

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
screens
12:00:28 on Zoom today. We're going to clarify and simplify our
screens by asking you all to turn
off your video,
12:00:28 please. Please turn off your video. You can click stop
video other than just
12:00:29 the
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
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
turns.
12:00:59 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?
>>: If I show my video, this is me
12:01:12 raising my hand
12:01:17 [background noise]
>>: So
12:01:20 you can pin yourself. I know the screen is small but
12:01:23 we can pin you, David, and
that will make your
12:01:26 screen larger.
>>: Okay. Well I learned
12:01:30 something new technologically every
12:01:33 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,

12:03:41 -- okay, I see some of you still have
12:03:44 your screens up. Some have
12:03:47 cute dogs, beautiful chairs, but could
12:03:51 you please turn off your video feeds for the
12:03:55 moment. Part of
the Zoom process is
12:03:58 to simplify our screens and have the person making
12:04:01 comments
12:04:04 comments, their video on.
Those that want to make a
12:04:07 comment or ask a question, turn on
12:04:10 your video as a form of raising
12:04:13 your
hand. Everything clear? George Staley, how
12:04:17 are you? You doing all right? Could you please
12:04:20 turn
off your video? Is that work
12:04:24 ing?
12:04:27 Okay. Back to why we're here today
12:04:31 . From the survey we sent out
to all of
12:04:35 you, the survey shows several things
12:04:39 . But basically three themes have
12:04:43 emerged as
primaries. The first is online
12:04:46 instruction, how we'd proceed as that,
12:04:49 with that, what challenges we
12:04:52
experience and what successes we've had. The
12:04:55 second topic is I E Pes and related
12:04:59 services services.
Physical therapy
12:05:02 , occupational
12:05:05 therapy, etc. Third,
12:05:09 mental health. How to support students
12:05:12 as
they're at home, language
12:05:15 deprived or experiencing a lack of service and how
12:05:18 we're supporting staff
as well. So we'll focus on
12:05:21 these three initiatives. There are several
12:05:24 unique issues such as
funding
12:05:27 , federal funding that may be
12:05:30 available for your programs. Those topics
12:05:33 will be discussed
later in subsequent
12:05:37 meetings which we'll have as time goes on.
12:05:40 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
clear
12:06:22 be
Claire leading that discussion. Secondly, I E
12:06:25 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
third,
12:06:40 mental health and how we're supporting our students
12:06:44 and staff. That will be
12:06:47 led by Dr. Nancy
12:06:50
hill balk amun. Again
12:06:53 , thank you for
12:06:57 those three representatives who will lead
12:07:00 the discussions.
Now I will seed the
12:07:03 floor to Claire. I will turn off
12:07:06 my video as a result and welcome
12:07:09 her.
12:07:14
>>: Hello,
12:07:17 everybody. You have the interpreters this
12:07:20 morning so that way you don't
12:07:24 have
to suffer with my signing space and
12:07:27 everything online. But let me just
12:07:31 say that my intent this
morning is to get the
12:07:36 dialogue started. I am not
12:07:40 going to go through the things that are specific
12:07:43
to T S D, I may mention certain things

12:07:47 that have worked for
12:07:50 us or things that have posed a challenge
for
12:07:54 us. But generally speaking, we're going to
12:07:57 discuss the issue of online learn
12:08:01 er and so all of
12:08:04
you can feel free
12:08:07 to chime in.
Interpret
12:08:10 er,
12:08:14 Claire, can you
12:08:17 unmute? There you go.
>>: I'm
12:08:20 going to talk about what worked for us
12:08:23 and what I think from what I'm seeing
worked for a lot
12:08:26 of you and that is to have a phased in
12:08:29 approach to online learning. I'm
12:08:32 going to
say that when we got the news
12:08:35 that we were going to close after spring
12:08:39 break we had pretty much
organized chaos
12:08:43 across the campus. Now T S D is
12:08:46 a big school so there's a lot of people
12:08:49 to chime in
but we ultimately had to step back
12:08:52 and take a phased in approach and that really
12:08:56 helped us.
12:09:00 So we
have really five phases because we call the first
12:09:03 one phase zero. And that was, how are we
12:09:06 going to
transition to online learn
12:09:10 ing? What was our plan? The lead in
12:09:14 this was our executive leadership
team,
12:09:17 HR department, and IT department. Those
12:09:20 were the people that really had to
12:09:24 set the course of
action. We had to
12:09:28 figure out is everybody getting paid? Everybody
12:09:31 working? What's our at home
learning
12:09:34 plan? Every employee at T S D had
12:09:37 to submit an online
12:09:41 , work from home plan. Some of them
they
12:09:44 varied of course depending on whether you're

12:09:48 a bus driver or teacher. That goes without say
12:09:51
saying. So we looked at those issues first. We
12:09:54 looked at pay, time
12:09:57 , leave, how we were going to do
all that. Then we moved
12:10:01 to -- I'm jumping over hurdles here because
12:10:04 I don't want to talk long -- we
moved
12:10:08 towards what we call the landscape analysis which
12:10:11 is a fancy word for how are we
12:10:15 going to
reach everybody? Who has internet
12:10:18 access? Who has their device at home?
12:10:21 Who needs paper and
pencil packets? So
12:10:24 we spent time looking at that. We also spent a lot
12:10:27 of time looking at what we
had
12:10:30 licenses for, what flat forms were going
12:10:33 to work best. We looked at different groups of
students
12:10:36 because what works for high school students may not
12:10:40 work for Perry infant students.
12:10:43 We
decided for each grade level, what
12:10:46 were the platforms? The
12:10:49 fewer the better. One thing about
12:10:52 this
COVID
12:10:57 19 pandemic we're experiencing
12:11:00 is we're being bomb barded
12:11:04 with resources. We limited our
12:11:07

platforms that we were going to use.
12:11:10 For us it was Zoom, Google docks and
12:11:14 see saw were the way
seechers were going to receive the
12:11:17 work from students. Then a big decision
12:11:20 in phase two which we
called determine your model
12:11:25 was, is it going to be online,
12:11:28 hybrid? Paper and pencil? What model
12:11:31
for each age group and group of students
12:11:35 ? How we were going to address students with
12:11:39 additional
special needs for whom none
12:11:42 of those methods might be success

