some training as well as using other resources they've developed on their own as far as best practices at home because, you know, dorm is home for part of the year and now they're home with parents so we want to develop videos for parents and develop routines for parents to use with their students at home.

Thank you -S, Jason. Anybody else?
We can't hear you, fran.

It's still not coming through clearly, I apologize. I can sign for myself I suppose, that may be easiest.

I just wanted to say, add to the discussion in that New York is in the middle of the crisis right now and we are overwhelmed with the corona virus pandemic right now. It's been about two or three -- there will be two or three more weeks, maybe as much as nine weeks in total so New York is closed until the end of the -- New York City, I'm sorry, Long Island, they are still undecided as to their time frame. But the big issue right now is, there are so many different platforms that I think kids are even confused, parents are confused and staff are trying very hard but they're saying it's a difficult thing. I'm just curious about see saw.

I don't know anything about that. Is it similar to blackboard?

I'm not an expert on see saw but one of the nice things is you can upload your work in a variety of formats; video, pictures. It's very popular with teachers of the younger students particularly. Anybody else can speak more about see saw to
12:30:25 help fran?
12:30:29 Greg?
  >>: Hello.
12:30:33 We use see saw at W P S D. We
12:30:36 use it for the younger grades. It's more
appropriate
12:30:39 for younger students and families.
12:30:42 For the older students, we've focused
12:30:46 on two
platforms. One is Google
12:30:50 classroom. We're using that for the older
12:30:53 elementary and middle school.
In high school we're using
12:30:56 Google classroom or power school
12:30:59 learning. Either of those platforms
12:31:02 .
But we're limited to just those
12:31:06 two.
  >>: Thank you,
12:31:10 greg. Anybody else? And
12:31:13 Jeff or David, you tell me when you think we're
ready to
12:31:16 move on to a new top
12:31:19 ic. Did I read your mind David?
12:31:22
  >>: You did. Thank you Claire for
12:31:25 leading this significant important discussion
12:31:29 in
gaining perspectives as far as what we're doing and how to
12:31:32 support one another. Some of the
12:31:35 topics
mentioned such as student life
12:31:38 , we'll create a time in the future. We'll send
12:31:41 out information about
student life. We'll have the
12:31:44 same format as this that we're using
12:31:47 today. So thank you everyone for
your input. Now we're
12:31:50 going to turn it over
12:31:54 to Stacey to discuss I E Pes and
12:31:57 related services.
Stacey?
12:32:00 Will you please take the reins. Thank you.
12:32:04
  >>: I have a funny story,
12:32:07 feels funny being isolated but hello all over the
12:32:11 country.
Hello to all my CEASD friends.
12:32:14 We'll discuss I E Pes and support
12:32:17 services today. There will be
some overlap with some
12:32:20 things that have already been discussed
12:32:23 I think. That That's
12:32:27 becoming obvious
the video services are making the
12:32:30 effort to get involved with students
12:32:34 to help fight that language
12:32:37 deprivation that they may be experiencing and insuring the students
12:32:40 are staying engaged and do
12:32:43 not
feel isolated and lonesome at this time.
12:32:46 For our school in Atlanta, our school is a day school
12:32:49. We
do not have a dorm. So
12:32:52 our staff all are day staff if
12:32:56 you will. Our S L Pes,
12:32:59 O Ts, T Ts, they
12:33:02 all
have been participating through
12:33:05 teletherapy services. They
12:33:08 did a webinar workshop,
12:33:11 for example, to
help them understand
12:33:14 best practices regarding
12:33:17 teletherapy. They did that at the beginning of the
12:33:20 closure which helped them envision what the therapy
12:33:24 services could and should look like. The
important
12:33:27 considerations thereof. I
12:33:31 spoke with several different states and I'm realizing that all
of them are
12:33:34 really strongly considering how to document servic
12:33:38 services. Here in Georgia, in our
12:33:41 state,
education department
12:33:46 mandated digital learning
12:33:49 plans, D L Pes, the require
12:33:52 documentation of all the
hours of services we're providing
12:33:55. Now, on I E Pes you know
12:33:59 we have the 28, 29 hour services and then
12:34:02 we have additional -- I'm sorry
12:34:05 , 30 hours and then you deduct speech,
12:34:10 O T, etc, we know
12:34:13 we are
wor providing 28, 29 hours of instruction
