

25

00:58:53.070 --> 00:58:58.950

Kat Northup - Interpreter: Well go ahead and take the time to chat with each other. Get your hellos out, then we'll get started here soon.

26

01:00:34.710 --> 01:00:36.600

Kat Northup - Interpreter: The time is now one o'clock.

27

01:00:37.980 --> 01:00:39.300

Kat Northup - Interpreter: Good afternoon.

28

01:00:40.320 --> 01:00:45.330

Kat Northup - Interpreter: For those of you that have already hidden your video go ahead and pop up so we can see you wave. Say hello.

29

01:00:46.590 --> 01:00:56.100

Kat Northup - Interpreter: Okay, now that we've done that, let's have everyone now close their videos so off screen for me, if you don't mind, hiding those videos.

30

01:00:57.810 --> 01:00:58.620

Kat Northup - Interpreter: Mm hmm.

31

01:00:59.970 --> 01:01:00.690

Kat Northup - Interpreter: Keep going.

32

01:01:02.220 --> 01:01:05.700

Kat Northup - Interpreter: We're getting there, keep hiding those videos for me.

33

01:01:07.800 --> 01:01:09.900

Lee Godbold - Interpreter: How do I turn off my video. I don't know how

34

01:01:10.530 --> 01:01:19.800

Kat Northup - Interpreter: Okay, so if you just click on the icon that says stop video. It looks like a camcorder icon, just click on that.

35

01:01:22.020 --> 01:01:24.960

Kat Northup - Interpreter: Okay, we want all participants to hide their video

36

01:01:29.790 --> 01:01:36.510

Kat Northup - Interpreter: Okay. Just keep clicking hide video do hide all the participants here.

37

01:01:49.560 --> 01:01:50.520

Lee Godbold - Interpreter: Where's it on

38

01:01:51.600 --> 01:01:52.500

Lee Godbold - Interpreter: Over there maybe

39

01:01:55.320 --> 01:01:59.340

Kat Northup - Interpreter: Okay, here we go. What's gotten everybody off screen here.

40

01:02:00.480 --> 01:02:09.780

Kat Northup - Interpreter: For those of you that are still left if you wouldn't mind hiding your video, simply because we have two interpreters that will stay on screen.

41

01:02:10.560 --> 01:02:23.040

Kat Northup - Interpreter: As well as well Monta and Deb, who are our leaders of this discussion. So we want to maintain only for videos on screen for majority of the time.

42

01:02:23.460 --> 01:02:37.830

Kat Northup - Interpreter: So Amanda and Deb, if you would just stay on screen. The rest of us. Let's hide our video so that we're not looking at these tiny little boxes of individual trying to sign and you have to squint to understand them.

43

01:02:39.030 --> 01:02:39.600

Kat Northup - Interpreter: So,

44

01:02:40.170 --> 01:02:40.710

Kat Northup - Interpreter: If you don't

45

01:02:40.770 --> 01:02:47.460

Lee Godbold - Interpreter: Like stop. It's at the bottom in your toolbar, click stop video and that'll turn off your video.

46

01:02:48.180 --> 01:02:50.190

Lee Godbold - Interpreter: We still have that at the bottom.

47

01:02:51.900 --> 01:02:52.920

Kat Northup - Interpreter: Okay. Mm hmm.

48

01:02:53.280 --> 01:02:54.810

Lee Godbold - Interpreter: I'm using it. I had

49

01:02:54.870 --> 01:02:58.140

Kat Northup - Interpreter: Becky Bethany, Mel.

50

01:02:59.610 --> 01:03:15.090

Kat Northup - Interpreter: Yeah, it should be. If you're using an iPad at the top, it should have a stop video okay so Mel and Bethany. Do you need help. Okay, that's me. We got Mel. You're the only one left has stopped your video, please.

51

01:03:21.750 --> 01:03:22.140

Kat Northup - Interpreter: Okay.

52

01:03:22.290 --> 01:03:23.790

Kat Northup - Interpreter: There we go, we just

53

01:03:23.820 --> 01:03:24.690

Lee Godbold - Interpreter: All right.

54

01:03:24.840 --> 01:03:31.770

Kat Northup - Interpreter: Out there video. So, ladies and gentlemen, how this is going to work is we're going to have a discussion with our to interpreters.

55

01:03:33.030 --> 01:03:40.290

Kat Northup - Interpreter: And our two leaders of the discussion. So I'm going to show you what to do if you want to make a comment your video is hidden

56

01:03:40.980 --> 01:03:53.820

Kat Northup – Interpreter: You will pop up mentioned that you have a question or comment state that question or comment if we have two or three individuals pop up at the same time, then that's all right. We will just take our turn.

57

01:03:55.230 --> 01:04:00.540

Kat Northup – Interpreter: And then we'll call out the next individual to then

58

01:04:01.830 --> 01:04:05.820

Kat Northup – Interpreter: Comment. Oh, yay. Good. I'm so glad you understand. Perfect.

59

01:04:05.850 --> 01:04:08.700

Lee Godbold – Interpreter: My time names down here by my chin. Not on my forehead.

60

01:04:08.970 --> 01:04:11.130

Kat Northup – Interpreter: I'm sorry. Thank you for that correction.

61

01:04:12.150 --> 01:04:17.250

Kat Northup – Interpreter: You know, I need, I need more practice and training with student life. Yep. I got it now.

62

01:04:18.000 --> 01:04:28.620

Kat Northup – Interpreter: Okay, so this is a CSP sponsored session we care about all of you and all of your students. We want to see those students flourish and thrive.

63

01:04:29.610 --> 01:04:40.620

Kat Northup – Interpreter: That is our goal and how we do that is by sharing resources amongst each other. So we do have leaders have a discussion, but this is a information sharing session.

64

01:04:41.100 --> 01:04:51.690

Kat Northup – Interpreter: And it's for all CFD affiliated schools to really help their schools and their children thrive and that's what CES D stands for

65

01:04:52.890 --> 01:05:05.850

Kat Northup – Interpreter: Again, we want to thank Texas School to the death for offering providing to interpreters for this session, we appreciate that we have internally godbold. We also have Katie Northup,

66

01:05:09.240 --> 01:05:26.340

Kat Northup – Interpreter: We also want to thank American School for the Deaf for contributing the zoom platform for today's meeting I have providing us two rooms. If you can imagine 100 people in each room simultaneously. And that's how these sessions are

67

01:05:26.340 --> 01:05:26.700

Lee Godbold – Interpreter: Cool.

68

01:05:27.180 --> 01:05:39.510

Kat Northup – Interpreter: So providing this platform has helped us have an efficient meeting experience. We also want to thank Gallaudet and SSD for providing Deb Devlin.

69

01:05:40.080 --> 01:05:50.460

Kat Northup – Interpreter: And TSB Texas School so def for will Monta McDevitt to lead our discussion today. Before we do all of this. I'm going to hold us off a little bit longer.

70

01:05:50.940 --> 01:06:02.190

Kat Northup – Interpreter: I do want to introduce Deb Scotland. She graduated from the Lexington School for the Deaf went to Gallaudet University to get her bachelor's degree in communication art.

71

01:06:03.150 --> 01:06:18.510

Kat Northup – Interpreter: She has a master's in depth education. She has worked in student life for 26 years but she is only 29 years old. Can you imagine who knows how that has happened, but she's worked at is d AMP t is currently at em FST.

72

01:06:19.710 --> 01:06:35.610

Kat Northup – Interpreter: She has helped found the National Student Life for deaf and hard of hearing schools has to four kids. Laughs baby of the families from China. So if you have any ideas or need ideas about that she is here to share with you.

73

01:06:36.900 --> 01:06:40.380

Lee Godbold – Interpreter: That's my former supervisor for all of you who are wondering, I miss you, David.

74

01:06:41.550 --> 01:06:42.360

Kat Northup – Interpreter: Miss you as well.

75

01:06:44.100 --> 01:06:49.230

Kat Northup – Interpreter: We also have Walmart McDevitt she graduated from American School for the Deaf.

76

01:06:50.550 --> 01:07:06.720

Kat Northup – Interpreter: She has a bachelor's degree in sociology from Gallaudet University a master's degree in social work she has worked in student life for 20 years and has ample experience working at the West Pennsylvania School for the Deaf.

77

01:07:08.430 --> 01:07:11.400

Kat Northup – Interpreter: Texas School for the Deaf. She has two boys.

78

01:07:12.540 --> 01:07:22.650

Kat Northup – Interpreter: And she also helped in establishing the National Student Life, death part of hearing organization. So thank you both for leading this discussion today.

79

01:07:23.340 --> 01:07:38.130

Kat Northup – Interpreter: We will keep it simple. You can raise your hand, you can pop up your video to add any comments or questions but right now I will turn the floor over to you. Deb and Amanda. The hopefully everyone, the more ideas and conversations we have today.

80

01:07:38.520 --> 01:07:41.010

Kat Northup – Interpreter: The better off we'll be for our schools and kids.

81

01:07:41.790 --> 01:07:42.570

Lee Godbold – Interpreter: All right.

82

01:07:44.340 --> 01:07:49.740

Lee Godbold – Interpreter: Great. Thank you so much, David. Hi everybody, we're so thrilled to have this opportunity.

83

01:07:50.310 --> 01:07:57.690

Lee Godbold – Interpreter: With Amanda and I are now coordinators and assistant coordinators of this organization, the National Student Life or death hard of hearing children.

84

01:07:58.050 --> 01:08:11.820

Lee Godbold – Interpreter: We do have a website that you can check out after the conclusion of today's session. So we will share some questions with all of you. And then feel free to get feedback and comments. This time, of course, is unprecedented.

85

01:08:13.020 --> 01:08:21.570

Lee Godbold – Interpreter: We're completely an uncharted territory and so at this point, we do have more questions and answers, but we have seen some positives.

86

01:08:22.560 --> 01:08:27.180

Lee Godbold – Interpreter: That are really growing in the area of technology and other skills. So we're here to work together.

87

01:08:27.810 --> 01:08:45.150

Lee Godbold – Interpreter: So the first question for the group that we'd like to ask everyone. We know that some schools student life has been sent home with pay others have gone home without pay or summer home with continued work. And so we're very curious to know where you stand at your schools.

88

01:08:50.700 --> 01:08:54.540

Lee Godbold – Interpreter: And if you want to comment, you can just hit Start video

89

01:08:57.240 --> 01:08:57.870

Lee Godbold – Interpreter: Hi.

90

01:08:59.430 --> 01:09:02.370

Kat Northup – Interpreter: Hi, I'm from Louisiana School for the Deaf.

91

01:09:03.420 --> 01:09:09.330

Kat Northup – Interpreter: And our staff and student life went home with pay and they are still working from home.

92

01:09:13.740 --> 01:09:19.440

Lee Godbold – Interpreter: Great. So I'm wondering the work. What type of work, our student life staff doing at home.

93

01:09:21.660 --> 01:09:25.590

Kat Northup – Interpreter: So right now, where we are reviewing our handbook.

94

01:09:26.820 --> 01:09:34.920

Kat Northup – Interpreter: We also have some meetings with students, some different workshop activities that would happen. Typically after school.

95

01:09:35.490 --> 01:09:50.280

Kat Northup – Interpreter: Right now there's not a lot of our students that have access to Internet and some do not have any computers at home. So we've started visiting some students home. Those are some of the examples we've done

96

01:09:51.300 --> 01:09:53.700

Lee Godbold – Interpreter: Good. Okay. You can turn off your video, Mary.

97

01:09:55.170 --> 01:09:58.680

Kat Northup – Interpreter: Yeah. Hi, everyone. I'm from the Kansas School for the depth.

98

01:09:59.850 --> 01:10:04.230

Kat Northup – Interpreter: All of our dorm staff went home with full pay

99

01:10:05.460 --> 01:10:24.180

Kat Northup – Interpreter: With the expectation that they would continue to check in with students, not necessarily dorm students only, but just students of the school itself. They're doing some virtual games through zoom helping with homework that type of that stuff.

100



01:10:24.810 --> 01:10:27.900

Lee Godbold - Interpreter: Great, thank you. I'm Rick

101

01:10:29.340 --> 01:10:34.770

Kat Northup - Interpreter: Hello everyone. Yeah, our staff all went home with pay

102

01:10:36.900 --> 01:10:47.760

Kat Northup - Interpreter: They are doing some telework every day supporting students at home, supporting staff, hopefully supporting students, socially, emotionally, mental health, wellness.

103

01:10:48.480 --> 01:10:57.570

Kat Northup - Interpreter: We've had some parent meetings with all of our students throughout the week maintaining contact with parents also providing some training.

104

01:10:58.590 --> 01:11:03.300

Kat Northup - Interpreter: online trainings of different topics safety at school and so forth.

105

01:11:04.320 --> 01:11:11.190

Kat Northup - Interpreter: We've been reviewing our program book, we definitely tried to keep busy. So we've been doing well with that so far.

106

01:11:12.090 --> 01:11:14.100

Lee Godbold - Interpreter: Very good. Ethan

107

01:11:16.110 --> 01:11:27.630

Kat Northup - Interpreter: Yeah. Hello, I'm with Fremont, California School for the Deaf Fremont for the past three weeks. All of our staff have stayed home without any work necessarily to do so to speak.

108

01:11:28.620 --> 01:11:37.050

Kat Northup - Interpreter: But our supervisors, they've been also staying at home quarantines and then when we found that this was going to be a pro long time frame.

109

01:11:37.980 --> 01:11:51.060

Kat Northup - Interpreter: We've called for some of the parents of our

students come pick up items that were left in the dorm. So we've had some of our supervisors of the dorm calm and make sure that things can get packed up safely and so forth.