12:11:46 ful. They went to a
12:11:49 more one on one
approach. We divided
12:11:52 those students up and one teacher
12:11:57 took a group so we could narrow it down to
one
12:12:00 on one instruction for many of those students.
12:12:04 And we went to phase three which was putting
12:12:07 the
model into
12:12:10 effect. I think it's important to decide what your
12:12:13 typical day is going to look like.
We
12:12:16 worked on what's a typical day going
12:12:20 to look like for early childhood? How many minutes
12:12:23 of
instruction are you going to have? We made a decision
12:12:27 on 60 minutes of instruction a
12:12:30 day for the
very young children
12:12:34 . Then we gradually increased that for middle and high
12:12:37 school. I'm sure many of
you did too. That
12:12:40 seemed to work. A big challenge for
12:12:44 us was getting the packets
12:12:47 mailed home to
family
12:12:51 ies. We had all kinds of
12:12:54 regulations on how you can print because of
12:12:58 all the safety
precautions of mailing
12:13:01 . So we have a
12:13:04 print shop fortunately and our coordinator of that was
12:13:07 willing
to come in and work every day, eight hours a day,
12:13:10 and all the teachers had to do was send their
12:13:13
emails to him, he printed the packets, he
12:13:17 mailed them, weighed
12:13:20 them, sent them with return
envelopes. That
12:13:23 was a big help
12:13:26 . Phase three, what else was ?
12:13:30 I guess making sure your teachers
have
12:13:33 time for professional development and teaching
12:13:36 . Times where they can get online and support
12:13:41
staff. One of the things that we noticed was we had
12:13:44 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 talk
12:14:11 ing 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
12:14:54 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

12:15:42 to engage your staff.
Now we're
12:15:45 into phase four which probably many of you are in and
12:15:48 that's the ongoing
monitorish of what you're
12:15:52 doing. Now we're talking about
12:15:55 grading and promotion and discipline
12:15:59
practices and what do you do when kids don't
12:16:02 show up to the classes and how do we get
12:16:05 feedback from
families and staff so we can improve our
12:16:09 instructional deliveries? So that's where we
12:16:13 are in terms
of online services
12:16:17 . A couple other things I want to mention. I don't know
about
12:16:20 you but every day
I get about
12:16:23 30 new resources available. This morning C
12:16:26 S D sent something out on their virtual
12:16:30
earth day with four or five learning modules
12:16:33 . I've had to set up a small committee
12:16:37 and I'm using my
12:16:40
curriculum staff for that. I'm forwarding them
12:16:43 when I get stuff like that. I don't have time to
12:16:46
review it. I don't want principals or
12:16:49 teachers reviewing it so the curriculum
12:16:53 staff reviews those
and determines, oh
12:16:56 this would be great for juniors and seniors, I'm
12:16:59 going to forward this resource
to the high school principal
12:17:03 and teachers. Or this would be
12:17:06 good for elementary. Another thing
12:17:09 I
saw this morning was star autism
12:17:14 put forth at home resources for kids with
12:17:17 autism. I forwarded
12:17:21 that
to the committee and said
12:17:24 is this good? Can we use it? I think I'm going to
12:17:27 stop there because I
can go on and on but I don't think it's
12:17:31 helpful for you to learn about T S D. I think it's
12:17:34 helpful
for you to share based on some of the things I've

12:17:38 discussed. I think David is going to moderate
12:17:41
12:17:41 that. I won't see your hands but he will.
12:17:44 David, do you want me to turn my
12:17:47 camera off now or leave
12:18:05 it on?
12:18:05 Oh Jeff's here now
12:18:09 . Hi Jeff.
12:18:12 >>: Hi, I just wanted
12:18:12 to jump in. I know people are saying there's
12:18:15 too many people on
12:18:15 the screen. There's a few things you
12:18:18 need to do. In the upper right hand corner
12:18:21 , you can click a
12:18:21 button that
12:18:27 says hide nonvideo participants and then your screen
12:18:30 will display interpreters and
12:18:30 Claire.
12:18:34 You can also use gallery view and
12:18:37 click on hide all nonvideo
12:18:40 participants. Then you should
12:18:40 be able to see just three
12:18:43 screens and perhaps a few more if people
12:18:47 chime in to share comments or ask
12:18:47 questions.
12:18:50 I hope that helps to clarify, okay?
12:18:54 Thank you.
12:18:54 >>: So now we're going to open
12:18:58 it up for your comments
12:19:01 or to share ideas or ask questions
12:19:01 or to
12:19:04 share something from your school related to
12:19:07 online. I think that's our format
12:19:11 now.
12:19:14 I see
12:19:14 Matt raising his hand.
12:19:19 >>: Hello
12:19:19 . Go ahead Matt
12:19:23 .
12:19:23 >>: I'm
12:19:26 mat, student life director here at Indiana
12:19:30 school. Thank you for hosting this
12:19:30 meeting today
12:19:33 . I am genuinely curious from a
12:19:37 student life perspective, it varies state by
12:19:40 state and
12:19:40 whether you're private or state funded school
12:19:43 , but how is it you're supporting staff
12:19:46 ? Here we're
12:19:46 dealing with the governor