So that discussion of what would be considered sufficient, that's the question that's been coming up in everyone's minds. So it's important to document all contacts with students meaning, yes, your SLPs, OTs, PTs, providing services, yes they may be but our support staff who are also engaged with the students on a regular basis via video for support, should also be documenting their time. Here we have some support staff like psychologists, behavior support staff, A SL specialists and some additional subs providing one to one language exposure communication with students. Those hours we also are documenting on those digital learning plans because hopefully, eventually when it's time to consider what's required for compensatory or make up services later on, we will use this documentation to prove that we've provided these services. Many schools have discussed this and I think Claire mentioned it as well, students with additional disabilities. That population of students are struggling with video and distance learning. One to ones help it and it's better but for some students, they're still struggling to understand the concept of video communication. Oh that's my teacher, my therapist. There's American school, willing to go into homes, sit with students with disabilities while the
connection
12:36:15 is being made with the teacher to show the students what to
do. Now private schools may
have
12:36:21 more flexibility that state schools may not have. I
12:36:24 recognize that fact. Mental health
support is
critical at these times even though that
may not be documented on the I E P
12:36:35 necessarily
like
12:36:38 I think Clark mentioned and Nancy will discuss this later
on.
12:36:41 But, yes, mental health supports
and services
12:36:44 are critical and we've been providing
12:36:47 students with resources and strategies for
12:36:50 how to
cope in healthy ways. Some schools are
12:36:54 making videos videos
12:36:56 by their mental health counseling
12:37:00 team to show
the student they're thinking of
12:37:03 them. Here in Georgia, we're
12:37:06 sending families variety of resources
as far as
12:37:09 how to get mental health services virtually
12:37:12 for student that need more than just
12:37:16 a
periodic touch base with
12:37:19 staff.
12:37:25 Some schools now are planning
12:37:28 summer programming, not necessarily
12:37:31 E S Y, but enrichment programming to
12:37:34 help them make up for lost
12:37:37 time in the classroom. Hopefully
that
demonstrates that we're doing extra things to
12:37:44 avoid issues issues with
12:37:47 compensatory services later.
The I
12:37:50 E P meetings themselves, we're
12:37:53 offering virtually to families or giving
12:37:56 them the option to
post pone until they can come in
12:38:00 person. I think the discussions, again,
document document document
document, document your
12:38:07 contacts, your attempts to call family
12:38:10 ies, attempts to email, anything you've
done to reach out to families for related
services is highly critical to document that
so it helps later on when it gets
to the point to decide what needs to be made up. We've discussed the
possibility and value of having another meeting to
come together and discuss E S Y
specifically what summer offerings we may be
able to make happen specifically. But for
now, those are the main talking points and
I'd like to open it up for discussion. Questions? Thoughts? Anything you'd
like to share? I know we're looking at our
state special education departments for guidance.
Again, document document document
Any comments? Thoughts? Questions?
Hello again.
This is Clark. I'm curious, other schools, how
are you handling your I E P meetings?
Our school has an I E P week. Now we're not going to be able to do everything within that
one week and we have to spread it out.
What other strategies are you using to meet the mandates of the I E P
requirement?
Hi. This is Amy. Hi, everybody. I hope you will are
staying healthy and doing well. This is odd. I know there are so many people here
today but I'm not able to answer Clark's question. We had our I E P
week last October and our next one won't be until next year in October so we're not facing similar
12:40:02 issues but we are thinking about how we can start
12:40:05 implementing the I E
12:40:08 Pes for the three-year-olds
12:40:11 getting ready to start out in school. They need
12:40:14 looking for any ideas of
12:40:17 what other schools may be doing for those
12:40:21 three-year-olds. We don't want
to hold them back and
12:40:24 delay this any longer but does anybody
12:40:27 for the three-year-olds? Any ideas at all
12:40:32 ?

>>: This is Stacey. One thing we
12:40:36 discussed, we have a couple different assessms
12:40:39 that are
parent led. So we
12:40:43 did age and level questionnaires with one family
12:40:47 and our teacher had a copy that
they emailed
12:40:50 to the family and they developed
12:40:53 a check list. She videoed in with the family
12:40:56 to
discuss whether or not the student
12:40:59 was meting those bench marks.
12:41:02 So the discussion began
12:41:06 there.
The observation, we were able
12:41:09 to use for the informal assessment that could
12:41:12 document the ages and
stages questionnaire A
12:41:15 S Q.