110

01:11:53.730 --> 01:12:02.280

Kat Northup - Interpreter: I know that the state has now been using our cottages for an off site infirmary for any patients that may have contracted

111

01:12:04.140 --> 01:12:10.110

Kat Northup - Interpreter: So I think right now. California has been doing a really good job at flattening that curve and not letting it rise.

112

01:12:11.130 --> 01:12:22.800

Kat Northup - Interpreter: But we have decided to close school for the summer. Each of our health parents have a list of students assigned students that they will maintain contact with and check in with

113

01:12:23.430 --> 01:12:35.580

Kat Northup - Interpreter: If they're not able to then they would work with principals and teachers in order to work that out all of our meetings are occurring through the zoom platform. So we've been doing that periodically during this time.

114

01:12:36.750 --> 01:12:46.950

Lee Godbold - Interpreter: Great, thank you. Who, what would we do without Zoom, who knew we can do our jobs without that. Um, let's see. Next, Marcos. Let me turn it over to you.

115

01:12:49.170 --> 01:12:58.200

Kat Northup - Interpreter: Hi. Yeah, I'm with Ohio school to death. And really, we've all been sent home no question about that. But then we've realized that several students do not have video phone

116

01:12:58.980 --> 01:13:06.270

Kat Northup - Interpreter: And we were unaware of that. And so we've been working to help get them video phones installed in their homes. And that's been the goal.

117

01:13:08.490 --> 01:13:16.470

Kat Northup - Interpreter: To really empower those students to have

that happen, and hopefully changing some things up planning for next year when students come back so

118

01:13:17.100 --> 01:13:29.700

Kat Northup - Interpreter: Hopefully we've been getting some good training in so that we know what to do when we're working from home again as everyone else has mentioned, we've used zoom to me with our middle school, high school students.

119

01:13:30.660 --> 01:13:51.810

Kat Northup - Interpreter: We've tried our best to get students to meet on the online platform, but many don't have access to that we are trying to get increased communication. So all of our staff were sent home with pay through the summer, which is incredibly nice to experience that. So it's been a relief.

120

01:13:52.470 --> 01:13:57.600

Lee Godbold - Interpreter: That's an important point that you mentioned the overnight staff as well. Thank you. Dawn.

121

01:13:58.890 --> 01:14:01.530

Kat Northup - Interpreter: Yes. Hi. I'm from Ohio School for the Deaf.

122

01:14:02.880 --> 01:14:16.710

Kat Northup - Interpreter: And yes, all of my head. They staff and evening staff. I have been working together on a daily basis, doing some schedules or check in.

123

01:14:17.850 --> 01:14:30.480

Kat Northup - Interpreter: Our other staff department, a working with them. And the reason we're having the evening and overnight staff work together is because, obviously, there's not a lot of work for overnight staff to do from home.

124

01:14:31.050 --> 01:14:48.090

Kat Northup - Interpreter: And reviewing some of our old manuals all the handbooks and so we're revising all of that we've actually decided to kind of toss the entire thing out the window for now and just kind of start from scratch on all of that. It's been really nice working together.

125

01:14:49.830 --> 01:14:57.720

Kat Northup – Interpreter: And you know, when everything started when we close the school. We did continue with just trying to work.

126

01:14:58.980 --> 01:15:06.780

Kat Northup – Interpreter: Remotely, you know, we're an apple campus. So we've been giving iPads to students and trying to maintain access for everyone.

127

01:15:07.170 --> 01:15:17.040

Kat Northup – Interpreter: To be able to have a virtual experience so updating rules on our contact with parents contacts with students and we do have an activity specialist

128

01:15:17.940 --> 01:15:27.750

Kat Northup – Interpreter: That has set up a once a week. Get together virtually just to banter back and forth and have that social time and there's been some information sharing

129

01:15:29.130 --> 01:15:44.610

Kat Northup – Interpreter: In terms of the links of learning online. So learning on demand for any online or virtual experiences. So a lot of things are happening that have been really great. Plus, we are going to have virtual camp.

130

01:15:45.720 --> 01:15:46.140

Lee Godbold – Interpreter: Well,

131

01:15:46.410 --> 01:15:55.020

Kat Northup – Interpreter: That was going to be planned, it's going to be, again, it was planned for in person physical on campus camp but now it has become virtual

132

01:15:55.590 --> 01:16:06.510

Kat Northup – Interpreter: So periodically, we will have those online meetings and our dorm staff evening and overnight will participate in that planning for that summertime for the students.

133

01:16:06.960 --> 01:16:17.640

Lee Godbold – Interpreter: Wow, great. I know many schools are using this opportunity to revamp and revise a lot of policies because they simply don't have the time during the regular school year. So yeah, I

134

01:16:17.640 --> 01:16:20.400

Lee Godbold – Interpreter: Know, many schools are taking that opportunity. Thank you, Don.

135

01:16:21.180 --> 01:16:22.980

Lee Godbold – Interpreter: Next, let me turn it over to Roddy

136

01:16:24.210 --> 01:16:34.050

Kat Northup – Interpreter: Okay. Hi, I'm from New Mexico School for the Deaf and I'm seeing some comments that have already happened, of what we're doing. So during spring break was when the kids were sent home.

137

01:16:34.350 --> 01:16:49.410

Kat Northup – Interpreter: It turned out we plan for just two weeks and then it ended up being extended and so we've had some of our staff and students work together to come and pack up all of their dorm items that they left after spring break.

138

01:16:50.460 --> 01:16:56.730

Kat Northup – Interpreter: We've also been doing those online meetings, helping out with homework helping with projects checking in with students.

139

01:16:57.540 --> 01:17:01.980

Kat Northup – Interpreter: And then we've used administrative leave during this time for our staff.

140

01:17:02.400 --> 01:17:13.500

Kat Northup – Interpreter: A lot of our student life staff have been supporting teachers and working with students. So if there is a student who needs do not necessarily fit or are compatible with

141

01:17:13.860 --> 01:17:21.600

Kat Northup – Interpreter: A zoom meeting with multiple students involved than our dorm staff have been helping provide more one on one or one on two support.

142

01:17:22.410 --> 01:17:37.260

Kat Northup – Interpreter: For teaching an online learning. So we've been helping during the day how we've been doing some tutoring

different projects we've had social our meetings online in separate groups according to age and grade elementary, middle school, high school

143

01:17:38.490 --> 01:17:43.620

Kat Northup - Interpreter: So I think you know i i can't wait to get back into the end person and get that

144

01:17:43.740 --> 01:17:46.140

Kat Northup - Interpreter: Physical closeness again but

145

01:17:47.280 --> 01:17:49.200

Kat Northup - Interpreter: That's what we've been doing at New Mexico.

146

01:17:50.070 --> 01:17:58.830

Lee Godbold - Interpreter: Thank you. I would like take time checking with the interpreters. Is everyone okay keeping up with everybody. Oh, good. Okay, great. I'll turn it over to Ed.

147

01:18:00.390 --> 01:18:18.570

Kat Northup - Interpreter: Ed from California School for the Deaf riverside lot of similarities to what Fremont has been doing. The only thing that may be different as we've had a great opportunity that occurred. So back in the fall, the state had decided to use a system for

148

01:18:21.810 --> 01:18:33.720

Kat Northup - Interpreter: Using more online resources for education. So we've used office calm. And that was sort of a struggle learning that new new platform new technology.

149

01:18:34.380 --> 01:18:41.730

Kat Northup - Interpreter: So we started that in the fall and then because of the pandemic having closed our school. We've increased the use

150

01:18:42.240 --> 01:18:47.700

Kat Northup - Interpreter: Of our online platform. And a lot of our teachers and staff have become more comfortable in using it.

151

01:18:48.660 --> 01:19:04.680

Kat Northup – Interpreter: It does have app, we've realized that there are many pros to having this online platform and having already started it before everything happened with the pandemic. So we just maintained contact our student life staff have

152

01:19:06.630 --> 01:19:18.930

Kat Northup – Interpreter: It seems like there have been an increase in incidences already in terms of bullying, just some emotional conflict. And so we needed to have some more support.

153

01:19:19.890 --> 01:19:29.430

Kat Northup – Interpreter: So we definitely grown in our communication and checking in with those students and having that separate time to have those virtual conversations and meetings with our students.

154

01:19:29.760 --> 01:19:32.640

Lee Godbold – Interpreter: Great, thanks. Let me turn it over to

155

01:19:33.780 --> 01:19:39.450

Lee Godbold – Interpreter: Becky then Tim or actually sorry married them to the Becky M.

156

01:19:39.630 --> 01:19:41.340

Kat Northup – Interpreter: O B and B and

157

01:19:42.120 --> 01:19:44.250

Kat Northup – Interpreter: C could see the sign.

158

01:19:44.640 --> 01:19:53.790

Lee Godbold – Interpreter: timeout your background marry your so backlit, could you possibly to change the vantage point in which you're at

159

01:19:55.230 --> 01:19:56.250

Lee Godbold – Interpreter: Sorry about that.

160

01:19:59.160 --> 01:20:00.150

Lee Godbold – Interpreter: That's better.

161

01:20:00.510 --> 01:20:02.970

Kat Northup – Interpreter: Yes, that is better. Okay. It's a little bit better.

162

01:20:06.000 --> 01:20:07.350

Kat Northup – Interpreter: Maybe need more

163

01:20:13.620 --> 01:20:16.320

Lee Godbold – Interpreter: Interpreters, you're right. Okay, go ahead, Mary.

164

01:20:17.970 --> 01:20:27.510

Kat Northup – Interpreter: Okay, so I think very similar to what other people have already mentioned, you know, we started kind of sending home things for kids to do

165

01:20:28.620 --> 01:20:47.790

Kat Northup – Interpreter: At home, and then we looked at the National Student Life for deaf and hard of hearing children website to get some ideas and resources. We've used Google form for any questions and and games that we played with the students. We watched an online presentation from that website.

166

01:20:48.840 --> 01:21:01.980

Kat Northup – Interpreter: To help support us and then doing online training. There's been some resources provided for the entire state that we're in, and we've had some discussions getting together on zoom

167

01:21:02.760 --> 01:21:18.330

Kat Northup – Interpreter: Very, very blessed to have zoom as a available platform. We've contacted students just to see if they've needed any support or assistance. So really I think we've set up online classes.

168

01:21:19.830 --> 01:21:28.710

Kat Northup – Interpreter: You know through virtual learning and now that they've been at home. It's similar, but it's just less physical contact physical closeness so

169

01:21:29.760 --> 01:21:38.100

Kat Northup – Interpreter: We've just checked in with our students see what's going on with them. So we do have the weekly follow up for just personal care and support.



170

01:21:38.820 --> 01:21:50.250

Kat Northup - Interpreter: And it's just been a lot of great teamwork and making sure that we've gotten communication out there and that we've checked in. I feel like we're still working. Even though we're here in our own homes.

171

01:21:51.450 --> 01:21:59.040

Lee Godbold - Interpreter: Great, thank you. The last two and then I want to turn it over to Amanda for our second question. Okay. Becky and Tim

172

01:22:01.350 --> 01:22:08.430

Kat Northup - Interpreter: Okay. So hi, I'm from Virginia School for the Deaf and Blind I yes our staff and students were sent home.

173

01:22:10.080 --> 01:22:27.120

Kat Northup - Interpreter: There's been no work, thus far, however, we have recently realized that there is some needs. And what we've done is we've had to send out letters of kind of work agreements for our staff to find

174

01:22:29.460 --> 01:22:35.310

Kat Northup - Interpreter: And then we've just had to explain what our staff can do from home now half of our sab

175

01:22:35.310 --> 01:22:53.370

Kat Northup - Interpreter: La have access to the internet. And so we've had to develop a sort of Facebook group that's on private settings I think 30 of our departments 30 people in our department have Facebook and can access that. And so we've been sending out resources on

176

01:22:53.370 --> 01:22:57.030

Lee Godbold - Interpreter: George you know ASL sign class and deaf blind and

177

01:22:57.420 --> 01:23:15.390

Kat Northup - Interpreter: Doing some training at home, but we haven't had a lot of contact with the students because the teachers have been doing that. And so that is one of the drawbacks right now to us not doing that. And we have some that are we have not been allowed to use

zoom

178

01:23:15.840 --> 01:23:20.430

Kat Northup - Interpreter: As a platform. And so what we had to do was use Google meet

179

01:23:21.750 --> 01:23:36.840

Kat Northup - Interpreter: As that sort of scheduling classes in order to have those meetings virtually on the Google platform they work at home with pay through the summer until we come back and who knows when we come back, and what's going to happen.

180

01:23:38.010 --> 01:23:39.330

Lee Godbold - Interpreter: Thank you, Tim.

181

01:23:41.130 --> 01:23:44.190

Kat Northup - Interpreter: Okay, so hopefully everyone can see my friends, clearly. Oh.

182

01:23:44.190 --> 01:23:45.120

Lee Godbold - Interpreter: I can see here

183

01:23:45.630 --> 01:23:47.760

Kat Northup - Interpreter: Okay, I'm Tim l said

184

01:23:50.430 --> 01:23:54.630

Kat Northup - Interpreter: And I have been retired. However, I have returned

185

01:23:56.160 --> 01:23:59.610

Kat Northup - Interpreter: I left last fall. I didn't have a lot of time.

186

01:24:00.720 --> 01:24:07.440

Kat Northup - Interpreter: As a retired employee until I was asked to come back. So I did. And then it happened that the pandemic.