12:19:49 's mandate to stay at home
12:19:52 for two weeks initially but
12:19:55 has been post poned
every two weeks for another two weeks.
12:19:59 It's not really a long-term time
12:20:02 frame so as a team we
discuss how we can
12:20:05 support not only dorm staff but also
12:20:08 teachers aids etc. The
12:20:11 options are limited
for them to work
12:20:16 remotely so I'm curious how other schools are dealing
12:20:19 with this question.
12:20:25
>>: I could respond for T S D but I want to see
12:20:28 if there's anybody else that wants
12:20:31 to
share. I'll just say I mentioned
12:20:35 our dorm staff are doing game night with our students and
12:20:38 that's
very success
12:20:42 ful.
12:20:45 I see goady.
12:20:51
>>: Hi. I'm going to
12:20:56 talk. We don't have a dorm,
12:20:59 we're in New York City, Saint Francis
12:21:03
desal's school for the deaf in Brooklyn. We're a
12:21:06 small school and only go up to
12:21:09 eighth grade. But
we've been at this
12:21:12 in New York City for quite a while
12:21:15 . So we have our teacher assist
12:21:19 ance involved
in Google classroom so
12:21:23 they are going in and working one to one with the
12:21:27 students, one to one
instruction
12:21:30 . And for anybody else, there's other
12:21:34 support staff, even maintenance workers,
12:21:37 clerical
staff, mental health staff.
12:21:40 We have them doing online professional development like
12:21:44 you mentioned
for the coaches
12:21:47 . We have been doing a lot
12:21:50 of online webinars so everyone's
12:21:53 getting all of
12:21:57 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
12:22:08 balance.
>>: Okay. Other
12:22:13 s? Nancy, is
12:22:16 your hand up?
12:22:21
>>: We can't hear you, you're
12:22:24 muted.
12:22:27
>>: Can you hear me now?
>>: Yes
12:22:31 .
>>: 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
12:22:56 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 is 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

12:23:56 create laughter because the longer we do this, it's
12:24:00 a marathon, not a sprint and people are getting tired
12:24:03 . Their level of creativity has been
astounding
12:24:06 but they're getting
12:24:11 tiered so we're supporting our staff in a different way
which
12:24:14 is to
create laughter and support so we can do this
12:24:19 well. That's all I have
12:24:22 to say.
>>: Thank you, Nancy
12:24:25 . Thank you.
12:24:36
>>: Hello. I wanted to reply to Matt
12:24:41 's comment about student life. It's the same
12:24:44 thing
for us. In the first three or
12:24:47 four weeks we've struggled with timing
12:24:51 , etc but now we're focusing
12:24:54
more on mental health services. We're
12:24:57 providing services but I think student life plays
12:25:01 a big role
in that so we've had a chat time where
12:25:04 we call into Zoom, where you can have
12:25:07 two on one services
with counselors or if the family
12:25:10 members are noticing something is off
12:25:14 about their students, they
can inform our counseling
12:25:17 team and we reach out as a team to the family
12:25:21 and provide them with
resources. We know this
12:25:24 is a difficult time and a lot of our students
12:25:27 live in rural areas in the
country.
12:25:30 They have Wifi but not high speed so we've
12:25:33 been struggling in that area. Most folks have
12:25:37
equipment but many don't live in big cities
12:25:40 . So in response to that, I think that may be
12:25:43 another
topic for later,
12:25:46 we should have student life staff
12:25:49 together to stalk about supporting life students
12:25:53 .
12:25:57
Jason?

>>: Yes.
12:26:02 We had the same, similar situation. Many
12:26:06 of our students are very far out
12:26:09 in
the country and they're struggling with Wifi.
12:26:12 Back to student life, student
12:26:15 life now has been
working on contacting
12:26:19 students for supplemental
12:26:23 instruction because student
12:26:28 life -- staff has been
effective with social
12:26:31 , emotional skills. So we are
12:26:34 partnering online with our teachers and
12:26:37 student
living counselors to help relieve
12:26:41 some of the burden to parents because
12:26:43 now parents are overwhelmed
with the
12:26:46 inability to communicate at
12:26:50 home. One of the things we've talked about with student
12:26:53 life
is separating -- creating a
12:26:56 separate time to contact parents because
12:27:00 we don't want students and
parents to feel they're
12:27:03 being overly communicated with.
12:27:06 Student life is doing some training as well
as using
12:27:09 other resources they've developed on
12:27:12 their own as far as best practices at home
12:27:15 because,
you know, dorm is home for part of the year and
12:27:18 now they're home with parents so we want to develop
12:27:22
videos for parents and develop routines
12:27:25 for parents to use with their students at home.
12:27:29
>>: Thank you -S,
12:27:32 Jason. Anybody else?
12:27:41
>>: Oops.
12:27:58
>>[Inaudible]
>>: I'm not able to
12:28:01 hear.
>>: You have to unmute your
12:28:05 self.
>>: Not able to hear you.
12:28:09

>>: We can't hear you
12:28:13 , fran.
>>: It's still
12:28:16 not coming through clearly, I apologize
12:28:20 . I can sign for
12:28:24 myself I suppose,
that may be easiest
12:28:27 . I just wanted
12:28:32 to say, add to the discussion
12:28:35 in that New York is
12:28:38 in the middle
of the crisis right
12:28:43 now and we are overwhelmed with
12:28:46 the corona virus pandemic right now
12:28:49 . It's been
about two or three --
12:28:52 there will be two or three more
12:28:56 weeks, maybe as much as nine weeks
12:28:59 in total
12:29:02 so
New York is closed until the
12:29:06 end of the -- New York City
12:29:10 , I'm sorry, Long Island, they
12:29:13 are still
undecided as to their
12:29:16 time frame. But the big issue
12:29:21 right now is, there are so
12:29:24 many different
platform
12:29:27 s that I think kids are even confused,
12:29:30 parents are confused and staff are
12:29:34 trying very hard
but they're saying it's a
12:29:39 difficult thing. I'm just curious
12:29:42 about see saw.
12:29:45 I don't know anything
about that.
12:29:48 Is it similar to blackboard?
12:29:54
>>: I'm not an
12:29:58 expert on see saw
12:30:01 but one of the nice things is you can upload your work
12:30:05
in a
12:30:08 variety of formats; video
12:30:12 , pictures. It's very popular with
12:30:15 teachers of the younger students
particularly
12:30:19 . Anybody else can speak
12:30:22 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 over lap 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
closure
12:33:20 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