>>: Thank you so much for the ideas
12:41:19 . Hi Nancy. Hello. We've already
12:41:22 started our I E P
meetings for
12:41:25 the three-year-olds. How it works is you can see
12:41:28 the students -- hold on, I just lost
12:41:31 Amy, her screen's gone. I'm sorry
12:41:34 . Still getting used to the system
12:41:38 . So with the I E P meetings
12:41:41 ,
12:41:44 [audio cutting out] and so what we do is we do
12:41:48 this through the D R P California
12:41:51 and
that has helped us prepare as we get
12:41:54 the documentation ready because California
12:41:58 requires we have the
I E P meetings regardless
12:42:01 So make an effort with them. We've been
12:42:04 reaching out for the
documentation for related
12:42:07 services providers, teachers, and principals.
12:42:10 The reason is we need that
documentation
12:42:13 to show how often we've reached out to family
12:42:16 We're already looking ahead, let's say
a family
12:42:19 at some point
12:42:22 wants compensator services, we
12:42:26 need to know how much time that is and that
we've met that so
12:42:29 we're not working over the hours required. I'm
12:42:32 seeing some parents are showing
their
12:42:37 ugly side, we're seeing some parents challenging
12:42:40 us during these difficult times
12:42:43 despite the
pandemic. That doesn't matter to
12:42:46 some families. They still want much more
12:42:49 from the school. So
we're carefully documenting
12:42:53 everything on an ongoing basis
12:42:57 I can burn out from teachers because of
that. We're moving
12:43:00 forward with I E P meetings to
12:43:03 protect our school. The meetings we
12:43:07 use Zoom for
with our staff interpreter and plus we have
12:43:10 a staff Spanish interpreter and
12:43:13 we have them side by
side. So we have the laptop for one
12:43:16 meeting, another laptop so people can call in.
12:43:19 So we've been
practicing this procedure
12:43:23 and we have a family educator that
12:43:27 can call the family before the meeting
to explain the process
12:43:30 and to offer the procedural
12:43:33 safe guards so we can get that piece out of the
way before we
12:43:36 start the meeting. That saves about 30 minutes of
12:43:39 our time. We're able to get that
done and start the
12:43:42 meeting. Often times parents are very happy with the
12:43:46 Zoom meat
12:43:51 meeting platform.
The parent conferences, a lot of them want to share their complaints and we set that aside for parent conferences. We try to keep that separate from the IEP meetings. But that has been beneficial for our school.

>> Claire?

>> I just want to say very briefly, that it's very rare that I have my staff tell me that the IEP meetings are better than they ever have been. So I agree with Nancy that the families really do enjoy the Zoom platform especially for the IEP meetings. We are on schedule and moving ahead as planned for all those meetings.

>> Any other comment?

>> Can't hear you. Sorry.

>> I am the IEP coordinator at Saint Francis school for the deaf in Brooklyn. We're beginning our preschoolers into turn five. We're doing the IEPs through Google voice video and on the phone. So we're just beginning that this week. We're on schedule for that. And also for our graduates, we're scheduling those at the moment. So they're going to happen as planned through the phone conference.

>> Thank you. Thank you.

>> Anybody else? Any comments to share?
Okay. Oh. Clark?

This is Clark. One more question. A lot of families have different languages, for example, we have a lot of Spanish speaking families, with interpreting services. Spanish interpreting services is a challenge for us. I don't know if people are contracting with companies but are there other languages that other schools are facing is a challenge?

We use something called the language line. And that's through a company called Lion bridge is the name of the company. This company has a multitude of languages to choose from. We're using that for voice. Then we go to an A S L interpreter for A S L components.

Thank you so much.

Yes, thank you Stacey for leading this discussion regarding I E P's. Critical and that's what keeps the schools running. Very good. Stay healthy everyone, Stacey says. Will Dr. Nancy ammon please, will you lead the mental health supporting students and staff discussion.

Hi everybody from river side. The temperature now is about 50 degrees but it's going to reach 70 to 75 this afternoon which is a wonderful thing. It's a great place to live right now. Well no, not really because we have to stay inside. Most of the parks are
In terms of mental health, I want to cover two areas: Student and staff. I want to share what we've done up to this point. Really right now, with the mental health situation, it's been beyond our imagination.