187

01:24:08.040 --> 01:24:22.020

Kat Northup - Interpreter: Started and then spread. And so I've been supporting the student life team looking at all the comments that have

been said today, really, we're in a similar situation we have a six specific core group.

188

01:24:23.790 --> 01:24:29.700

Kat Northup - Interpreter: That are working right now because not all are experts in the different duties that we have assigned

189

01:24:31.830 --> 01:24:40.470

Kat Northup - Interpreter: We have the PRC the personal contact that is contacting parents for any needs or concerns that may arise, we want to limit.

190

01:24:41.160 --> 01:24:51.300

Kat Northup - Interpreter: How many people are contacting parents and reaching out to them, but we've used the point of contact for that situation. Another group that's really

191

01:24:52.140 --> 01:25:01.530

Kat Northup - Interpreter: Trying to revise and encourage our staff through Facebook and providing resources and online virtual

192

01:25:01.980 --> 01:25:13.440

Kat Northup - Interpreter: It's been an awkward learning curve for us. But now we're getting more and more organized gathering more ideas communicating more and helping out with campus work.

193

01:25:14.190 --> 01:25:25.470

Kat Northup - Interpreter: Any of the work that we were behind on on campus in terms of maybe custodial work any facility work. So we're trying to give our staff 20 hours a week.

194

01:25:25.950 --> 01:25:28.650

Kat Northup - Interpreter: And then 20 hours of administrative leaves.

195

01:25:28.980 --> 01:25:40.290

Kat Northup - Interpreter: We felt like that was a good fit, you know, student life without any kids on campus is very difficult to do our jobs. And so we've been supporting and

196

01:25:40.890 --> 01:25:56.220

Kat Northup - Interpreter: Coordinating cooperating with other

departments on campus to help out with any facility needs that may be their work from home, you know, we're leaving all of that to the core team of point of contact.

197

01:25:57.300 --> 01:26:01.770

Kat Northup - Interpreter: Those who have video phone with those who are more familiar with zoom

198

01:26:03.240 --> 01:26:12.720

Kat Northup - Interpreter: One thing that I know is going to be another question later on. But I was just thinking about professional development and I think

199

01:26:12.750 --> 01:26:13.140

Lee Godbold - Interpreter: We have

200

01:26:14.460 --> 01:26:16.740

Kat Northup - Interpreter: Time to discuss that. So,

201

01:26:16.770 --> 01:26:17.100

Lee Godbold - Interpreter: Yeah.

202

01:26:17.220 --> 01:26:18.720

Kat Northup - Interpreter: All right, I'll look forward to that.

203

01:26:19.200 --> 01:26:24.300

Lee Godbold - Interpreter: Great. Thank you, Tim. All right, I'm going to turn it over to Amanda. Now for the second question.

204

01:26:25.350 --> 01:26:35.250

Kat Northup - Interpreter: Okay. Well hello everyone. I know there were a lot of answers. But if we wanted to elaborate a little bit more. The second question is talking about communicating with

205

01:26:35.640 --> 01:26:48.330

Kat Northup - Interpreter: Students and how you've been contacting them how you've been communicating with parents. What have you been doing with your students on zoom. Do you have any activities online activities or games that you've been using through zoom

206

01:26:58.920 --> 01:27:02.940

Kat Northup – Interpreter: OK, so I guess I'll go ahead and comment on what Texas School for the Deaf.

207

01:27:03.150 --> 01:27:04.320

Lee Godbold – Interpreter: And doing go ahead and share

208

01:27:05.100 --> 01:27:15.720

Kat Northup – Interpreter: So we have sort of ordered our staff to keep working, even though they're at home. Some of our students and staff, you know, they don't have access to

209

01:27:16.410 --> 01:27:26.610

Kat Northup – Interpreter: Technology or students don't have access to communication based on just home life. And so we have had everyday zoom meeting setup.

210

01:27:27.270 --> 01:27:37.950

Kat Northup – Interpreter: And our day residential educators are faced staff have participated with some of the different classes in zoom meetings. I mean, we have over 220

211

01:27:38.760 --> 01:27:50.040

Kat Northup – Interpreter: Dorm students, ranging from elementary all the way to high school and on zoom. We do different activities such as trivia questions where our dorm staff will leave that game.

212

01:27:50.400 --> 01:27:55.020

Kat Northup – Interpreter: We play games like hang man with our younger group we do games.

213

01:27:55.980 --> 01:28:05.580

Kat Northup – Interpreter: And at the very end of this session will play a game with you and I'll show you what that looks like. But just trying to keep that communication exposure language exposure social exposure.

214

01:28:06.450 --> 01:28:14.940

Kat Northup – Interpreter: So we do have groups every day that the students can choose to join in or not. We have staff that all explain different things storytelling.

215

01:28:15.690 --> 01:28:32.010

Kat Northup – Interpreter: ASL story time we've recently had an ASL film that came out on YouTube. So we've pulled from YouTube and different videos that we can use there to show our students. It's just nice to have that conversation with our kids and stay in contact

216

01:28:32.520 --> 01:28:35.310

Kat Northup – Interpreter: And not all of our students show up but majority of them do.

217

01:28:36.390 --> 01:28:49.170

Lee Godbold – Interpreter: And I do want to add to that, I know in SST previously tried to do some zoom meetings, but the students felt that they were a little bit overwhelmed. So we actually move to more of like a Texas type model where we're doing a lot of social media posting via

218

01:28:50.250 --> 01:29:01.380

Lee Godbold – Interpreter: Facebook or Instagram. We had our own student life account and there were times when students struggled and would participate via that or other means. And then we started to add challenges for the students to do something.

219

01:29:01.710 --> 01:29:10.620

Lee Godbold – Interpreter: They could get a prize from Amazon. That could be mailed to them. And so if they went a challenge, then we send them something from Amazon. So that was a new thing that we added as well.

220

01:29:14.520 --> 01:29:15.480

Kat Northup – Interpreter: Anything else

221

01:29:18.000 --> 01:29:26.880

Lee Godbold – Interpreter: I'll add, I do know that for LSD that we had. Mr. And Miss LSD pageant.

222

01:29:27.930 --> 01:29:34.200

Lee Godbold – Interpreter: The first year for us to have it virtual was a bit of a struggle to try to do it via zoom

223

01:29:35.580 --> 01:29:36.300

Lee Godbold – Interpreter: But

224

01:29:38.280 --> 01:29:45.720

Lee Godbold – Interpreter: We've had several different meetings with students, at least in regards to the pageant also our

225

01:29:46.740 --> 01:29:48.300

Lee Godbold – Interpreter: Senior apartment manager.

226

01:29:49.320 --> 01:29:54.060

Lee Godbold – Interpreter: Has actually been doing cooking videos and posting those on Facebook for the students.

227

01:29:55.230 --> 01:29:56.430

Kat Northup – Interpreter: Oh, interesting.

228

01:29:57.570 --> 01:30:12.600

Kat Northup – Interpreter: I just to kind of tack on to that some of our staff have worked with students and editing videos related to coronavirus information or hygiene, washing hands during this time. So we've edited those videos, the students and posted them.

229

01:30:18.030 --> 01:30:25.140

Lee Godbold – Interpreter: Someone had actually asked in the chat window. How many hours per week, are we expecting our staff to work.

230

01:30:27.720 --> 01:30:45.420

Lee Godbold – Interpreter: It looks like for most of you, 20 hours per week, meaning four to five hours a day. And that actually leads me. We will be sending out to all the directors of student life a Google form have some specific questions and that will allow us to have a comparison across the board. After this

231

01:30:47.850 --> 01:30:51.360

Kat Northup – Interpreter: Okay, so I'll turn it over to you for the third question.

232

01:30:51.480 --> 01:30:59.190

Lee Godbold – Interpreter: Alright, so the third question we're curious if your student organizations are continuing to operate. I know it. Ms. St.

233

01:31:00.000 --> 01:31:12.060

Lee Godbold – Interpreter: We have Jr and add we do expect students to provide some activities through that, whether it be via Instagram or otherwise we're empowering our students to be leaders, it's not a perfect system. There are some struggles

234

01:31:12.420 --> 01:31:22.500

Lee Godbold – Interpreter: Some are just really engaging with it. And so we'd encourage everyone to stay the course to keep students busy and keep the organizations operating. So I'd be curious to know whether or not you're continuing to do the same.

235

01:31:32.400 --> 01:31:37.980

Kat Northup – Interpreter: Hello. I'm Stephanie from the Rocky Mountain Deaf school

236

01:31:39.150 --> 01:31:47.760

Kat Northup – Interpreter: Just letting you know we don't really have a residential program, but we are big on student clubs student ranger school activities.

237

01:31:48.240 --> 01:31:55.770

Kat Northup – Interpreter: And so we do have some trainings that are still running. Academic Bowl different clubs now.

238

01:31:56.550 --> 01:32:09.000

Kat Northup – Interpreter: In terms of our teachers and family and academics. There's just so much screen time going on right now. And so we're trying to be sensitive to that and how we're balancing things out.

239

01:32:09.480 --> 01:32:19.620

Kat Northup – Interpreter: So we reduce our after school activities and some of our club so that the students can focus more on academics and instruction for their screen time

240

01:32:20.070 --> 01:32:26.610

Kat Northup – Interpreter: So I'm just curious as to after school programs. What y'all are doing and what that looks like. Because we have



241

01:32:27.000 --> 01:32:36.810

Kat Northup - Interpreter: backed off on the amount of activities. We've done last week we sort of did a virtual spirit week and we hosted zoom meetings.

242

01:32:37.350 --> 01:32:54.540

Kat Northup - Interpreter: Throughout that week 30 minutes of activities, and it seemed like the families and students really like that so it's it's really nice to see that families are willing to do that. I'm just worried about the screen time. How do y'all feel about that. How are y'all handling that

243

01:32:55.470 --> 01:32:57.300

Lee Godbold - Interpreter: That is a good question.

244

01:32:57.810 --> 01:33:07.140

Lee Godbold - Interpreter: I'm a little bit different. I am in high school. And I know like last night. There were eight and nine o'clock at night. Can you know high school kids and to stay up late so we

245

01:33:07.350 --> 01:33:18.600

Lee Godbold - Interpreter: Are trying to meet them, you know, we try to leave the daytime alone, and then the evening, that's when we tend to host things, try to spread out some of that screen time. But yes, I know families and students are really at their Max with screen time. I think you're

246

01:33:19.350 --> 01:33:20.070

Lee Godbold - Interpreter: right with that.

247

01:33:20.940 --> 01:33:22.080

Kat Northup - Interpreter: That was my concern.

248

01:33:24.330 --> 01:33:43.470

Kat Northup - Interpreter: So Fremont. We haven't done a lot of keeping up with student organizations, maintaining their operation, you know, there's just been a lot of confusion and learning curve going on on how to learn on technology. So everyone main focus has been on instruction and school

249

01:33:44.580 --> 01:33:55.200

Kat Northup – Interpreter: In terms of online platforms office 365 and trying to learn about all of that. That's where our effort has been focused

250

01:33:56.400 --> 01:34:01.950

Kat Northup – Interpreter: So again, we've done Academic Bowl battle of the books which is more on the academic side of things.

251

01:34:03.060 --> 01:34:10.770

Kat Northup – Interpreter: And, but, you know, we've really been focusing on the instructional side of things and letting them operate.

252

01:34:13.650 --> 01:34:26.820

Kat Northup – Interpreter: So we at student life with student organizations haven't done much if this becomes even a longer time frame for us. We may start organizing and working with the school on how we can balance this out.

253

01:34:27.750 --> 01:34:42.090

Kat Northup – Interpreter: We do have day students and residential students are residential student number of small at this time. So I would say my answer right now with student organizations and clubs still operating not at the time for us.

254

01:34:42.780 --> 01:34:46.200

Lee Godbold – Interpreter: Thank you. Ethan I do see some questions.

255

01:34:47.520 --> 01:34:52.800

Lee Godbold – Interpreter: Don't worry, we will answer your questions. I see those popping up in the chat window Nicholas. Do you want to chime in.

256

01:34:53.730 --> 01:35:10.350

Kat Northup – Interpreter: Yeah, from Utah School for the Deaf in terms of student organizations as they are still operating. We only have two at this time junior nav, which is still up and running and then some students have been involved in connect for

257

01:35:11.250 --> 01:35:12.840

Kat Northup – Interpreter: Playing that tournament.

258

01:35:13.740 --> 01:35:19.980

Kat Northup - Interpreter: We've had some students very heavily involved in that. Those are the two organizations that are still kind of up and running that we have

259

01:35:21.570 --> 01:35:23.370

Lee Godbold - Interpreter: All right, I apologize. Sorry.

260

01:35:24.420 --> 01:35:26.460

Lee Godbold - Interpreter: tech side to respond to Mel.

261

01:35:28.440 --> 01:35:37.440

Kat Northup - Interpreter: Yeah, so I'm a Florida school for the deaf and blind and in terms of student life I'm loving all of these ideas that have been throwing out at this point in time.

262

01:35:38.400 --> 01:35:45.210

Kat Northup - Interpreter: For this booklet that has not allowed residential staff to make contact with families. Again, they're focusing on the academics and

263

01:35:45.600 --> 01:35:46.650

Lee Godbold - Interpreter: The different traumas and

264

01:35:46.650 --> 01:35:47.640

Kat Northup - Interpreter: Come up earlier.

265

01:35:49.020 --> 01:35:54.270

Kat Northup - Interpreter: We have created a weekly newsletter that we've sent out to families.