12:34:16 . So that discussion of what would
12:34:19 be considered
sufficient, that
12:34:22 's the question that's been coming up in everyone's
12:34:25 minds. So it's important
12:34:28 to
document all contacts with students meaning, yes
12:34:32 , your S L Pes, O Ts,
12:34:35 PTs, providing services, yes
12:34:38
they may be but our support
12:34:41 staff who are also engaged with the students on a
12:34:45 regular basis via
video for support, should
12:34:48 also be documenting their time
12:34:51 . Here we have some support
12:34:54 staff like
12:34:58
psychologists, behavior support staff
12:35:01 , A S L specialists and
12:35:04 some additional subs providing one to
12:35:07
one language exposure
12:35:10 communication with students. Those
12:35:13 hours we also are documenting on those
digital
12:35:17 learning plans because hopefully, eventually
12:35:20 when it's time to consider what's required
12:35:24 for
compensatory or make up services later
12:35:27 on, we will use this documentation to prove that we've
12:35:31
provided these services
12:35:34 . Many schools have
12:35:37 discussed this and I think Claire mentioned it
12:35:40 as well,
students with additional disabilities.
12:35:43 That population of students are struggling
12:35:46 with video and
distance learning. One to
12:35:50 ones help it and it's better but for some students
12:35:53 , they're still
struggling to understand the concept of
12:35:57 video communication. Oh that's my teacher, my therapist
12:36:00 .
There's
12:36:04
There is American
12:36:08 school, willing to go into homes, sit with
12:36:11 students with disabilities while the

connection

12:36:15 is being made with the teacher to show the students what to
12:36:18 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

12:36:27 critical at these times even though that

12:36:31 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

12:37:40 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,

12:38:03 document document document

document, document your

12:38:07 contacts, your attempts to call family

12:38:10 ies, attempts to email,
12:38:13 anything you've
done to reach out to families for related
12:38:16 services is highly critical to document that
12:38:20 so it helps
later on when it gets
12:38:24 to the point to decide what needs to be made up. We've
discussed the
12:38:27
possibility and value of having another meeting to
12:38:30 come together and discuss E S Y
12:38:33 specifically what
summer offerings we may be
12:38:36 able to make happen specifically. But for
12:38:39 now, those are the main
talking points and
12:38:43 I'd like to open it up for discussion
12:38:46 . Questions? Thoughts? Anything you'd
like
12:38:49 to share? I know we're looking at our
12:38:53 state special education departments for guidance
12:38:57 .
Again, document document document
12:39:01 document. Any comments? Thoughts? Questions
12:39:05 ?
>>: Hello
12:39:08 again.
>>: This is Clark. I'm curious
12:39:11 , other schools, how
12:39:15 are you handling your I E P meetings
12:39:18 .
Our school has an I E P week. Now
12:39:21 we're not going to be able to do everything within that
12:39:24 one week
and we have to spread it out.
12:39:27 What other strategies are you using to meet
12:39:30 the mandates of the I E P
requirement
12:39:34 s?
>>: Hi. This is Amy
12:39:38 . Hi, everybody. I hope you will be
12:39:42 staying healthy and doing
well. This is odd. I know
12:39:45 there are so many people here
12:39:49 today but I'm not able to answer
12:39:52 Clark's
question. We had our I E P
12:39:55 week last October and our next one won't be
12:39:58 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
Pes for the three-year-olds
12:40:08 getting ready to start out in school. They need
12:40:11 assessments. So I'm
looking for any ideas of
12:40:14 what other schools may be doing for those
12:40:17 three-year-olds. We don't want
to hold them back and
12:40:21 delay this any longer but does anybody
12:40:24 have any ideas as to how we can perform
these assessments
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 meeting 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 ,
it's the I S
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.

12:43:54 The
parent conferences, a lot of them want to
12:43:57 share their complaints and we set that
12:44:00 aside for parent
conferences. We
12:44:03 try to keep that separate from the I E P meetings
12:44:08 . But that has been beneficial
for
12:44:11 our school.
12:44:14
>>: Claire?
>>: I just want to say very brief
12:44:19 ly, that it's very
12:44:22 rare that I have my staff tell me
that the I E P
12:44:25 meetings are better than they ever
12:44:28 have been. So I agree with Nancy
12:44:31 that the
families really do
12:44:34 enjoy the Zoom platform
12:44:38 especially for the I E P meetings
12:44:42 . We are on schedule
and moving
12:44:45 ahead as planned for all those
12:44:50 meetings.
>>: Any other comment
12:44:54 s? Beverly?
12:44:58
>>: Can't hear you. Sorry.
12:45:06
>>: I am the I E P
12:45:09 coordinator at Saint Francis school for
12:45:13 the deaf in Brooklyn. We're
beginning our
12:45:16 preschoolers into turn five. We're
12:45:19 doing the I E Pes through Google
12:45:22 voice video and
on the
12:45:26 phone. So we're just beginning that this week. We're
12:45:29 on schedule for that. And also for
12:45:32
our graduates, we're
12:45:35 scheduling those at the moment. So they're going to happen
12:45:38 as planned through
the phone
12:45:42 conference.
12:45:46
>>: Thank you. Thank you.
12:45:50 Anybody else? Any comments to
12:45:53 share?