The unknown is very scary for many people. The political climate is not helping the situation. So for students, I strongly emphasize staff have to think about self care. Right now we're starting to really push for that. Prior to this, looking at the students, really in the very beginning when we initially closed our school and sent the students home, especially residential students, a lot of the parents aren't able to communicate with them about why they're not able to return to school. Some parents don't sign at all and so a lot of these children became lost and would stay in contact by texting. Some have video phones depending upon the age. So they would stay in touch with friends and talk about, the school is closed. We could see many red flags.

We assigned two of our social workers on staff to identify based on weekly interdisciplinary team meetings, the specific group of students. We'd talk with counselors and those working in mental health departments. We'd take the data and analyze and identify who the high risk students were. And the social workers would reach out to them. Often times the family's phone numbers would
change. Those social workers would take the time to drive and find these students and locate where they were at. This is all over Southern California. Once we captured the students and got their information, from there we'd be able to communicate, sometimes through a closed car window or if the parents were actually there, they would say, you know, can we try to set up a video phone call. So we reached out to the VR S company to make sure they could connect and set up video phenos. Most of the time the families didn't have video at all. The students are hungry for communication. So often times we'd allow the students to have their own personal space and time during the day and what that would look like. For elementary, middle and high school they have a schedule for morning classes. And they would have some of their own activities including junior NAD where they can have their own time to meet as if they were in school and can conduct their own Zoom meetings. The class adviser would be present but the students lead and run the meetings. The students felt positive about this kind of interaction.

We used Office 365, a platform called teams. It's limited. You can't have as many screens. Then we switched to Zoom. That's what we use most of the time. The teams is good for individual meltings or three or four people. It's interesting to see the behaviors and how those have changed as they have transitioned to online. Some students aren't able
to handle looking at a screen for extended periods of time. So we have made arrangements for there to be time.

We have made arrangements for there to be time where staff is able to meet more one on one because students need to work on developing those skills. Some have limited patience. We try to move to different activities. We have flip classroom teaching. There is a challenge.

The teachers are frustrated because they want papers but we're trying to talk about E papers. Some of the teachers say I can make copies and my materialles but we're encouraging the teachers to let go of this because a lot of students don't have access to printers. We have to do everything electronically. That's a mental health issue for the teachers. About 20% of educators have been here for years and years and they're not accustomed to the E learning. This 21st century is not something they're very savvy on. Now they're playing a catch up game and realizing I have to do online leaner and these E forms. So we have an education specialist working with educators. The teachers have become emersed and are experts now. But they're emotionally exhausted. I'm pushing the principal to have weekly meetings where they can discuss not just school issue but we call them venting sessions. They can talk about whatever they're feeling.

Sometimes students don't join in Zoom or they do but don't pay attention and when
teachers try to reach out with parents, the parents are working and are too busy. So we allow the staff to vent for about an hour. Then we have another hour called happy hour where people can bring their soda, tea, and come together and it's an opportunity to be together and feel good. I've noticed increased staff anxiety with the hours. I'm curious about your experiences.

We have the exempt and nonexempt employees. In terms of hours, some staff say if I don't work 40 hours, do people think I'm doing my job? They worry and actually over work. And other staff I'll text and I don't get an answer or don't get an answer within a half hour and that means they're not doing their work.

So I see conflict between the two groups. My role is to send the message of positivity that we're going to get through this together. It's a new experience but I need to bring it home to them over and over to de-escalate the anxiety and refocus them on positive things. People are asking about the budget and what are schools going to look like down the road? That's something I refuse to discuss because I feel like this is not the right time and I don't want them to worry about it. My request from them is to focus on the students and the student's parents and self-care for themselves.

Many staff members have their own families at home to take care of also. So one other additional new challenge is our teachers are facing much more
unrealistic expectations from the parents. For example, parents are asking teachers, I'm busy during this time, can you teach my child at a different time? But if a teacher has eight students, it's impossible for them to adjust and meet the individual needs of the students. So my next concern is, you know, coping with cocainism for the staff. So I've reached out to the California HR department to find what kind of resources they may offer for our staff. So I send out information to our staff on a weekly basis. Our Employee Assistance Program (EAP) shows the staff there are people they can reach out to for help. If they need a counselor, they are available. A lot of our staff are taking advantage of those services because at this point they're feeling like they don't see the end of this pandemic. There's no light at the end of the tunnel. So thinking about now and not tomorrow. I'm triish to think of what else there might be. I think that's it. Any questions? Share away.