266

01:35:54.600 --> 01:35:57.690

Kat Northup - Interpreter: Giving them ideas of different activities they can

267

01:35:57.720 --> 01:36:16.590

Kat Northup - Interpreter: Do so, we've tried to, you know, do independent living skill activity lift and just encourage families to really get involved with their kids and not just sit there on screens and playing video games all the time. So really wanting to focus on the students getting active and out and about.

268

01:36:17.850 --> 01:36:31.080

Kat Northup - Interpreter: We do have students that have been struggling academically and how to work online. And so we've gotten some councillors evolved support staff involved mental health.

269

01:36:31.800 --> 01:36:44.820

Kat Northup - Interpreter: Staff haven't been involved to address any issues that may be occurring, such as bullying. All of that has been on the side. So if there's any other supports that are needed, then they're able to contact us through zoom

270

01:36:45.960 --> 01:36:57.480

Kat Northup - Interpreter: And we've really been just supporting the academic program right now, but it's been great to see these ideas of things that they could do in the evenings, but hopefully we'll get to that point a little bit later on.

271

01:36:58.050 --> 01:37:05.820

Lee Godbold - Interpreter: And I think that newsletters really good way to provide activities and ideas without screen time so I really do like that idea. Thank you for that, Mel.

272

01:37:07.110 --> 01:37:12.210

Kat Northup - Interpreter: Yeah, no problem. One big complaint that we have received from parents is that they're just

273

01:37:12.810 --> 01:37:26.070

Kat Northup - Interpreter: overwhelmed with the screen time the contacts the emails, the calls. And so a lot of our families have multiple kids at home. And so they're trying to balance out the time for each kid and really how to work on that.

274

01:37:27.150 --> 01:37:36.540

Kat Northup - Interpreter: So just working through technology and having all those calls coming in. It's overwhelming for the parents from the family. So we're trying to really minimize that as much as we can.

275

01:37:37.080 --> 01:37:38.160

Lee Godbold - Interpreter: Great. Thank you, Mel.

276

01:37:39.090 --> 01:37:39.660

Kat Northup - Interpreter: No problem.

277

01:37:40.470 --> 01:37:45.990

Kat Northup - Interpreter: Yeah, just one more comment in terms of our athletic director, Warren, he set up but

278

01:37:46.110 --> 01:37:46.920

Lee Godbold - Interpreter: Yeah, we're

279

01:37:47.490 --> 01:37:53.220

Kat Northup - Interpreter: Tournament. I saw that so different that schools can kind of come and challenge each other from

280

01:37:53.700 --> 01:38:06.870

Kat Northup - Interpreter: Wrestling I think now it's soccer or there's, there's a lot of other options that are involved, but trying to set up an Esports and instead of having an in person type of tournament doing that online. So that's been pretty cool.

281

01:38:09.390 --> 01:38:19.440

Kat Northup - Interpreter: You know, I want to add to each his comment in terms of free month setting that up Texas has become a part of that. We also have something part of local students

282

01:38:20.250 --> 01:38:27.780

Kat Northup - Interpreter: That are online. And I think there are four that have joined. I think Rochester kind of hosted one we partook in that and

283

01:38:28.140 --> 01:38:34.680

Kat Northup - Interpreter: Junior nav is still up and running. They're going to be having a virtual meeting soon. We've done a lot with our deaf few

284

01:38:35.430 --> 01:38:52.530

Kat Northup - Interpreter: Student Development staff coordinators that we have here have been posting different things on Instagram, such as exercise tips arts and crafts ideas and various things ASL storytelling. Our poem contest and different posts that we've been uploading

285

01:38:53.490 --> 01:38:58.620

Lee Godbold - Interpreter: Okay, I'll close this question, but I see there's quite a few questions popping up in the chat window.

286

01:38:59.940 --> 01:39:15.270

Lee Godbold - Interpreter: I'm OK, I see it, Tennessee. I will share notes later explaining about ours and how that situated Roddy okay similar. Oh, okay. Some people are expressing curiosity about

287

01:39:15.720 --> 01:39:16.500

Lee Godbold - Interpreter: Like all

288

01:39:16.530 --> 01:39:23.310

Lee Godbold - Interpreter: For later. Yes, I'll be later on. Okay. Well, let's see. Our next question, question number four. I'll turn that to you will Wanda.

289

01:39:24.030 --> 01:39:40.140

Kat Northup - Interpreter: Alright, so now we're just wondering in terms of student belongings that were left in the dorm. Did you pack them up and ship them to students. Did you have parents come to campus was that even allowed. How did you organize and workout students getting their belongings back

290

01:39:45.840 --> 01:39:47.490

Lee Godbold - Interpreter: Yes. Hi, I'm

291

01:39:48.990 --> 01:40:02.700

Lee Godbold - Interpreter: As mentioned earlier, I am from Ohio and I'm actually in place of my boss are unable to join. So they actually asked me to take over. And so, my understanding is that

292

01:40:03.840 --> 01:40:16.620

Lee Godbold - Interpreter: we've surveyed to see who would be willing to come to each dorm. We completed that two weeks ago. And then my supervisor will be reaching out to all the parents to coordinate

293

01:40:17.580 --> 01:40:26.910

Lee Godbold - Interpreter: Some kind of time staggering. So, for example, will ask parents to say, Come at eight o'clock, and then the

next one would be requested to come at 830

294

01:40:27.180 --> 01:40:34.680

Lee Godbold - Interpreter: And so we'd have a staggered show up to do that this past Monday and Tuesday we completed all of the packing and then

295

01:40:35.520 --> 01:40:48.810

Lee Godbold - Interpreter: We will do the same kind of coordination for next week for the next batch. And so we have a list and coordinating that my supervisor will be emailing everyone gathering all those responses and then creating that list know who is coming when

296

01:40:49.920 --> 01:41:02.970

Lee Godbold - Interpreter: And so that way students are able to come so they know who's going to be going were setting everything outside and then closing the door for them to pick up and go, it's a contact list situation. There's no time to chit chat or

297

01:41:03.390 --> 01:41:14.610

Lee Godbold - Interpreter: Engage with one another. And so then as the next family comes, we have the same kind of procedure we set their items outside they pick it up. They leave and so will be saying that that again for next week, Thursday, Friday dependent upon the weather, of course.

298

01:41:15.180 --> 01:41:16.200

Lee Godbold - Interpreter: But that's what we've been doing

299

01:41:16.950 --> 01:41:20.640

Kat Northup - Interpreter: Okay, great. Thanks for that. Okay. Next, let's go ahead and go to Matt.

300

01:41:21.540 --> 01:41:22.500

Lee Godbold - Interpreter: Hi, I'm Matt.

301

01:41:23.580 --> 01:41:26.010

Lee Godbold - Interpreter: I'm from ISP. I'm the student life director here.

302

01:41:27.600 --> 01:41:37.350

Lee Godbold - Interpreter: We did notify parents so they would be able to come pick up their items. However, we are packing them ourselves so we did all the preparation materials labeling them.

303

01:41:37.860 --> 01:41:45.090

Lee Godbold - Interpreter: And then we contacted them letting them know they'd be a limited set number of days. And so, in our view,

304

01:41:45.870 --> 01:41:52.740

Lee Godbold - Interpreter: They would let us know what kind of essential oils were really necessary for them, whether it be closer I know shoes was a hot ticket item.

305

01:41:53.220 --> 01:42:14.220

Lee Godbold - Interpreter: And so I can understand that consideration. So we set up a schedule. And again, similar to Ohio doing a staggered arrival. And so we'd have the boxes setup and it's one area we had carts available to them with gloves hand sanitizer and all that kind of pee pee for themselves.

306

01:42:14.580 --> 01:42:27.450

Lee Godbold - Interpreter: Grab pick up for themselves. And again, no social interaction. We try to keep this contact list as possible. We've got a handful more sessions available in next few days, but not much is remaining

307

01:42:27.930 --> 01:42:38.490

Lee Godbold - Interpreter: And so we weren't making an effort to reach out if they weren't contacting us. And so, as it gets closer to the start of the school year. They are so required to bring their textbooks.

308

01:42:38.820 --> 01:42:46.050

Lee Godbold - Interpreter: And iPads back to the campus anyways. And so at that time, we can do an exchange of equipment for their items in the dorm.

309

01:42:46.380 --> 01:42:55.830

Lee Godbold - Interpreter: That we're a small dormitory. We only have about what 7080 students not compared to, you know, three 400 student population. So that's how we've been handling it so far.



310

01:42:56.610 --> 01:42:59.910

Kat Northup – Interpreter: Well, thank you. Matt, for sharing that. Okay. Next, Mel.

311

01:43:00.930 --> 01:43:07.110

Lee Godbold – Interpreter: Okay so FST, be it has been those parents that reached out to us. There have been a handful

312

01:43:07.470 --> 01:43:18.960

Lee Godbold – Interpreter: That are wanting to meet pick up their child's items we do allow our dorm supervisors to be very involved with the contact of the families. So we currently have six and my deaf program.

313

01:43:19.530 --> 01:43:26.220

Lee Godbold – Interpreter: Deaf supervisors. So they've been reaching out to parents, making plans for them to come to pick up their children's items.

314

01:43:26.700 --> 01:43:37.860

Lee Godbold – Interpreter: And we keep the six foot social distance practices and what have you. But yes, they're able to come in, you shown their room they're able to pack up their items I know last week.

315

01:43:39.000 --> 01:43:47.070

Lee Godbold – Interpreter: All of our staff actually came back to campus and the different dorms. We were rotating, you know, to on Monday to on Tuesday, so forth.

316

01:43:48.210 --> 01:43:55.590

Lee Godbold – Interpreter: So all the staff came into campus to do packing of the remaining items of students personal belongings items.

317

01:43:56.790 --> 01:44:08.910

Lee Godbold – Interpreter: That maybe couldn't fit in a box or what have you. And so we are keeping some of those larger items and storage until school is back open on campus. But for the most part. We've packed everything

318

01:44:10.200 --> 01:44:21.120

Lee Godbold – Interpreter: We had one soon with 11 boxes and so we

sent those via FedEx ground. And then we also have a warehouse available to us and let them know where those

319

01:44:21.540 --> 01:44:32.130

Lee Godbold - Interpreter: items were shipped to so they could go and pick it up so that way the parents know that boxes are on the way, how many, you know, whether it be 11 boxes arriving, what day of the week.

320

01:44:32.460 --> 01:44:45.540

Lee Godbold - Interpreter: Time, etc. So, that way the families own they'll be received because some families do live in apartments or other areas to were shipping items that may not be safe to be shipped to their area. So I can choose to pick it up from a warehouse, so

321

01:44:46.440 --> 01:44:53.130

Lee Godbold - Interpreter: We've been sending those out. We have another two remaining to do shipments. But that's how FST be has been proceeding with that.

322

01:44:54.060 --> 01:44:59.070

Kat Northup - Interpreter: OK, so now I'm wondering how many residential students you have it FSB

323

01:44:59.910 --> 01:45:01.680

Lee Godbold - Interpreter: Oh, every year, you asked me that question, we

324

01:45:01.710 --> 01:45:02.850

Lee Godbold - Interpreter: Forget I forget.

325

01:45:03.720 --> 01:45:06.420

Lee Godbold - Interpreter: I want to see we have 533 total

326

01:45:06.900 --> 01:45:07.890

Kat Northup - Interpreter: Dorm students

327

01:45:08.910 --> 01:45:12.690

Lee Godbold - Interpreter: Oh dorm. Let's see, our total student populations 533 I

328

01:45:12.780 --> 01:45:16.530

Lee Godbold - Interpreter: Couldn't tell you for the door program by know within my department, I'd say roughly

329

01:45:16.530 --> 01:45:18.870

Lee Godbold - Interpreter: 230

330

01:45:19.110 --> 01:45:20.550

Lee Godbold - Interpreter: That's elementary up through high school.

331

01:45:20.760 --> 01:45:23.160

Kat Northup - Interpreter: Yeah. So we're pretty comfortable man at Texas.

332

01:45:24.120 --> 01:45:24.630

Okay.

333

01:45:25.710 --> 01:45:26.220

Kat Northup - Interpreter: Marcos.

334

01:45:27.870 --> 01:45:42.030

Lee Godbold - Interpreter: High we find ourselves and kind of a strange situation are cottages have been undergoing renovations and so that was already planned by spring break. Anyways, so we had to hold off on that for students to come by and then

335

01:45:43.620 --> 01:45:47.760

Lee Godbold - Interpreter: All of this has happened. And so we decided to go ahead and start sending everything

336

01:45:48.390 --> 01:45:56.340

Lee Godbold - Interpreter: There were some families, you know, we're shipping costs and whatnot. And so we decided to just go ahead and arrange for them to either pick up or be shipped.

337

01:45:57.090 --> 01:46:06.840

Lee Godbold - Interpreter: Some have chosen to wait until school reopens and that is their choice. And of course, other concerns economically, what have you. We have had some pickup and then

338

01:46:07.350 --> 01:46:21.630

Lee Godbold - Interpreter: Of course, with the renovations. They want us to take everything out. So we've had to have all the staff go in pack things up, get them out of the way so the renovations could get going. Of course, the renovations are moving target across campus or having to go in and do that.

339

01:46:22.740 --> 01:46:33.510

Lee Godbold - Interpreter: In terms of timeline. We understand that that's how it goes. So supervisors are in charge of reaching out to the families, whether it be to have them come in person or

340

01:46:34.110 --> 01:46:44.910

Lee Godbold - Interpreter: Make other arrangements. So it's labeling those knowing who's is what's and then going from there we're pretty much done with that aspect of it. Whatever is remaining is going to storage for

341

01:46:45.270 --> 01:46:51.570

Lee Godbold - Interpreter: Next year, two years, I don't know, but I'd like to know what the game plan is if fall is closed, I'd be so curious to

342

01:46:51.570 --> 01:46:52.980

Lee Godbold - Interpreter: Know, I love your answer that.