12:45:57 Okay. Oh. Clark?
>>: This is
12:46:00 Clark. One more question. A lot of families have different
12:46:04 languages, for
example, we have a lot of Spanish speaking
12:46:08 families, with interpreting service
12:46:12 s, Spanish
interpreting services
12:46:15 is a challenge for us. I don't know if people are
contracting
12:46:18 with companies
but are there other languages
12:46:21 that other schools are facing is a
12:46:25 challenge?
>>: We use something
12:46:28 called the language line. And that
12:46:31 's through a company called
12:46:34 --
the video screen froze. I'm
12:46:37 sorry. One more time for the
12:46:40 interpreter. Lion
12:46:43 bridge is the name of
the company. This company has a multitude
12:46:47 of languages to choose from. We're using that for
12:46:50 voice.
Then we go to
12:46:53 an A S L interpreter for
12:46:57 A S L components.
>>: Thank you so
12:47:00 much.
>>: Yes
12:47:04 , thank you Stacey for leading this discussion
12:47:07 regarding I E Pes.
12:47:10 Critical and
that's what keeps the schools running
12:47:14 . Very good. Stay healthy everyone
12:47:17 , Stacey says. Will
12:47:22
Dr. Nancy ammon please,
12:47:25 will you lead the mental health
12:47:28 supporting students and staff discussion
12:47:32 .
>>: Hi everybody from river side. The temperature now is
12:47:35 about 50 degrees but it's going
to reach
12:47:38 70 to 75 this afternoon which is a
12:47:41 wonderful thing. It's a great place to live right now
12:47:44 .
Well no, not really
12:47:47 because we have to stay inside. Most of the parks are

12:47:50 closed. But that's okay.
12:47:53
In terms of mental health, I want
12:47:58 ed to cover two areas
12:48:01 . Student and staff. I want to share
12:48:04 what
we've done up to this point. Really right now,
12:48:08 with the mental health situation, it's been
12:48:11 beyond
our imagination.
12:48:15 The unknown is very scary for many people
12:48:19 . The political climate is not helping
the
12:48:22 situation. So for students, I strongly
12:48:26 emphasize staff have to think about self
12:48:29 care. Right
now we're starting to really push for
12:48:33 that. Prior to this, looking at the students,
12:48:36 really in the
very beginning when we initially closed
12:48:40 our school and sent the students home, especially
12:48:43
residential students, a lot of the parents aren't able to
12:48:46 communicate with them about why they're
not able to
12:48:49 return to school. Some parents don't sign at all and
12:48:52 so a lot of these children became
12:48:55
lost and would stay in
12:48:59 contact by texting. Some have video phones
12:49:02 depending upon the age. So they
would stay in touch
12:49:05 with friends and talk about,
12:49:08 the school is closed. We could see
12:49:11 many red flags.
We
12:49:14 assigned two of our social workers on staff
12:49:18 to identify based on
12:49:22 weekly interdisciplinary team
meetings, the
12:49:25 specific group of students. We'd talk with
12:49:28 counselors and those working in
12:49:32 mental
health departments. We'd take
12:49:35 the data and analyze and
12:49:38 identify who the high risk students were.
And the social
12:49:41 workers would reach out to them. Often times the
12:49:44 family's phone numbers would
12:49:49

change. Those social workers would take the
12:49:52 time to drive and find these students and locate
12:49:55 where
they were at. This is all over Southern California
12:49:58 . Once we captured the students and
12:50:02 got their
information, from there we'd be able to communicate,
12:50:05 sometimes through a closed car window
12:50:08 or if the
parents were actually there, they would
12:50:11 say, you know, can we try to set up a video phone
12:50:14 call. So
we reached out to the VR S company to
12:50:17 make sure they could
12:50:21 connect and set up video phenos. Most
12:50:24 of
the time the families didn't
12:50:27 have video at all. The students
12:50:30 are hungry for communication. So
often times we'd allow
12:50:34 the students to have their own personal space
12:50:37 and time during the day and
what that
12:50:40 would look like. For element
12:50:44 , middle and high school they have a schedule
12:50:47 for morning
classes. And they would have
12:50:50 some of their own activities including
12:50:53 junior NAD where they can have
their own time to
12:50:56 meet as if they were in school and can
12:50:59 conduct their own Zoom meetings. The class
12:51:02
adviser would be present but the students lead and
12:51:05 run the meetings. The students felt positive
12:51:08
about this kind of interaction.
12:51:12 We used Office 365,
12:51:15 a platform called teams. It's limited.
12:51:18 You
can't have
12:51:21 as many screens. Then we switched to Zoom. That
12:51:24 's what we use most of the time. The
teams is good
12:51:27 for individual meetings or three or
12:51:31 four people. It's interesting to see the
12:51:35 students
behaviors and how those have changed as
12:51:39 they have transitioned to online. Some students aren't
12:51:42 able