Hello. This is Russell West, superintendent of Lexington School for the Deaf in Queens, New York. We have over 28 home spoken languages. Our students may have access to communication or not to 28 different languages. So before all the schools were closed, we set up an incident team. We discussed strategies and plans to provide supports for all families even those that
have a variety of issues. Almost
90% of our students are classified as impoverished meaning they have limited resources to meet their needs. In conjunction with the PBIS team, which includes counselors and behavioral support staff, they work closely with the family involvement coordinator to establish four weekly meetings to provide resources to parents to converse with them. And the first three weeks thing were going well to the point where parents began -- the parents were saying, I want you to sign. Now parents are saying we want sign language classes. Now we're setting up classes for those parents. By the third week, the parents were saying they want to communicate with their children via sign language. It's a challenge but we've noticed the enhanced need for support for students, staff and parents. Queens is considered the epicenter of the COVID-19 pandemic. We've experienced things where students' grandparents, aunts, uncles, relatives have passed away. So we've provided extra support for them. So it has been a challenge for us. But we're doing the bezique.

Thank you for sharing that. I'd like to mention that the A-S-L classes are something we also offer on Wednesdays and those classes are absolutely packed. We've seen an increase in the interest of individuals wanting to take classes and the teachers are overwhelmed because this was an unforeseen number. We appreciate sorrenson using
their wave low and it really works
So
to be able
to see their own children communicate
has been moving. We also offer
counseling. The counselors
work with the
students on a daily basis. They're also working
with parents too to make sure the
parents are getting the
supports they need because the parents, they don't
realize that they don't
know their children all that well until
they're with them day in and
day out, especially for our
residential
students. Facebook live, about
three weeks ago, we had something designed for
parents
and it made a tremendous
difference. Parents felt relief knowing the
school is still there for them
and that they
were here to get support. For example
, with food services, we don't
have a food bank
so we work with the school district
and the school district provides the school the
students need
free of charge. They have to check
the schedule once a week to pick up the food they
need and
that's been a big help.
Our social worker has worked in to
help with that piece too.

Thank you.

Any other comments? Thoughts?

Claire?

Hello, Nancy. I
just wanted to say that, that
's one critical piece that I think
you've identified
is communication. Right now is
so critical. I have found that
my staff become
nervous if they don't hear
from me.
Again, at least weekly they need to be
13:01:38 hearing from me. So
that's
13:01:41 something that I think
13:01:43 I've forced
13:01:47 everyone to go to our web
13:01:50 page and our
13:01:55 canvas because, you
know, I highly recommend putting updates
13:01:59 on your web page for communication purposes. Sometimes it
13:02:02 just makes you feel
13:02:05 good to know. I try to send a feel good
13:02:08 message as a result of that.
Occasionally I have
13:02:11 to send messages that focus on the
13:02:15 content and the weight of what we're doing
but I
13:02:18 try to save acxfing -e emotional support
13:02:21 messages as well and I think
13:02:24 that's critical for
staff at this time.
13:02:27 agree. Thank you for sharing.
13:02:32
13:02:35 Stacey. I appreciate what you've
13:02:40 mention
said as far as parents, family and students. I think
13:02:43 we need to include, you know, the thought of
13:02:46 our A S L communicating, the larger
13:02:50 community. We need to share our wealth. What I
13:02:53 mean by that is
the resources at our disposal
13:02:56 to provide examples
13:03:00 . Perhaps that's documents out there
13:03:03 , maybe not
only education but documentation regard
13:03:07 ing corona virus. I've asked some
13:03:11 of our staff to do CD I
work
13:03:14 , taking documents available
13:03:18 and putting them in sign language. You can also
13:03:21 look at CEASD web
page. Anything of
13:03:25 importance, translate that, but that
13:03:29 into A S L and provide that resource.
13:03:32 Our
resources to not only families but
13:03:35 also the greater community.
Very true.