343

01:46:52.980 --> 01:46:53.370

Enough.

344

01:46:54.600 --> 01:46:54.900

Kat Northup - Interpreter: Enough.

345

01:46:54.960 --> 01:46:57.030

Kat Northup - Interpreter: That's coming up. Okay. Next, let's go to Rick

346

01:46:58.380 --> 01:47:02.190

Lee Godbold - Interpreter: Hi everybody, I'm not sure. But I think that

347

01:47:04.080 --> 01:47:08.400

Lee Godbold – Interpreter: Our school in the residential program as close country wide.

348

01:47:10.620 --> 01:47:16.110

Lee Godbold – Interpreter: And so at one point those supposed to be for a month and then the week prior to spring break.

349

01:47:16.860 --> 01:47:32.970

Lee Godbold – Interpreter: It was kind of odd because our kids had already been packing items up as if they were ready for summertime. Anyways, and so everyone left for spring break, and then we found out that we'd actually be close. Not just until the 24th and so

350

01:47:34.290 --> 01:47:39.540

Lee Godbold – Interpreter: We had three days at a time in which people could come to the cottages do packing and pick up

351

01:47:40.080 --> 01:47:53.970

Lee Godbold – Interpreter: And so parents could determine what was they wanted, whether it be everything or just some of the items. And so we told them not to pack up the blankets or bedding or what have you, that could just be stored until the fall, but

352

01:47:55.140 --> 01:48:03.150

Lee Godbold – Interpreter: They would have to pack up for our seniors, of course, because they will not be returning in the fall. And so they've had to pack up everything.

353

01:48:04.350 --> 01:48:14.880

Lee Godbold – Interpreter: And it was all put in one room and another building and then we had our drivers come pick everything up and they were able to transport that to the post office.

354

01:48:16.170 --> 01:48:17.160

Lee Godbold – Interpreter: However,

355

01:48:18.720 --> 01:48:23.820

Lee Godbold – Interpreter: Everything is not done being packed up. We're still waiting to hear back from some students, some parents

356

01:48:24.150 --> 01:48:39.030

Lee Godbold – Interpreter: You know, oh I want this or I only want that. And so it's been a lot of coordination with like 50 different staff. And so we're having to go do some pickup of items and some fingerpointing of its you are. It's amazing. As we take care of what and so

357

01:48:41.070 --> 01:48:52.590

Lee Godbold – Interpreter: I haven't had a chance to visit campus again since that time or see my office. And so we're just kind of doing a wait and see. So as I mentioned, we are shipping.

358

01:48:53.460 --> 01:49:03.960

Lee Godbold – Interpreter: Hotspots also for those students who may not have access to the internet. So we've been shipping out hotspots for them as well as keyboards for them to use for their iPads.

359

01:49:04.350 --> 01:49:04.980

Hmm.

360

01:49:06.570 --> 01:49:11.820

Lee Godbold – Interpreter: So we're still doing a little bit at a time. But for the most part we're packing up things

361

01:49:13.410 --> 01:49:14.880

Kat Northup – Interpreter: All right. Well, thanks, Rick.

362

01:49:16.320 --> 01:49:17.670

Kat Northup – Interpreter: Let's go ahead and move to Nicholas

363

01:49:19.500 --> 01:49:26.370

Lee Godbold – Interpreter: Okay. Um, I've been working with our students to become independent. So we've been contacting the students directly

364

01:49:26.850 --> 01:49:37.050

Lee Godbold – Interpreter: About coming to the cottage to come clean up pack up their items and we've been doing that on an individual basis where they're able to rotate through. So when march 27 the

365

01:49:37.920 --> 01:49:43.050

Lee Godbold – Interpreter: announcement was made that were closed

until the fall, we started at that point we had

366

01:49:43.560 --> 01:49:52.470

Lee Godbold - Interpreter: Students coming on an individual basis to pack up then they could meet and chat briefly talk about what their plan is how they felt about the virus.

367

01:49:52.890 --> 01:49:59.790

Lee Godbold - Interpreter: And what their plans were for summer kind of discussing a little bit about the fall touching base with everyone also talking with parents.

368

01:50:00.660 --> 01:50:07.200

Lee Godbold - Interpreter: Asking them checking in, about how they're doing at home, are they doing all right, what's going on and then sending them on their way. And that's how we've been healing so far.

369

01:50:08.010 --> 01:50:08.520

Mm hmm.

370

01:50:09.900 --> 01:50:13.020

Kat Northup - Interpreter: All right. Well, thank you, Nicholas moving on to Tom

371

01:50:14.220 --> 01:50:25.950

Lee Godbold - Interpreter: Hi. Well, Monica. I'm Tom I'm joining from Western Western Pennsylvania School for the death. Um, I would say, we're pretty similar to what everyone else has commented, the only unique item.

372

01:50:26.490 --> 01:50:36.060

Lee Godbold - Interpreter: For us is that we have 60 school students and about half live in eastern Pennsylvania and the other half of our students live in western Pennsylvania.

373

01:50:36.570 --> 01:50:44.310

Lee Godbold - Interpreter: So we are having staff come and doing the packing. We ordered empty boxes online from Office Depot.

374

01:50:44.910 --> 01:50:59.790

Lee Godbold - Interpreter: And had those delivered roughly 200 some

odd boxes and so we've been doing the packing ourselves the labeling of everything we've been in touch with the parents and giving them three options really four options, I should say, one being leave everything till the fall

375

01:51:01.020 --> 01:51:02.190

Lee Godbold - Interpreter: Second being

376

01:51:04.140 --> 01:51:10.770

Lee Godbold - Interpreter: Saying that they could pay us cod for that. The third being that they could come to campus and do a pickup.

377

01:51:12.990 --> 01:51:22.230

Lee Godbold - Interpreter: Or go to an office location, about four hours east of here and which we could deliver to that office and they could pick up there at that point.

378

01:51:22.740 --> 01:51:36.600

Lee Godbold - Interpreter: That way they wouldn't have to come all the way to the school, they could either go to the eastern or Western location because some of them live even five six hours away from here so that office location is a little bit closer. So I'd say about half.

379

01:51:37.260 --> 01:51:41.670

Lee Godbold - Interpreter: Have chosen to go to the eastern office location to do a pickup.

380

01:51:42.750 --> 01:51:49.140

Lee Godbold - Interpreter: Probably about a quarter have decided to leave the items here and there have been a handful. They've requested for it to be shipped.

381

01:51:49.560 --> 01:51:56.130

Lee Godbold - Interpreter: So if that's the case, then we pack it up. We put it in the gym and the parents are able to do a pickup from the gym.

382

01:51:56.970 --> 01:52:08.670

Lee Godbold - Interpreter: And then at the school. We make signs that show where they drive up to one vehicle at a time for you to exit your vehicle pickup items. And then the next one can pull up and keep going from there and



383

01:52:09.180 --> 01:52:22.290

Lee Godbold – Interpreter: Maintaining the social distance protocols. So that's really what we've been doing as of two weeks ago. We've got our dorms, nice and clean and then next week separate gonna be able to come in, do some more cleaning of the dorm, get it ready for the fall

384

01:52:23.100 --> 01:52:26.040

Kat Northup – Interpreter: Wow. Well, that's good. Thanks Tom. Okay.

385

01:52:26.070 --> 01:52:26.610

Sure.

386

01:52:27.780 --> 01:52:28.380

Kat Northup – Interpreter: Bethany.

387

01:52:29.970 --> 01:52:35.880

Lee Godbold – Interpreter: Yeah. Hi. So I'm joining from Tennessee School for the Deaf. We have 12 cottages.

388

01:52:36.540 --> 01:52:43.920

Lee Godbold – Interpreter: And I have, you know, pretty much the same as what everyone else has been doing. We've contacted teachers plus partnering with the school.

389

01:52:44.580 --> 01:52:54.210

Lee Godbold – Interpreter: Because they've had to send out devices as well as items from the lockers as well. Some students have items that they've left in the locker, that they may need

390

01:52:54.630 --> 01:53:03.840

Lee Godbold – Interpreter: So we've been doing clean outs of lockers as well to ship all of that whole we've been using FedEx, which is pricey, but we're getting everything out.

391

01:53:04.350 --> 01:53:08.070

Lee Godbold – Interpreter: And then those who are local we've set up a place

392

01:53:09.000 --> 01:53:19.170

Lee Godbold – Interpreter: At the security guard shack house so people have a rotating schedule which the families can come at a certain window of time to pick up and you know we don't want to end up with a

393

01:53:19.680 --> 01:53:24.450

Lee Godbold – Interpreter: Trail of cars blocking traffic. So for the locals. It's been pretty easy.

394

01:53:25.170 --> 01:53:31.380

Lee Godbold – Interpreter: We've been doing shipping out. We've also are making plans to collect the devices. We are a little bit concerned about that.

395

01:53:31.830 --> 01:53:37.020

Lee Godbold – Interpreter: Because we use those devices for communication with the students, whether that be zoom or otherwise.

396

01:53:37.530 --> 01:53:54.480

Lee Godbold – Interpreter: And without them having access to those devices, I am concerned about that for their emotional well being and he supports a may need communication support and we're hoping that we can continue with that get those devices back out to them to maintain that communication on going.

397

01:53:56.370 --> 01:53:57.600

Kat Northup – Interpreter: Great. Thanks, Bethany.

398

01:53:58.650 --> 01:53:59.250

Kat Northup – Interpreter: Okay.

399

01:54:01.350 --> 01:54:11.460

Lee Godbold – Interpreter: Yeah, really. It's been about two week process that first week we focus on residential those who are living with a 30 mile radius and the second group.

400

01:54:13.140 --> 01:54:20.040

Lee Godbold – Interpreter: That maybe live in the dorm. But we're day students. And so we had three groups of staff.

401

01:54:21.240 --> 01:54:32.490

Lee Godbold – Interpreter: So we had the evening overnight staff. So

we had them clustered one groups responsible for packing another group responsible for making the contacts and then the other one, making the

402

01:54:33.060 --> 01:54:39.510

Lee Godbold – Interpreter: Plans for driving, because typically on Fridays and Sundays. That's the home going and so that helps less than the confusion.

403

01:54:39.840 --> 01:54:54.210

Lee Godbold – Interpreter: They know where the bus stop, is they can do a pickup at those areas and everything is gone from our doors were able to figure that out within a two week time span and we really appreciate everyone's focus on that. I know it's boring working from home.

404

01:54:54.660 --> 01:55:00.630

Kat Northup – Interpreter: Yeah, yeah. So we had the similar situation here we have some staff that were very eager to volunteer.

405

01:55:01.020 --> 01:55:15.960

Kat Northup – Interpreter: And we sent to at the same time, but we asked first and said, Are you okay with going to at a time, they maybe not. But many staff are willing to volunteer for that job. And then we had

406

01:55:16.800 --> 01:55:25.440

Kat Northup – Interpreter: Parents, you know, we have some students that fly home for home going. And so we asked to make sure that parents were willing to meet up with us. So similar situation to you.

407

01:55:26.250 --> 01:55:35.130

Lee Godbold – Interpreter: And I will say there was some staff that were uncomfortable leaving their home at all. And so they were assigned to making parent contacts and so that helped provide a solution.

408

01:55:36.150 --> 01:55:39.810

Kat Northup – Interpreter: Yeah, thank you for that. Okay. He said he wanted to say something.

409

01:55:41.640 --> 01:55:44.070

Lee Godbold – Interpreter: I did it right with turn on my video.

Correct.

410

01:55:44.130 --> 01:55:47.340

Kat Northup – Interpreter: Yes, he did. Yeah. Okay. This is the last comment, then we'll move on.

411

01:55:48.780 --> 01:56:03.150

Lee Godbold – Interpreter: Just one thing to add, I know that today and tomorrow with our supervisors and what have you. There'll be driving to the seniors homes to be setting up a banner in their yard with a sign for their name and so they'll actually be

412

01:56:03.150 --> 01:56:08.280

Lee Godbold – Interpreter: setting that up in their yard to call the students and families to come out. Take a picture video of them.

413

01:56:09.090 --> 01:56:13.020

Lee Godbold – Interpreter: Because there isn't a formal graduation. So we'll be doing that today and tomorrow.

414

01:56:13.590 --> 01:56:19.740

Lee Godbold – Interpreter: We're 24 different vehicles going out across Northern California. So that'll be happening. These next two days.

415

01:56:20.550 --> 01:56:23.100

Kat Northup – Interpreter: Well, that's amazing. Thank you. Ethan for sharing that.

416

01:56:25.380 --> 01:56:27.720

Kat Northup – Interpreter: Okay, all right, turning it back over to Deb.

417

01:56:28.350 --> 01:56:30.180

Lee Godbold – Interpreter: All right, on to our next question.

418

01:56:31.950 --> 01:56:37.740

Lee Godbold – Interpreter: Okay, in a cell th he recognizes that we need more training webinars.

419

01:56:38.220 --> 01:56:50.430

Lee Godbold – Interpreter: available on our website because a lot of these unnecessarily applied to dorm or residential programming. We have different topics that would meet our needs. And so that's something that we'd like to commit to producing this summer if possible.