to handle looking at a screen for
12:51:45 extended periods of time. So we have made
12:51:48 arrangements for there
to be time
12:51:51 where staff is able to
12:51:54 meet more one on one because students need to
12:51:57 work on developing
those skills
12:52:00 . Some have limited
12:52:04 patience. We try to move to different activities.
12:52:08 We have flip
classroom teaching. There is a challenge
12:52:11 . The teachers are frustrated because they
12:52:14 want papers but
we're trying to talk about E papers
12:52:17 . Some of the teachers
12:52:21 say I can make copies and my materialles
but we're
12:52:24 encouraging the teachers to let go of this because a lot
12:52:28 of students don't have access to
printers
12:52:31 at home. We have to do everything electronically
12:52:34 . That's a mental health issue
12:52:37 for the
teachers. About 20% of
12:52:40 educators have been here for years
12:52:43 and years and they're not
12:52:46 accustomed to
the E learning. This
12:52:50 21st century is not something they're very
12:52:53 savvy on. Now they're playing a
catch
12:52:56 up game and realizing I have to do online
12:53:00 learner and these E forms. So we have
12:53:03 an education
specialist working
12:53:06 with educators. The teachers
12:53:10 ers have become
12:53:14 emerged and are experts now. But
they're
12:53:17 emotionally exhausted. I'm pushing
12:53:20 the principal to have weekly meetings
12:53:23 where they can
discuss not just school issue
12:53:27 s but we call them venting sessions
12:53:30 . They can
12:53:33 talk about whatever
they're feeling.
12:53:37 Sometimes students don't join in
12:53:40 Zoom or they do but don't pay attention and when

teachers try
12:53:43 to reach out with parents, the parents are
12:53:47 working and are too busy. So we allow the
staff
12:53:51 to vent for about an hour. Then we have
12:53:55 another hour called happy hour where people can
12:53:58 bring
their soda, tea, and come
12:54:01 together and it's an opportunity to
12:54:04 be together and feel good. I've
noticed
12:54:07 increased staff anxiety with the hours
12:54:10 . I'm curious about your experiences.
12:54:14 We have the
exempt and
12:54:17 nonexempt employees. In terms of hours
12:54:20 , some staff say if I don't
12:54:23 work 40 hours, do
people think I'm doing my
12:54:27 job? They worry and actually over work
12:54:30 . And other staff I'll
12:54:33 text and I
get an answer or don't
12:54:36 get an answer within a half hour and that means
12:54:40 they're not doing their work.
So I
12:54:43 see conflict between the two groups
12:54:46 groups. My role is to send the message
12:54:49 of positivity that we're
going to get
12:54:53 through this together. It's a new experience but I
12:54:56 need to bring it home to them over
and over to
12:54:59 de-escalate the anxiety and refocus
12:55:03 them on positive things. People are asking about
the budget
12:55:06 and what are schools going to look like down the road? That
12:55:09 's something I refuse to
discuss because I feel like this
12:55:12 is not the right time and I don't want them to worry
12:55:15 about it. My
request from them is to focus
12:55:18 on the students and the student
12:55:22 s' parents and self care for
themselves.
12:55:25 Many staff members have their own
12:55:28 families at home to take care of also
12:55:31 . So one other
additional new challenge is our
12:55:34 teachers are facing much more

12:55:38 unrealistic expectations from the
parents
12:55:41 . For example, parents are asking teachers, I'm busy
12:55:44 during this time, can you teach my
child at a
12:55:47 different time? But if a teacher
12:55:50 has eight students, it's impossible for them to
12:55:54 adjust
and meet the individual needs of the
12:55:57 students. So my next concern is, you know
12:56:01 , coping cocaineism
for the staff. So I've reached
12:56:05 out to the California HR department to
12:56:08 find what kind of resources
they
12:56:11 may offer for our staff. So I send out information
12:56:14 to our staff on a weekly basis. Our E
12:56:17 AP,
employee assistance program, to show the
12:56:21 staff there are people they can reach out to for help.
12:56:24 If
they need a counselor, they are available. A
12:56:27 lot of our staff are taking
12:56:30 advantages of those
services because at this point they're
12:56:33 feeling like they don't see the end of this pandemic
12:56:36 .
There's no light at the end of the
12:56:39 tunnel.
12:56:42 So thinking about now and not tomorrow. I'm triish
12:56:45 to
think of what else there might
12:56:49 be. I think that's it. Any
12:56:52 questions? Share
12:56:56 away.
12:57:01
>>: Hello. This is Russell west
12:57:04 , superintendent of
12:57:08 Lexington school for the deaf
12:57:11 in
queens New York. We have over 28 home spoken
12:57:14 languages. Our students may have access to
communication
12:57:18 or not to 28 different languages. So before all the schools
12:57:21 were closed, we set
12:57:25 up
incident team.
12:57:28 We discussed strategies and plans to provide supports
12:57:31 for all families even those
that

12:57:34 have a variety of issues. Almost
12:57:37 90% of our students are classified
12:57:40 as impoverished meaning
they have
12:57:43 limited resources to meet their
12:57:46 needs so in conjunction with
12:57:49 PBIS team which includes
12:57:52
counselors and behavioral support staff, they work
12:57:55 closely with family involvement coordinator to
12:57:58
establish four weekly
12:58:02 meetings to provide resources to parents
12:58:05 to converse with them. And the first
three weeks
12:58:08 thing were going well to the point
12:58:11 where parents began -- the
12:58:14 students were saying, I
want you to sign. Now
12:58:17 parents are saying we want sign language classes
12:58:21 . Now we're setting up
classes for those parents that
12:58:24 want to communicate with their children via sign language
12:58:29 . It's a
challenge but we've noticed
12:58:33 the enhanced need for
12:58:36 support for students, staff and
12:58:39 parents. Queens
is considered the
12:58:42 epicenter of the COVID 19
12:58:46 pandemic. We've experienced things where
12:58:49 students
grandparents, aunts,
12:58:53 uncles, relatives have passed away. So we've
12:58:56 provided extra support for them.
12:58:59
So it has been a challenge for us. But we're
12:59:02 doing the best.
>>: Thank you for sharing
12:59:05 that. I'd like to mention that the A
12:59:09 S L classes are something
we also offer on
12:59:12 Wednesdays and those classes are
12:59:15 absolutely packed. We've seen an
12:59:18 increase in the
interest of individuals wanting to take classes
12:59:21 and the teachers are overwhelm
12:59:26 ed because this was an
unforeseen
12:59:29 number. We appreciate sorrenson using

