

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 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  
it on?  
12:18:05 Oh Jeff's here now  
12:18:09 . Hi Jeff.  
>>: Hi, I just wanted  
12:18:12 to jump in. I know people are saying there's  
12:18:15 too many people on  
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  
button that  
12:18:27 says hide nonvideo participants and then your screen  
12:18:30 will display interpreters and  
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  
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  
questions.  
12:18:50 I hope that helps to clarify, okay?  
12:18:54 Thank you.  
>>: 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  
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  
Matt raising his hand.  
>>: Hello  
12:19:19 . Go ahead Matt  
12:19:23 .  
>>: I'm  
12:19:26 mat, student life director here at Indiana  
12:19:30 school. Thank you for hosting this  
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  
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  
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 we can.  
>>: 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.