420

01:56:50.790 --> 01:57:02.160

Lee Godbold – Interpreter: We'd like to be developing webinars and training. So we'd be really curious to know. I know some has been mentioned, if they're the same thing we do want to be cognizant of time. But if there's something new that hasn't already been mentioned.

421

01:57:02.940 --> 01:57:11.430

Lee Godbold – Interpreter: We know we've talked about safety in schools. Some doing some statewide training. Are there other types of training that you can recommend for us, or that you've been doing

422

01:57:23.250 --> 01:57:23.550

Kat Northup – Interpreter: Okay.

423

01:57:23.760 --> 01:57:24.960

Kat Northup – Interpreter: Well, Amanda, we'll start with you.

424

01:57:26.130 --> 01:57:26.850

Kat Northup – Interpreter: I'm

425

01:57:28.710 --> 01:57:39.720

Kat Northup – Interpreter: Sorry, Lee. And luckily, we've had some trainings that were provided from a conference last summer. And so we've listed those on the to do list for our staff.

426

01:57:40.140 --> 01:57:49.980

Kat Northup – Interpreter: And we've been rotating different departments taking those trainings, such as trauma workshop and then trauma to in trauma three and then we have some other mental health.

427

01:57:50.550 --> 01:57:58.830

Kat Northup – Interpreter: Training related to anxiety, depression, empathy, how to create rapport and connect with the students. We work with

428

01:57:59.730 --> 01:58:06.690

Kat Northup - Interpreter: Different activities we have quizzes on Google Form related to those trainings, so it continues the dialogue.

429

01:58:07.170 --> 01:58:14.730

Kat Northup - Interpreter: And we've done that for about a week. Now we're going to be continuing doing those trainings from here on out. We've had departments supervisors.

430

01:58:15.360 --> 01:58:28.350

Kat Northup - Interpreter: I'm sure similar to other schools using the training and PowerPoint on our website at NFL the H. H. And so we've emphasized that some departments are doing that and should continue doing that.

431

01:58:29.700 --> 01:58:37.710

Lee Godbold - Interpreter: Well, Monica. So you're using your school, you mean to train other Susie me not at so it's school staff its internal

432

01:58:38.070 --> 01:58:40.050

Kat Northup - Interpreter: So yes yes or no.

433

01:58:40.980 --> 01:58:47.760

Kat Northup - Interpreter: Yeah. And just to add to that, even myself. I've had to provide some technology training because some of our staff are not as tech savvy.

434

01:58:48.240 --> 01:59:01.830

Kat Northup - Interpreter: And so, how to do videos and editing and so on Fridays for any staff that needs some tech support. I've been providing tech training and how to do Google how to use calendars. How to do invites and

435

01:59:02.340 --> 01:59:13.800

Kat Northup - Interpreter: I've really been enjoying that. So just adding some of that technical expertise so that they can take advantage of that and learn how to do that on their own to contact the kids. And so that's been one of our developed training.

436

01:59:16.170 --> 01:59:21.540

Kat Northup – Interpreter: Sure. So I may have misunderstood. I thought it training, are we talking about PV is that

437

01:59:22.170 --> 01:59:22.740

Lee Godbold – Interpreter: Same thing.

438

01:59:23.370 --> 01:59:27.000

Kat Northup – Interpreter: OK. OK. So again, before I retired.

439

01:59:28.140 --> 01:59:33.330

Kat Northup – Interpreter: I was able to get you know people to come and do a presentation live

440

01:59:34.650 --> 01:59:49.530

Kat Northup – Interpreter: During professional development days we would bring in guest speakers and guests trainers and now that we're virtual everything has been more honed in on the academic side of things. And so it's been a struggle to kind of organize and coordinate that

441

01:59:50.730 --> 01:59:54.480

Kat Northup – Interpreter: With everything going on. I thought why don't we ourselves.

442

01:59:55.770 --> 02:00:08.730

Kat Northup – Interpreter: Provide zoom training on different topics, you know, we can get presentations that we can then use during those new trainings that really apply to the responsibilities that student life staff have

443

02:00:09.720 --> 02:00:17.310

Kat Northup – Interpreter: You know the counselors, maybe could do a training on campus. And that's an in live in person training and that's great.

444

02:00:17.790 --> 02:00:31.590

Kat Northup – Interpreter: But maybe even hearing from different schools and seeing what y'all have been doing so connecting with each other to get ideas and do trainings with each other. So now I think this is really a perfect time to capitalize on that.

445

02:00:33.150 --> 02:00:45.450

Kat Northup - Interpreter: Soon we can get something developed Deb is a great presenter. So maybe even using Deb, to have a zoom meeting and share some some topics and ideas with my team and then having someone

446

02:00:45.450 --> 02:00:46.110

Lee Godbold - Interpreter: Else to

447

02:00:46.170 --> 02:00:46.890

Kat Northup - Interpreter: Connect with

448

02:00:47.850 --> 02:01:03.150

Lee Godbold - Interpreter: Tim, I know every school is student life has their different specializations and skills and we really just need to be doing some skill sharing. I definitely think we lack in the area and that would be a good area focus, how soon is the question. But yes, there's some to prioritize

449

02:01:03.480 --> 02:01:07.770

Kat Northup - Interpreter: Right, and who to coordinate all of that. Who's going to be a question.

450

02:01:08.640 --> 02:01:18.420

Lee Godbold - Interpreter: I know in SL tha. We do have one person who's responsible on resources, but doing actually development of resources is something for us to prioritize. I think that's great feedback.

451

02:01:19.050 --> 02:01:20.520

Kat Northup - Interpreter: Mm hmm. Yeah. Thank you.

452

02:01:21.150 --> 02:01:21.570

Man.

453

02:01:22.890 --> 02:01:28.620

Kat Northup - Interpreter: Yeah, I was thinking one area that I think we need to really expand on and continue to grow with his

454

02:01:29.310 --> 02:01:35.820

Kat Northup - Interpreter: students develop developing you know just positive identity as positive attitudes and how to interact with



students.

455

02:01:36.240 --> 02:01:53.400

Kat Northup - Interpreter: In order to do that, because I think there's such a variety of our student population as well as our staff population being very diverse and so how to work with the different personalities different perspectives and how to really develop that rapport. That way, is a good topic.

456

02:01:54.150 --> 02:01:56.310

Lee Godbold - Interpreter: Great, thank you. Ethan

457

02:01:57.870 --> 02:02:09.930

Kat Northup - Interpreter: Yeah, so the first professional development. I think isn't that's important is training on zoom. There have been so many staff members that have felt like their head is below the water

458

02:02:10.260 --> 02:02:20.640

Kat Northup - Interpreter: And I have just been drowning on how to really do the zoom platform. It helps to capitalize on it to the best of its ability and make everything more efficient.

459

02:02:20.820 --> 02:02:22.890

Kat Northup - Interpreter: For future PV trainings that

460

02:02:22.890 --> 02:02:23.790

Kat Northup - Interpreter: may happen on

461

02:02:25.290 --> 02:02:39.240

Kat Northup - Interpreter: Hey Ethan That is true because I did something that was our first training with our staff was doing zoom training doing screenshots explaining in circling where certain items and clickable items are

462

02:02:39.540 --> 02:02:41.190

Lee Godbold - Interpreter: Can you share that with us.

463

02:02:42.570 --> 02:02:45.570

Kat Northup - Interpreter: Yeah, I could I could forward that email. Sure.

464

02:02:47.220 --> 02:02:47.700

Kat Northup - Interpreter: Yeah.

465

02:02:47.760 --> 02:02:48.600

Lee Godbold - Interpreter: That would be great.

466

02:02:49.470 --> 02:02:58.140

Kat Northup - Interpreter: Yeah, and then later I decided to do a video training related to that. So the one prior was just, you know, a document.

467

02:02:58.440 --> 02:03:05.190

Kat Northup - Interpreter: With screenshots, so I can forward that to you I or I could put it up on the NFL VHS thank

468

02:03:05.190 --> 02:03:09.060

Lee Godbold - Interpreter: You. Thank you. Okay, great. Thank you.

469

02:03:10.620 --> 02:03:13.320

Lee Godbold - Interpreter: Any more related to training topics or PD.

470

02:03:20.910 --> 02:03:22.590

Lee Godbold - Interpreter: Oh man, yes.

471

02:03:23.070 --> 02:03:37.110

Kat Northup - Interpreter: Sure, if you don't mind, I think it just kind of depends on the group, the staff or the supervisors, managers whoever's in an administrative role to do some training on just

472

02:03:37.980 --> 02:03:46.860

Kat Northup - Interpreter: supervising and how to kind of get that morale bolstered for our staff that's another area that could use some focus

473

02:03:49.590 --> 02:03:49.980

Okay.

474

02:03:51.060 --> 02:03:52.620

Lee Godbold – Interpreter: Well, Monica. You won't go to the next question.

475

02:03:53.220 --> 02:03:59.790

Kat Northup – Interpreter: Yeah, I just wanted to kind of respond to Matt It's interesting that you brought that up because you know this week is

476

02:04:00.510 --> 02:04:16.470

Kat Northup – Interpreter: Appreciation Week for many people interpreters included. And so what we did for our staff RESIDENTIAL STAFF for appreciation was we did a lot of videos, recognizing and profiling we've sent them out to our staff, the highlights. You know how much we appreciate them.

477

02:04:18.900 --> 02:04:20.490

Lee Godbold – Interpreter: Oh, you have the next question.

478

02:04:21.240 --> 02:04:28.380

Kat Northup – Interpreter: Oh, okay. Did we want to switch. I think you did too. And okay, all right, that's fine. So next question is

479

02:04:29.520 --> 02:04:30.900

Kat Northup – Interpreter: Are there any plans.

480

02:04:32.640 --> 02:04:34.440

Lee Godbold – Interpreter: To sing. Hi. Love you.

481

02:04:38.700 --> 02:04:39.210

Kat Northup – Interpreter: Okay.

482

02:04:40.350 --> 02:04:59.340

Kat Northup – Interpreter: So are there any plans in motion for when schools are coming back in session, whether that be august July, what will that look like are you going to have students stay at home. Stay on campus over the weekend and not go home. What are those plans looking like right now. Now,

483

02:05:00.690 --> 02:05:09.990

Lee Godbold – Interpreter: As of right now, we have no plans that we know us. However, the school has asked us for some ideas to brainstorm

on how to make campus safe.

484

02:05:10.470 --> 02:05:17.460

Lee Godbold – Interpreter: How to ensure students and staff are safe. So they've been asking him for some ideas. What would social distancing look like

485

02:05:18.360 --> 02:05:24.540

Lee Godbold – Interpreter: Would it be a single occupant poor dorm room ideas like that. So we can look and see

486

02:05:25.050 --> 02:05:34.770

Lee Godbold – Interpreter: What we need to do across campus to ensure safety if we are to open school. And so that has just started on that idea brainstorming session. And so the team is coming up with some

487

02:05:35.100 --> 02:05:43.830

Lee Godbold – Interpreter: Different suggestions that will continue. And then the summer and the administrative team can look at the dormitories and what to do because some of our numbers in the dorm.

488

02:05:44.670 --> 02:06:00.900

Lee Godbold – Interpreter: We have more than the ability to have a single occupant per room. It just wouldn't be possible to do that. So we're looking at what our options are and what kind of issues we need to address in order to do things like that. So that is what's just come to light as of recently.

489

02:06:01.230 --> 02:06:03.690

Kat Northup – Interpreter: Yeah, we're in the same boat. Now even

490

02:06:05.130 --> 02:06:16.290

Lee Godbold – Interpreter: In Fremont, we are planning to move forward as normal. We're expecting for them to come. I doubt it's going to happen, but that's neither here nor there. We're continuing to make plans to schedule everything

491

02:06:16.710 --> 02:06:19.650

Lee Godbold – Interpreter: And at the administrative level, they can have a plan.

492

02:06:19.650 --> 02:06:24.720

Lee Godbold - Interpreter: Ready to go have staff training in the fall, all that's to be expected.

493

02:06:25.440 --> 02:06:36.810

Lee Godbold - Interpreter: Now, I know the California Governor has also talked about maybe schools opening in July, which again I doubt because so many issues would come up with that no decisions are made at about that.

494

02:06:37.200 --> 02:06:51.000

Lee Godbold - Interpreter: However, if it were delayed start. It seems that California wants to wait a few more weeks on that decision, but it seems that they are looking at public schools and having their plan, maybe having group a groupie

495

02:06:51.480 --> 02:06:56.550

Lee Godbold - Interpreter: And so it's possible, a group A would go to school for this amount of time then Group B.

496

02:06:56.910 --> 02:07:09.750

Lee Godbold - Interpreter: And so we'd have to figure out how it works for the dormitory shared room shared sweet restrooms, that sort of thing. But the plan for now is to proceed as normal. I know in the fall, everyone's very excited.

497

02:07:10.260 --> 02:07:23.340

Lee Godbold - Interpreter: There's also concerned about staff vacancy is there going to be interviews items like that that is an area of concern for us to fill those vacant positions. And so we're hoping that we can go ahead and move forward with

498

02:07:24.480 --> 02:07:31.920

Lee Godbold - Interpreter: Applicants with moving on job positions that is a big question mark for us. And then in terms of student residential

499

02:07:32.340 --> 02:07:39.390

Lee Godbold - Interpreter: We are concerned about families, their worries out coven not wanting to send their students back to the dorm or cottages.

500

02:07:40.080 --> 02:07:48.810

Lee Godbold – Interpreter: They want them to go to school, but maybe not in the dormitory. So we have to be prepared for that we may see a decrease in numbers, due to that same thing for me. Edwards saying

501

02:07:48.960 --> 02:07:54.060

Kat Northup – Interpreter: Thanks ethan add. Oh, okay. So Ed had similar comments.