Stacey speaking

Related to communication, social media, our school has a policy that staff are not really allowed to quote unquote friend students on social media. Many of the staff now have created quote unquote professional accounts that they may use to contact students. So if they're plot having luck cacking the students, they may go to Instagram, set up a work account and use that. Mental health staff have had more success connecting through social media than other avenues.

Thank you. One final thought I'd like to share before we wrap up and I hand it over to David. I have to say, the largest take away for all of us, and I can see this clearly, the school districts really are basically in a state of shock. Especially with the special education classes. They're not sure what to do. I'm happy our Director of students services are working with the -- she has gotten so many phone calls from districts asking if they can transfer their students to our school. They don't have the resources, they have teachers that do not know how to work with the deaf children through Zoom so they're trying to figure out, do we bring an interpreter in? But that brings layers of complexity to the issue. This is a great opportunity for us to promote how wonderful our schools are. I think that's vital and that we all have
so many resources available, so much more than the public schools do. So, all of you, please, please take advantage of this opportunity to provide the supports and at the same time, invite the school districts to work with us. Thank you. I'll turn it over to David now.

>>: Wow, Nancy, well said. I cannot top your comments. The crisis as I mentioned, has created opportunities and that is the sump lining in all of this. To demonstrate what we do. And that's part of our vision.

All deaf children will thrive and we'll achieve that through differentdalitis. One of which is what we're doing today. Convening of minds, discussing opportunities and ideas so all deaf children thrive. I'll turn it over to Jeff to wrap it up.

Thank you for participating. Wonderful job. Stay safe.

>>: Hello everybody. I'm happy to see so many of you. Before we wrap up, I want to make sure everybody turns their videos on so we can see each other. I know it's been some time since we came together. We'll do that at the end and we'll take a large group photo at the very end. Hold on for a moment. Really what I'd like to do now is I'd like to ask your thoughts about today's meeting as we've come together. We want to know, did you like the format of the meeting?
Did the captionings work well for you?
We will have a transcript available for everybody at the end of the meeting emailed to you so you can share this with your staff.
This is what we'll be doing at the end. I also want to ask your thoughts as we move forward, how can we become more of a resource for all our member schools and organizations? We'd like to try to do this as we move forward. Some of the ideas we've discussed, we want to take this opportunity to hear from you. One thought is perhaps we can have subsequent meetings for specific departments such as directors of instruction, student life, HR departments. Are there other kinds of groups we should consider for these next webinars? Or do we want webinars based on topics? I recommend meeting by topic and anyone can come. Some schools may not have the same definition of student life. So my suggestion is by
Amy?

I agree. I have a smaller number of staff but a lot of staff wear different hats if you will so. I think setting it by topic is great and I know who to assign to the meetings. But this has been really good. I think a lot of schools and administrators feel like we're running blind. It's great to see we're all facing the same issues.

Hi, I'm human, normal, experiencing common craziness just like everyone else. I think we should do this on a regular basis as well.

Nancy.

I would like to present by topic and area to you. I think there are two different areas such as like budget, that would be business administrators. I believe they need more support now to you. And maybe that too. I think there's going to be budget cuts in the future. So maybe we want to convene about how we're going to handle the cuts and we can be prepared for challenges that may come up as a result.

Fran?

Okay. Debra?

Okay. Hello from the Bronx. I was wondering if CEASD could be the bridge with the Clairea center, any resources they may have or things they're working on, online resources, modules, trainings, opportunities from the Clairea center that could be given to CEASD and given to us.