12:59:34 their wave low and it really works
12:59:38 . So
12:59:41 to be able
to see their own children communicate
12:59:44 has been moving. We also offer
12:59:47 counseling. The counselors
work with the
12:59:50 students on a daily basis. They're also working
12:59:54 with parents too to make sure the
parents are getting the
12:59:57 supports they need because the parents, they don't
13:00:00 realize that they don't
know their children all that well until
13:00:03 they're with them day in and
13:00:07 day out, especially for our
residential
13:00:12 students. Facebook live, about
13:00:15 three weeks ago, we had something designed for
13:00:18 parents
and it made a tremendous
13:00:22 difference. Parents felt relief knowing the
13:00:25 school is still there for them
and that they
13:00:28 were here to get support. For example
13:00:31 , with food services, we don't
13:00:34 have a food bank
so we work with the school district
13:00:37 and the school district provides the school the
13:00:42 students need
free of charge. They have to check
13:00:45 the schedule once a week to pick up the food they
13:00:48 need and
that's been a big help.
13:00:51 Our social worker has worked in to
13:00:54 help with that piece too.
>>: Thank you.
13:00:58
>>: Any other comments? Thoughts?
13:01:10
>>: Claire?
>>: Hello, Nancy. I
13:01:13 just wanted to say that, that
13:01:16 's one critical piece that I think
you've identified
13:01:21 is communication. Right now is
13:01:24 so critical. I have found that
13:01:28 my staff become
nervous if they don't hear
13:01:31 from me.
13:01:34 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.
>>: I
13:02:27 agree. Thank you for sharing.
13:02:32
>>: I'll share mine. This is David and then
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.

13:03:39

>>: Very true.

>>: Stacey speaking

13:03:42 . Related to communication, social

13:03:45 media, our school has a policy

13:03:49

that staff are not really allowed to quote

13:03:52 unquote friend students on social media. Many of the

13:03:55

staff now have created quote unquote profession

13:03:59 al accounts that they may use to contact students

13:04:02 .

So if they're

13:04:06 plot having luck cacking the students, they may go

13:04:09 to Instagram, set up

13:04:12 a work account

and use

13:04:15 that. Mental health staff

13:04:18 have had more success connect

13:04:23 connecting through social media than

13:04:26 other

avenues.

>>: Thank you. One final thought

13:04:29 I'd like to share before we wrap up and I hand

13:04:32 it over

to David. I have to say, the

13:04:36 largest take away for all of us,

13:04:39 and I can see this clearly, the

school districts

13:04:42 really are basically in a state of

13:04:46 shock. Especially with the special education

classes

13:04:49 . They're not sure what to do. I'm happy

13:04:52 our Director of students services are

13:04:56 working with

the -- she has

13:04:59 gotten so many phone calls

13:05:02 from districts asking if they can

13:05:05 transfer their students

to our school. They don't have the

13:05:08 resources, they have teachers that do not know how to work

13:05:12 with

with the deaf children through Zoom so they're

13:05:15 trying to figure out, do we bring an interpreter

13:05:18 in?

But that brings layers of

13:05:22 complexity to the issue. This is a great opportunity for

13:05:25 us to promote

how wonderful our schools are.

13:05:28 I think that's vital and that we all have

13:05:31 so many resources
available
13:05:34 , so much more than the public schools do
13:05:37 . So, all of you, please, please
13:05:40 , take advantage
of this opportunity to provide the
13:05:44 supports and at the same time,
13:05:48 invite the school districts
13:05:51 to
work with us. Thank you. I'll
13:05:54 turn it over to David now
13:05:59 .
 >>: Wow, Nancy, well said
13:06:02 . I cannot top your
13:06:05 comments. The crisis as I mentioned
13:06:08 , has
created opportunities and that is
13:06:12 the sump lining in all of this. To demonstrate what we
13:06:15 do. And

that's part of our vision
13:06:18 .
13:06:21 All deaf children will thrive and we'll
13:06:25 achieve that through
differentdalitis
13:06:28 . One of which is what we're doing today.
13:06:32 Convening of minds, discussing
opportunities and ideas so
13:06:36 all deaf children thrive. I'll turn it over to Jeff to wrap
it
13:06:39 up.
Thank you for participating. Wonderful job
13:06:42 . Stay safe
13:06:46 .
13:06:50
 >>: Hello everybody. I'm happy to see so
13:06:53 many of you. Before we wrap up, I want to
13:06:56 make
sure everybody turns their videos
13:06:59 on so we can see each other. I know it's been some
13:07:02 time since we
came together. We'll do that
13:07:05 at the end and we'll take a large group photo at
13:07:08 the very end. Hold
on for a
13:07:11 moment. Really what I'd like to do now is I'd
13:07:15 like to ask your thoughts about today's
13:07:18
meeting as we've come together.
13:07:21 We want to know, did you like the format of the meeting

13:07:24 ? Did the
captionings work well for you?
13:07:27 We will have a transcript available for
13:07:31 everybody at the end of the
meeting
13:07:34 emailed to you so you can share this with your staff.
13:07:37 This is what we'll be doing
13:07:40 at the
end. I also want to ask your
13:07:43 thoughts as we move forward, how can we
13:07:46 AC E A S D
13:07:50 become more of a
resource for
13:07:54 all our member schools and organizations? We'd
13:07:57 like to try to do this as we move
13:08:00
forward. Some of the ideas we've discussed,
13:08:03 we want to take this opportunity to hear from you. One
13:08:07
thought is perhaps we can have subsequent meetings
13:08:10 for specific departments such as directoroffs
13:08:14
instruction, student life, HR
13:08:17 departments. Are there other kinds of groups we
13:08:20 should consider for
these next webinars?
13:08:23 Or do we want webinars
13:08:26 based on topics? I
13:08:30 E P topics, financeial