502

02:07:54.210 --> 02:07:54.990

Or what Ethan say

503

02:07:56.310 --> 02:08:01.050

Kat Northup – Interpreter: Okay. Um, let's see here. Let's go ahead and go to Marco

504

02:08:03.210 --> 02:08:21.660

Lee Godbold – Interpreter: Again, I know we're in such an odd situation. And we do have some folks that come from the very far north part of the state in Idaho. And so some of them are being moved to other areas there are concerns about where some of the outbreaks are. And so I think

505

02:08:22.680 --> 02:08:32.400

Lee Godbold – Interpreter: We will be the last school to open, not the first. And so, you know, with residential students, great, but those who are going to be flying in from more remote areas of the state.

506

02:08:32.730 --> 02:08:40.800

Lee Godbold – Interpreter: Yes. And so there will be that consideration if that doesn't work out, then plan B may be further discussion about

507

02:08:41.700 --> 02:08:51.780

Lee Godbold – Interpreter: We know there's going to be a second wave. Let's be honest, but talking about how to continue with virtual learning moving forward, whether it be a few weeks or longer than that.

508

02:08:52.320 --> 02:09:03.810

Lee Godbold – Interpreter: Considering that and so we're going to have to really ask ourselves as hard questions. Does it make sense to pay

staff, if we're gonna still be doing virtual learning and what have you. And so

509

02:09:04.620 --> 02:09:18.240

Lee Godbold – Interpreter: I know our school is really struggling with pair professionals. So we would like all of our teachers to have their own pair of professional and so it's possible that dorm staff may need to fill some of those shoes or what have you. And so

510

02:09:19.440 --> 02:09:33.660

Lee Godbold – Interpreter: That way we can kind of spread out where people are. And so staff are learning more about the education system and what to do what that looks like on other side, doing some cross training and seeing what that means for students.

511

02:09:36.870 --> 02:09:41.880

Kat Northup – Interpreter: Also laying off any staff that may not be excellent signers are users of ASL.

512

02:09:42.300 --> 02:09:47.970

Lee Godbold – Interpreter: Thank you. So we want to have a plan A and plan B. We need to be considerate of those who are flying in and what have you.

513

02:09:49.380 --> 02:09:56.280

Kat Northup – Interpreter: Well, thanks for your comments. Marcos. I hope it works out for you though there's some good ideas going into play, Bethany.

514

02:09:57.510 --> 02:10:04.290

Lee Godbold – Interpreter: Okay, I'm, again, I'm from Tennessee. And so we're actually looking at three different phases at this point.

515

02:10:06.090 --> 02:10:17.370

Lee Godbold – Interpreter: So starting one phase going from there the phase two, phase three, so we're looking at the possibility of all coming back in August, which for me. I truly doubt that's going to happen.

516

02:10:18.000 --> 02:10:28.890

Lee Godbold – Interpreter: We're looking at possibly maybe half coming back in the school being hybrid to where half come to school half stay

home and then flip flop. It would depend on their location and their age as well.

517

02:10:29.970 --> 02:10:30.210

Lee Godbold - Interpreter: It.

518

02:10:30.720 --> 02:10:32.970

Lee Godbold - Interpreter: Depends on their le a also

519

02:10:33.300 --> 02:10:46.590

Lee Godbold - Interpreter: Because they may be able provide some services to we have some students who are coming from far out areas. Some areas that are having outbreaks and what have you. And so they may be required to stay

520

02:10:47.010 --> 02:10:50.550

Lee Godbold - Interpreter: And so we may be considering those who are local day students

521

02:10:51.120 --> 02:11:01.800

Lee Godbold - Interpreter: But if our local areas close, then we may not have a day students and some coming, some not. And so we're having to prepare for all those possibilities. It could be. It's all distance learning until this

522

02:11:02.280 --> 02:11:13.020

Lee Godbold - Interpreter: subsides and be looking at this as a hot topic. Who knows what August is going to look like. But we want to have more than one plan in place.

523

02:11:13.980 --> 02:11:16.530

Kat Northup - Interpreter: Wow. All right. Well, thank you for sharing Bethany.

524

02:11:17.670 --> 02:11:18.180

Kat Northup - Interpreter: Roddy

525

02:11:20.400 --> 02:11:33.810

Lee Godbold - Interpreter: Really two items of note. One is we can't really plan. Some of those fine details so much is on hold because we don't want to. So expend all our time on that then not be able to



work. So we want to have kind of broad strokes.

526

02:11:34.710 --> 02:11:40.200

Lee Godbold - Interpreter: Looking at what it would take for the school to open and perhaps again limiting one per dorm room.

527

02:11:41.490 --> 02:11:49.140

Lee Godbold - Interpreter: And so we have 48 that would be all single occupancy and then we do have a dorm. That's for family housing.

528

02:11:49.620 --> 02:12:04.200

Lee Godbold - Interpreter: So it's possible that we would have to vacate that and make it available and that would mean, you know, close to 60 and so my campus is a little bit of a smaller school. I know larger schools have a little bit more of a challenge to consider.

529

02:12:06.450 --> 02:12:12.390

Lee Godbold - Interpreter: Such as if the school district closes than the students may not be able to be transported, things like that, that is

530

02:12:12.750 --> 02:12:25.620

Lee Godbold - Interpreter: A challenge with transportation. If we need to consider busing and how will soon as we social distanced on a bus for transportation, are they going to be limited in the number of students who are on that and so

531

02:12:26.640 --> 02:12:30.420

Lee Godbold - Interpreter: It's possible that we would lessen some of that daily transport.

532

02:12:31.770 --> 02:12:41.910

Lee Godbold - Interpreter: There are some who could say at the cottage, or what have you. And we may have to say sorry that our transportation is only for those who live within a certain radius.

533

02:12:42.420 --> 02:12:59.790

Lee Godbold - Interpreter: And so that's one consideration, we're looking at. Secondly, if there is no school, then it's possible that most, if not all of our staff would be deployed to work into the school day setting to provide some better instructional

534

02:13:01.320 --> 02:13:04.950

Lee Godbold – Interpreter: Support with small groups and what have you. So that's kind of what we're looking at.

535

02:13:06.180 --> 02:13:10.500

Kat Northup – Interpreter: Yeah, thank you for sharing Roddy okay I'm Becky, go for it.

536

02:13:11.190 --> 02:13:21.690

Lee Godbold – Interpreter: Hi. I meant vs DB and very similar to what else has been mentioned, you know, if this than that having a few different cases I know yesterday, our local charter bus company.

537

02:13:22.650 --> 02:13:31.830

Lee Godbold – Interpreter: And they have actually not been doing well financially, they haven't been able to earn much revenue because they're used to summer tours and what have you. So they really haven't been able to

538

02:13:32.280 --> 02:13:41.100

Lee Godbold – Interpreter: Earn so there's some other charter companies that are struggling as well. And so that's one thing that we've learned I know on the East Coast. We have roughly

539

02:13:41.760 --> 02:13:49.650

Lee Godbold – Interpreter: 25 from that area that use charter buses. And so looking at how to keep them distance, it would be complex, trying to sort out those details.

540

02:13:51.510 --> 02:13:58.320

Kat Northup – Interpreter: Um, yeah, it helps us kind of think about our, our charter bus company as well. I probably should check in with them.

541

02:13:59.100 --> 02:14:03.600

Kat Northup – Interpreter: And so I'm just sharing about Texas School for the Deaf real quick. We recently.

542

02:14:04.200 --> 02:14:13.140

Kat Northup – Interpreter: establish some groups of staff and we're thinking about possibly staggering our students coming back in,

whether that be elementary, middle school, high school

543

02:14:13.470 --> 02:14:20.190

Kat Northup – Interpreter: Again, we have a large number of students. So the dorm. So having one student per room. It's just not feasible for us.

544

02:14:20.520 --> 02:14:30.270

Kat Northup – Interpreter: So trying to figure out, social distancing the use of masks having kids wear masks all day and all evening that would be

545

02:14:30.600 --> 02:14:37.380

Kat Northup – Interpreter: Incredibly draining and so at home, they're able to just sit back and relax without having to wear a mask. And so we are trying to

546

02:14:37.800 --> 02:14:41.310

Kat Northup – Interpreter: Come up with approaches and the best solutions for everything going on and

547

02:14:42.240 --> 02:14:51.480

Kat Northup – Interpreter: We don't want necessarily have to burn themselves out. If we keep kids over the weekend and only going home on certain weekends. And so how would that look

548

02:14:52.170 --> 02:15:09.930

Kat Northup – Interpreter: For TLC. And again, we're sort of similar to California in terms of there's a possibility of starting school EARLIER THAN AUGUST, possibly in July. Again, that's just right now and if situation. So where we are planning on what its gonna look like when we're back.

549

02:15:10.680 --> 02:15:14.130

Lee Godbold – Interpreter: So we said earlier, more questions and answers right

550

02:15:16.020 --> 02:15:16.500

Lee Godbold – Interpreter: Ethan

551

02:15:19.230 --> 02:15:29.430

Kat Northup – Interpreter: You know, there's always a focus on one student per room, which is great, but what do you do during social time. What do you do in the cafeteria. What do you do with the infirmary

552

02:15:29.820 --> 02:15:47.190

Kat Northup – Interpreter: And so that discussion of one per room is, you know, not feasible, we have for students that chair a restroom our bathroom and how do we then handle that and the cafeteria for breakfast. And so there's a lot of other locations on campus.

553

02:15:47.460 --> 02:15:49.080

Kat Northup – Interpreter: That have to be thought through.

554

02:15:49.320 --> 02:16:00.870

Kat Northup – Interpreter: And how we approach it. And if this pandemic continues and there may not be, you know, a vaccine for a while. So it's going to be an issue for all schools trying to accept students coming back in

555

02:16:02.250 --> 02:16:03.930

Kat Northup – Interpreter: And you know, I think.

556

02:16:05.130 --> 02:16:07.050

Kat Northup – Interpreter: Again, they could be asymptomatic.

557

02:16:07.080 --> 02:16:15.570

Kat Northup – Interpreter: They could re bringing Corona from home or it could be, they, they can track it at school and bring it back to their families. So just a lot of layers.

558

02:16:16.080 --> 02:16:17.460

Lee Godbold – Interpreter: lots of work to do. You're right.

559

02:16:18.660 --> 02:16:19.050

Kat Northup – Interpreter: Deb.

560

02:16:19.800 --> 02:16:28.740

Lee Godbold – Interpreter: I know MSS day we've been thinking about if we do open, we will ask that students stay in the dorm and not be going home on the weekends.

561

02:16:29.040 --> 02:16:37.140

Lee Godbold - Interpreter: So they would kind of be quarantined at home and they would be allowed to go home every six weeks. However, when they return after the six weeks, they would have to be

562

02:16:37.620 --> 02:16:43.470

Lee Godbold - Interpreter: Undergo wellness check to ensure they're healthy. Before returning again more questions and answers with something for us to

563

02:16:43.470 --> 02:16:44.010

Lee Godbold - Interpreter: Figure out

564

02:16:44.700 --> 02:16:50.790

Lee Godbold - Interpreter: Huh. Okay, I just want to see if there any other questions on chat that came out most of my graduation. Oh yes, Matt.

565

02:16:51.510 --> 02:17:07.440

Kat Northup - Interpreter: Yeah, so this is for Deb, you know, I'm sure you've already thought about this. Your situations, a little bit different than most of us, because there is a lot of flying involved for your students and airports now are limiting flight and those on flights.

566

02:17:08.490 --> 02:17:12.810

Lee Godbold - Interpreter: airports are very strict about the way people are seated on the planes.

567

02:17:13.140 --> 02:17:21.150

Kat Northup - Interpreter: Right, which definitely impacts students flying in from certain areas, you know, they may not be able to fly at the same time, or get on a flight.

568

02:17:21.900 --> 02:17:22.230

Tim

569

02:17:23.850 --> 02:17:43.140

Kat Northup - Interpreter: Yeah, sorry. I do have two things I want to share here. Maybe that students, you know, are having their fevers

check doing that wellness check, get on a bus go back to school and there are about 50 kids for us that are in the Denver area or

570

02:17:44.490 --> 02:17:46.530

Kat Northup - Interpreter: Denver Denver area.

571

02:17:48.060 --> 02:17:52.380

Kat Northup - Interpreter: And so there are 50 kids there. And so if they're riding a bus, coming back to school.

572

02:17:53.670 --> 02:18:11.010

Kat Northup - Interpreter: From with kids from other regions in the state the southeast are the southwest and I'm, again, I'm from Colorado. So did they have their wellness check. Did they do a fever tests and and then you have those that

573

02:18:11.580 --> 02:18:16.320

Kat Northup - Interpreter: Are safe students and their, their parents may be going to work, or they may be out and about and so did

574

02:18:16.350 --> 02:18:31.110

Kat Northup - Interpreter: They have their wellness check in with Denver, you know, there's a lot of back and forth on what to do with all of this and there's some of the panic and paranoia of Corona needs to dissipate before we even consider the fall semester.

575

02:18:32.520 --> 02:18:33.180

Lee Godbold - Interpreter: Ethan

576

02:18:35.100 --> 02:18:45.300

Kat Northup - Interpreter: I think the problem we're currently facing is not necessarily coronas being a symptom of fever is that there's a symptomatic individuals.