I will reach out to Barbara Romonda.
13:11:14 to ask about that. Thank you
13:11:18 Claire?
  >>: I just wanted to
13:11:21 say that there's a lot of information in
13:11:24 the chat feature. I've
been seeing a lot that
13:11:27 may be able to be captured because
13:11:30 people are asking for certain things and
13:11:33 resources and sharing resources and that's happening in the
chat.
13:11:36 So I think we need to send them
13:11:40 to Barbara so she can disseminate
13:11:44 this information.
  >>: We have a transcript that we'll send
13:11:47 out to the members.
  >>: I'm not sure
13:11:50 it will capture the chat function to you?
13:11:55
  >>: It will. Next is Nancy.
  >>: Hello
13:12:02 everyone. What a wonderful meeting. I hope we have
13:12:06 this often going into the
future. The next meeting perhaps
13:12:09 we could talk about the
13:12:15 macroforces, things that we
13:12:19 may not have
full control over in our environment
13:12:22 such as budget issues. Budget
13:12:27 issues are highly impactful.
I'm
13:12:30 very nervous about some states departments
13:12:33 of educations, they're seeing this
13:12:37 as an opportunity
to minimize the role of the schools
13:12:40. Nancy made comments and that's great. She's had
13:12:43 an enhanced
role. But I see the opposite could
13:12:46 happen, there could be a reduced
13:12:49 role. So discuss political
strategies
13:12:52 as we watch state government and how they
13:12:55 react.
  >>: Great. Thank you. Any other comments
13:13:00 or thoughts from the group?
13:13:05 If not, okay, so
again, I want to thank
13:13:08 everybody for participating today. I have to say
Sometimes I know we're wondering, are we doing the right thing? But then we hear individuals and you're insured you're moving in the right direction. Even though these unprecedented times, sometimes we say this is more work than our day-to-day operations when school is in session, we're being hit in many directions directions all at once. I fem like it was meeting after meeting at first. But now it's slowing and we're starting to look forward now. That may be part of your discussions, what is your recovery plan going to look like? How will we start to reconvene once again because I feel this may be another 12 or 18 months before we're able to be back to normal operations. Some people are talking about how they may have half a group of students come to school one week and another group the second week and alternating groups of school and staff. These are discussions that need to happen now as to recovery plans. That's another topic for down the road. I want to thank Barbara Romonda for making the arrangements for this meeting to happen. And also Barbara has collected wonderful resources and has put them on our website. I want to thank western Pennsylvania school for the deaf for providing the interpreters. I'd also like to thank carish for providing captioning. This is where we'll be able to
13:15:11 derive the transcript from.
   >>> I got an email from the count
13:15:15 y, superintendent
13:15:18 forwarded it, there's a
It's a wonderful document
13:15:25 that I'd like to
13:15:29 share with you. Perhaps you can share
13:15:32 yours when you get
them so you can see what your
13:15:37 local counties are doing.
   >>> If
13:15:40 you receive resources, send
13:15:43 them to Barbara. She's developing a
13:15:46 COVID 19 resource
page for deaf schools
13:15:50. We are still operating. I have
13:15:53 25 students still on campus and our dorms
are open.
13:15:56 We've set up quarantine and isolation
13:15:59 procedures. We have everything in place. We also
13:16:02 have safe transport procedures for
13:16:05 transporting students back to campus
13:16:09. So we are basing that on
our conversations
13:16:12 with the department of public health. I can
13:16:15 send that to Barbara and
13:16:18 she can
share that. This is another
13:16:22 example, we've been talking quite a bit with
13:16:25 the state department of
education because sometimes
13:16:28 there's a benefit with this. They're talking about
13:16:31 the special
education students not receiving appropriate
13:16:35 education. We're not talking about the normal
13:16:38 deaf
academic students but we're talking
13:16:41 about deaf with additional
13:16:44 needs. We're providing
13:16:48 online
education for them but they don't have the communication
13:16:51 access with their families so we're in
discussions
13:16:54 with the state about becoming
13:16:57 a temporary boarding school. We'd bring a specific
13:17:00 group
of students, perhaps
13:17:04 30 to 40 who can't access education online
13:17:07 Bringing them back to campus and they can reside. They won't be able to go home. But we'd educate them here on cite at A S D and become a temporary boarding school. 13:17:23 So these are discussions we're having. That's an example of a possible new benefit for that group. 13:17:30 This group will always benefit from our environment. But anyway we could continue all night and through the day. But I want to thank you for participating today. I'll develop topicsics for other webinars. 13:17:46 Barbara will send communications about the meetings. They should be within the next few weeks. All of you, if you see a topic that you can't attend but you may have other administrators that could, send them on to those webinars. We want to keep this at an administrative level, high level of administration. 13:18:11 So if there's a webinar for student life, we're not thinking of having the dorm supervisors attend those. The higher level of administration would attend. 13:18:24 If you have any other thoughts or feedback, email Barbara Romonda and she'll share it with the board as we meet to develop various strategies and plans to keep you engaged and keep our deaf schools vibrant and an important place for deaf and hard-of-hearing nation wide. Thank you. 13:18:47 Stay safe and well. See you next time. You can share your videos now and see everybody.