13:08:33 considerations? E S Y,
13:08:36 ex10ed school year ideas, technology and
13:08:39 resources? So we're not quite sure
13:08:42
which direction we want to head in but any
13:08:45 feedback you can share with us would be most welcome.
13:08:48 Or
if you have other ideas, feel free to share
13:08:51 them so we at CEASD
13:08:55 can start developing these kinds of
13:08:58
meetings. Matt
13:09:02 .
>>: I think there are different departments
13:09:06 working together better than having one.
13:09:09 I
recommend meeting by topic and anyone can
13:09:13 come. Some schools may not have the same definition
13:09:16 of
student life. So my suggestion is by

13:09:19 topb.
>>: Amy?
>>: I
13:09:22 agree. I have a smaller number of staff but a lot
13:09:26 of staff wear different hats if
you will so
13:09:29 I think setting it by topic is
13:09:32 great and I know who to assign to the meetings
13:09:36 . But this
has been really good. I think a lot of schools and
13:09:39 administrators feel like we're running blind.
13:09:42
It's great to see we're all facing the same issues
13:09:46 . Hi, I'm human,
13:09:49 normal, experiencing common
craziness just
13:09:52 like everyone else. I think we should do this on a
13:09:55 regular basis as well.
13:09:59
>>: Nancy.
>>: I would like to present by
13:10:02 topic and area to you. I think there
13:10:06 are two different
areas such as like budget, that
13:10:09 would be business administrators.
13:10:12 I believe they need more support
now to you. And maybe that
13:10:19 too. I think there's going to be budget cuts in the future
13:10:22 . So maybe we want to convene about
how we're
13:10:26 going to handle the cuts and we can be prepared for
13:10:29 challenges that may
13:10:32 come up as a
result.
>>: Fran?
13:10:37 Okay. Debra?
13:10:42
>>: Okay. Hello
13:10:45 from the Bronx. I was
13:10:49 wondering if CEASD could be
13:10:52 the bridge with the
Clairea center, any
13:10:54 resources they may have or things they're working
13:10:58 on, online resources, modules,
13:11:01
trainings, opportunities from the Claire center that
13:11:04 could be given to CEASD
13:11:07 and given to us.
>>: I will reach
13:11:10 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.
13:11:59 Okay. James.
>>: 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

13:13:11 , this has been wonderful.
Sometimes I know we're
13:13:14 wondering, are we doing the right
13:13:17 thing? But then we hear
13:13:21 story from

individuals and you're insured you're moving
13:13:24 in the right direction. Even though these
13:13:27 are
unprecedented times, sometimes
13:13:31 we say this is more work than our day-to-day
13:13:34 operations when school
is in session, we're being
13:13:37 hit in many directions directions all at once
13:13:41 . I fem like it was meeting after

13:13:44 meeting at first. But now it's slowing and we're
13:13:48 starting to look forward now. That may
13:13:51 be part of
your discussions, what is your
13:13:54 recovery plan going to look like? How will we start to
13:13:59 reconvene
once again because I feel this may be another 12 or
13:14:02 18 months before we're able to be back to normal
13:14:05
operations. Some people are talking about how they
13:14:09 may have half a group of students come
13:14:12 to school
one week and another group the second week
13:14:15 and alternating groups of school and staff.
13:14:18 These are
discussions that need to happen now as
13:14:22 to recovery plans. That's's another
13:14:25 topic for down the road.
I want to
13:14:30 thank Barbara Romonda for making the arrangements
13:14:33 for this meeting to happen. And
13:14:37 also
Barbara has collected wonderful resources
13:14:40 and has put them on our website
13:14:43 . I want to thank western
13:14:46

Pennsylvania school for the deaf for
13:14:50 proviting the
13:14:53 interpreters.
13:14:57 I'd also like to thank
13:15:00 carish for
providing captioning.
13:15:03 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
13:15:22 recovery plan.
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
13:17:11 reside. They won't be able to
13:17:14 go home. But we'd educate
13:17:17 them here on site at A S
13:17:20 D and
become a temporary boarding school.
13:17:23 So these are discussions we're having. That
13:17:26 's an example of a
possible new benefit for that group
13:17:30 . This group will always benefit
13:17:33 from our environment. But
anyway we
13:17:36 could continue all night and through the day. But
13:17:39 I want to thank you for participating
today. I'll develop
13:17:43 topics for other webinars
13:17:46 . Barbara will send communications about the
13:17:49
meetings. They should be within the next few weeks. All of you
13:17:52 , if you see a topic that you can't
attend but you
13:17:55 may have other administrators
13:17:58 that could, send them on
13:18:02 to those webinars. We want to
13:18:05
keep this at an administrative level,
13:18:08 high level of administration
13:18:11 . So if there's a webinar for
student life,
13:18:14 we're not thinking of having
13:18:17 the dorm supervisors attend those. The higher
13:18:20 level of
administration would attend.
13:18:24 If you have any other thoughts or feedback,
13:18:29 email Barbara Romonda and
she'll share it with
13:18:32 the board as we meet to develop various
13:18:35 strategies and plans to keep you
engaged
13:18:39 and keep our deaf schools vibrant
13:18:42 and an important place for deaf and
13:18:45 hard-of-hearing nation
wide. Thank you.
13:18:47 Stay safe and well. See
13:18:51 you next time. You can share your videos now and see
13:18:55
everybody.