577

02:18:45.810 --> 02:19:03.870

Kat Northup - Interpreter: And that's still one of the instances where it can spread. And so it could be that staff or students have contracted the virus, and yet our asymptomatic and then bring it into the environment where it spreads to other individuals could die.

578

02:19:04.350 --> 02:19:10.980

Lee Godbold – Interpreter: It's scary. Okay, just to glance at the chat box. Make sure there's no questions we overlook there.

579

02:19:13.020 --> 02:19:25.440

Lee Godbold – Interpreter: There's some wondering about keeping positions or not. And we know States vary across the board. It really depends upon each state now operated. Okay. I think that we've actually covered

580

02:19:25.830 --> 02:19:29.190

Lee Godbold – Interpreter: All of the big issues will Monta. Did I miss anything.

581

02:19:29.640 --> 02:19:40.110

Lee Godbold – Interpreter: Unless any like burning questions. Maybe. Okay. Any burning questions that you want to ask, now's your opportunity while everyone's here.

582

02:19:50.640 --> 02:19:57.690

Kat Northup – Interpreter: Yeah, I do have a question, just wondering in terms of staff one on one with students. I know in dorm.

583

02:19:58.740 --> 02:20:03.300

Kat Northup – Interpreter: Residential Life just the need. What are y'all doing for this.

584

02:20:04.320 --> 02:20:05.190

Kat Northup – Interpreter: I miss that question.

585

02:20:05.880 --> 02:20:12.630

Lee Godbold – Interpreter: One thing I just wanted to know for dorm staff. What are they doing with student one on ones like doing life skills that kind of

586

02:20:12.630 --> 02:20:13.020

Thing.

587

02:20:14.850 --> 02:20:24.270

Lee Godbold – Interpreter: So those zoom meetings. I know. Ms. St we're required to record them for safety purposes. So if there's any accusation or anything like that.

588

02:20:24.630 --> 02:20:28.740

Lee Godbold – Interpreter: So we are requiring recording of the zoom meetings that are occurring.

589

02:20:30.120 --> 02:20:39.030

Lee Godbold – Interpreter: We are really focusing on life skills. That's really school. We're trying to do more bring levity to the situation, encouraging the students to

590

02:20:39.480 --> 02:20:52.920

Lee Godbold – Interpreter: Redirect their focus from coven 19 to activities and things. And so with some of those private meetings need to really get some emotional support some, what have you. Those are also in place.

591

02:20:55.080 --> 02:20:56.010

Kat Northup – Interpreter: Yeah, okay.

592

02:20:58.500 --> 02:20:58.980

Lee Godbold – Interpreter: Roddy

593

02:21:00.360 --> 02:21:12.150

Kat Northup – Interpreter: Yeah. So two quick things here and first related to just the the levity and and just having those fun light hearted activities, you know, reducing screen time sometimes

594

02:21:12.990 --> 02:21:21.300

Kat Northup – Interpreter: We do have P for all of our students and some of our staff are getting involved in that. It's starting to grow a little bit, but it seems like high school

595

02:21:21.990 --> 02:21:26.760

Kat Northup – Interpreter: Lacks interest and all of that, you know, they have their texting their, their chatting going on.

596

02:21:27.210 --> 02:21:36.810

Kat Northup – Interpreter: And so parents are starting to complain about screen time they would prefer their students go outside in the backyard, rather than jumping up and down in the house.



597

02:21:37.140 --> 02:21:44.220

Kat Northup - Interpreter: So I was just wondering if maybe we could throw out some ideas that do not include screen time necessarily

598

02:21:45.030 --> 02:21:49.620

Kat Northup - Interpreter: You know, like we could share that on our website or share different ideas.

599

02:21:50.250 --> 02:22:04.710

Kat Northup - Interpreter: And also, I think it was Texas and someone else I think California talked about possibility of starting school earlier. I'm very curious as to why early is a possibility. I'm just wondering what's going on with that.

600

02:22:06.630 --> 02:22:18.240

Kat Northup - Interpreter: So I think in terms of academics, they're wanting to have sort of extended school year because summer was closed. They're wanting to, you know,

601

02:22:19.140 --> 02:22:31.740

Kat Northup - Interpreter: I guess provide convince compensatory services or remediate. Some of the regression. And so it's still a discussion phase that decision hasn't been made. We're still in the what is

602

02:22:32.790 --> 02:22:38.280

Kat Northup - Interpreter: In terms of California starting early or whether it's going to be extended school year. I don't know.

603

02:22:40.860 --> 02:22:55.980

Kat Northup - Interpreter: Okay, well, yeah. So in terms of IP accommodation. Are those staying the same, or you tweaking those, you know, I mean, we have 140 hundred 50 students that were just having short meeting for

604

02:22:57.690 --> 02:23:02.400

Kat Northup - Interpreter: I'm not really sure what happened. We are screen sharing

605

02:23:03.060 --> 02:23:07.440

Lee Godbold - Interpreter: I'm not sure who's trying to share a file.

So I'm actually clicked on that. Sorry. Okay.

606

02:23:08.730 --> 02:23:15.780

Kat Northup - Interpreter: So we're doing quick IEP meeting to change some of the goals or change some of the accommodations that are provided during this virtual time

607

02:23:16.170 --> 02:23:25.770

Kat Northup - Interpreter: So I'm just curious as to if that's mandated by your state to do that. I know that's not student life you know related but that could be another meeting.

608

02:23:27.360 --> 02:23:28.560

Lee Godbold - Interpreter: Okay, Matt.

609

02:23:29.880 --> 02:23:37.410

Kat Northup - Interpreter: Yeah. So I had a question related to your school starting early. Speaking of the Texas School for the Deaf or the entire State of Texas.

610

02:23:39.420 --> 02:23:51.570

Kat Northup - Interpreter: I believe that general. Well, actually, let me just say, I think it varies. It was an earlier start time. It's not necessarily for each school in the state or for specific TSP.

611

02:23:53.370 --> 02:24:07.860

Kat Northup - Interpreter: So here in our area, they're not going to be making any decision until July 1 so if that happens, they make a decision, July 1 to start early on July 15 that means we are nose to the grindstone here trying to get ready for that.

612

02:24:08.190 --> 02:24:13.470

Lee Godbold - Interpreter: There's no commitment to that no guarantees. It's merely talk to have people plan.

613

02:24:13.950 --> 02:24:17.340

Kat Northup - Interpreter: But is it dialogue at the state level, or is it at TLC only

614

02:24:17.340 --> 02:24:21.600

Lee Godbold - Interpreter: Yes, at TA at the state level. It's a

discussion, not just yesterday.

615

02:24:22.740 --> 02:24:23.760

And also,

616

02:24:25.050 --> 02:24:36.330

Lee Godbold – Interpreter: You know, as an aside, I doubt it will happen. But, you know, we're trying to do some priming to get ready for that it's a possibility that we won't open in August, or possibly not until later date.

617

02:24:39.420 --> 02:24:55.650

Lee Godbold – Interpreter: I did also want to respond to Roddy it MST. We are challenge because we do have some funding. And so the students are going walking, biking, and we're able to send some things to them for them to get out and get some exercise another

618

02:24:57.600 --> 02:25:05.910

Lee Godbold – Interpreter: Challenge that we're facing is I'm trying to get them away from the screen, whether that be cooking or outdoors or something like that.

619

02:25:06.960 --> 02:25:19.620

Lee Godbold – Interpreter: Some also need personal hygiene items. So using that as an opportunity, whenever they when those challenges they can get some items from Amazon. There are some pros and cons to that we're still learning and making tweaks as we go along.

620

02:25:20.640 --> 02:25:23.010

Lee Godbold – Interpreter: Okay. So I want to ask about

621

02:25:23.460 --> 02:25:35.880

Lee Godbold – Interpreter: How do you feel that as directors of student life maybe doing a meeting every two weeks, moving forward, because I know we're can continue to have large changes. So what would it be worth maybe game together every two weeks, I could send out a Google form.

622

02:25:36.240 --> 02:25:40.920

Lee Godbold – Interpreter: To survey everyone to read through do some comparison across schools and what they're doing.

623

02:25:41.670 --> 02:25:44.430

Kat Northup - Interpreter: Yes, yes, and yes

624

02:25:45.690 --> 02:25:53.250

Kat Northup - Interpreter: But keep in mind, I do suggest that it really does depend on the number of schools within that group and the school sizes.

625

02:25:54.150 --> 02:25:54.930

Kat Northup - Interpreter: Because the need

626

02:25:54.960 --> 02:25:58.530

Kat Northup - Interpreter: For Genesis small very different based on the school.

627

02:25:59.040 --> 02:26:02.310

Kat Northup - Interpreter: And so we really want to maximize our time.

628

02:26:02.970 --> 02:26:03.930

Kat Northup - Interpreter: In that discussion.

629

02:26:04.530 --> 02:26:09.840

Lee Godbold - Interpreter: So maybe we should have two separate groups, one that is for smaller group smaller schools and one for larger schools.

630

02:26:09.930 --> 02:26:13.590

Kat Northup - Interpreter: And, you know, just to clarify, also.

631

02:26:14.250 --> 02:26:15.210

Lee Godbold - Interpreter: Based on dorm that's

632

02:26:15.300 --> 02:26:16.230

Kat Northup - Interpreter: normal size.

633

02:26:16.440 --> 02:26:18.030

Kat Northup - Interpreter: Based on dornsife Thank you Lee.

634

02:26:21.630 --> 02:26:37.140

Kat Northup – Interpreter: I think it's going to depend on, you know, do you have students going home on the weekends. Are they going to be saying the date students and dorm students, is there a chance or risk on campus, so also very curious about that topic would love a discussion on that.

635

02:26:37.800 --> 02:26:38.220

Great.

636

02:26:39.450 --> 02:26:42.360

Lee Godbold – Interpreter: Okay. Any more burning questions.

637

02:26:47.340 --> 02:26:47.580

Lee Godbold – Interpreter: Oh,

638

02:26:48.540 --> 02:26:49.530

David. All right.

639

02:26:51.540 --> 02:27:00.390

Kat Northup – Interpreter: Wow, so I have to say this was great dialogue great discussion and information sharing and that is what CEA st is for

640

02:27:00.780 --> 02:27:14.850

Kat Northup – Interpreter: Is to share all of this information that will benefit our students and schools. These were some great ideas. I love the idea about the Google Form having them sell things out to where states can compete with other states or

641

02:27:16.050 --> 02:27:24.840

Kat Northup – Interpreter: Whatever it may be, making sure that we're including information on what students are doing and best practices. And as you said.

642

02:27:25.200 --> 02:27:33.060

Kat Northup – Interpreter: There are so many more questions and answers. At this time, but we are doing our best to proceed. The best we can.

643

02:27:33.690 --> 02:27:39.420

Kat Northup – Interpreter: So I think the meeting every two weeks is a great idea. The one thing that we have to think about is resources.

644

02:27:40.290 --> 02:27:50.880

Kat Northup – Interpreter: Ces be providing those resources are individual schools needing to offer those maybe im SSB at this time, if they have an account I provide some resources.

645

02:27:51.450 --> 02:27:59.250

Kat Northup – Interpreter: American School for the Deaf. We thank them every time for the zoom platform. And so we just want to make sure that we're not

646

02:27:59.820 --> 02:28:05.970

Kat Northup – Interpreter: Forcing other schools to spend exorbitant amounts of money in order to have these discussions so

647

02:28:06.660 --> 02:28:20.010

Kat Northup – Interpreter: I do think the discussions are very valid and important to us. Again, my name is David. He's one if you don't know me, I'm the president of CES D and the superintendent of the Indiana School for the Deaf.

648

02:28:21.180 --> 02:28:28.020

Kat Northup – Interpreter: We want to thank you for your time. Also, as you know, the CES. The conference happens every year for principals and administrators

649

02:28:29.130 --> 02:28:36.390

Kat Northup – Interpreter: We try to tweak some of our topics that we offer. During that time, we do have a student life track.

650

02:28:37.410 --> 02:28:47.970

Kat Northup – Interpreter: Within the CSP conference and it doesn't have to be just principals and administrators, if there was an athletic discussion that's going to occur. We can have athletic directors come

651

02:28:48.660 --> 02:28:54.870

Kat Northup – Interpreter: We have finance discussions and so forth. We want to make sure it's as effective and as beneficial as possible.

652

02:28:55.950 --> 02:29:03.600

Kat Northup - Interpreter: Again so many things for all of your sharing and comments we have just gained such information today.

653

02:29:05.070 --> 02:29:11.430

Kat Northup - Interpreter: Any final comments. I want to say, Deb and Amanda, you did a great job. Thank you so much to our interpreter

654

02:29:12.690 --> 02:29:22.260

Lee Godbold - Interpreter: I really want to thank CAC for this opportunity to collaborate. Thank you. Texas for sponsoring the interpreters and thank you for ASD to support this zoom meeting.

655

02:29:23.070 --> 02:29:30.240

Kat Northup - Interpreter: All right. Good to see you all. Thank you so much. Stay safe, be hygienic and keep social distancing

656

02:29:33.780 --> 02:29:34.770

Lee Godbold - Interpreter: Hi everybody.

657

02:29:37.440 --> 02:29:41.940

Kat Northup - Interpreter: Yes, yes, yes. All right. Everybody pop up. Give your waves. Say goodbye.

658

02:29:43.410 --> 02:29:46.170

Lee Godbold - Interpreter: Hi, everybody. Good to see you.

659

02:29:47.910 --> 02:29:48.930

Lee Godbold - Interpreter: Hi everyone.

660

02:29:50.700 --> 02:29:52.110

Kat Northup - Interpreter: All right, this is a great