

Is there anything else you would like to share about your experiences teaching students with hearing loss during COVID-19?

I am very thankful to have been able to connect virtually and put my eyes on my students during this difficult time. However, nothing will replace the face-to face experience I usually have with all of my students! I do worry about the return to school and the restrictions that may be out into place, such as masks. As we know, this does not work with our DHH students and we will need to be provided appropriate equipment. Thank you for the

In our district, every teacher/school is using whatever platform they want, which has made it a logistical nightmare for learning how to incorporate interpreters and captioning across all platforms.

NO

It is so much more exhausting to sit in front of a computer all day than to work with kids in person. I love my hands on game materials... but even when school opens I might not be able to use my materials as they could

As a speech-language pathologist I have had an overall positive experience with transitioning to online/virtual learning during this time, but am looking forward to going back to face-to-face services as soon as it is safe to do

It has been difficult and stressful at times but I see many teams of educators including DHH support staff really stepping up and caring about DHH students and their families in these trying times

It's really, really sad how many parents don't care enough to answer my many phone calls or emails. Even a simple "not interested" would be enough, but they can't even do that. It's upsetting knowing how many kiddos aren't getting their hearing aids cleaned and/or batteries changed.

I've been having dreams about being sued when we get back to school. I constantly live in fear of violating SOMETHING and getting dinged for it when we get back.

Captioning has been a big problem with my older students

UGH! Getting better every week. WiFi difficulties are huge and, for some students, seriously limit their ability to participate

hilarious stories about me standing at a distance across the families front fence with a colleague trting to teache remotely on their device with me demonstrating/instructing how to connect the laptop/ipad to wifi and how to

Unfortunately, because the county I teach in was totally unprepared for this crisis, when it came time to organize instruction, virtually, they provided instructional platforms that worked for the majority of students and did not take into account the special education students, therefore the platforms were not accessible for students with a hearing loss. Now we are in a frenzy trying to fix what should have been planned for before the platforms were put out there. Once again, because hearing loss is low incidence we are often not considered

It has been a struggle learning to adapt materials to address IEP goals that are usually worked on in a 1:1 setting, particularly those related to auditory development

Being that I am also hard of hearing, the stress and anxiety has compounded 1000x with anything to do with

This sucks!

They miss us sooooo much. As if kids with hearing loss weren't isolated already....

It's been frustrating and I feel like I am not being permitted to do my job, but, because of the way my county decided to "provide" special education services at this time, beyond making sure my students can access the chosen platform, there's not much more I can do. Perhaps "sit back" and see if the "fruit of my labors" as to self-advocacy will crop up as the students realize that somethings "not quite right" and start to raise questions about

Distance learning is not accessible for all and that needs to change- especially with captioning.!!!

But most of all, I miss the students and how school used to be.

The way our county is structured, I primarily work on Self-Advocacy with the students I serve directly.

The special education/case management/paperwork end of it has been unreal. I don't know if it is just my district, but the paperwork HOOPS we have had to jump through have been ridiculous.... to the point where they cut down our office hours to work with students just so that we would have more time in our day to do the

I feel that the parents of my students have put their "DHH needs" on the back burner. They don't see their access as essential for whatever reason. When I check in, I hear back from maybe 2 or 3 families and they

Trying to get administrators to understand the need for fidelity in audio for DHH kids for effective learning. Trying to get administrators to understand that the audiologist cannot check hearing aids/CI speech processors/FM systems in classrooms when the students are not actually at school, and that having a parent determine if the hearing aids are working is not the same as having the audiologist verify that they are working. this has been exhausting and my families are trying the best they can

I'm struggling with SPED teachers, like us, having to provide SPED work toward their goals and objectives. It seems that they are being punished because of their disability with MORE work than what their peers are having to do. I would have liked to see the Powers that Be say that SPED services for setting 1 and 2 kids during this time could be a support to the general education curriculums instead of adding more work for the kids.

MOST IMPORTANTLY- I hope that the highest powers in education recognize the need for ALL Media to be captioned ALL THE TIME- all published media and all media created by teachers regardless if they have a child with hearing loss in their classroom. A one size fits all policy- everything must be captioned, period. We have

Considering how unprepared we were for this radical change in service delivery, I feel that we have done an amazing job of rising to the challenge. Yet, there is a LOT of work to be done in preparation for the 2020-21 academic year. At this point, we're "getting by". There is so much more to do/consider if we hope for our

It's very sad that so many children in LAUSD do not have easy access to the internet/devices at home in 2020 this has been very hard and I am very concerned about the welfare of my sign dependent students.

Much harder than I thought it would be

I am so proud of my students!

We are having our students use captioning but that is usually incorrect which makes it more difficult. Also, since I only see my students on a weekly basis- I do not have have the information and baseline data needed to write

As an itinerant teacher, this time has been extremely stressful for my students, parents, and my coworkers. We have been given limited guidance on how to operate during this time.

This has been a difficult but learning period for teachers, students and parents.

I wish we had had a day or two to prep for all this. Our state closed schools for the rest of the school year while we were on spring break. We've only been allowed in our buildings once, for 5 minutes, to grab personal belongings. Being able to grab FM/DM systems for kids to use on their home computers would have been

I truly miss seeing my students in person! I'm so thankful that I do get to 'see' them via the internet at least!

lots of reassurance needed for students and parents

It's not been all bad!

If the parent is not part of the teaching experience the online lessons are not effective. That means ensuring that the students appear online when they are scheduled to work with me.

Not at this time. Thank you.

Lack of LING testing

How to run See Saw and Google classroom

I feel that IEP goals are not consistent nor met in a virtual setting. However, self-advocacy skills are very observable as I see how my students are practicing asking or not asking for access from their reg ed teachers.

This has been so very hard. I feel like I'm glued to my computer screen reaching out to students who do not always know what they need. It has been nice communicating with parents.

Question #14: I have students that aren't using equipment/interpreter due their own self-advocacy and

None

Remote learning is not the way to teach my students. Technology is a major issue: some families do not have internet access, cannot access documents, cannot meet live, etc.

Thank you for sending out this survey.

I appreciate my school district going to 3 days of elearning a week and shortening the school year. I really appreciate all their support and understanding for the teachers. I feel like their expectations for us were appropriate since we've never been through something like this before. I miss seeing my students face to face. I

It is vital for students to have video for remote learning, so internet must be strong enough to accommodate

Let's hope it ends soon. Thanks

I prefer face to face instruction. Teletherapy is not for me.

Technology has a lot of advantages, but what about students whose reading levels aren't up to par to access captioning, doesn't mean they are fully comprehending

Parents need to support their kids more with wearing their hearing aids while at home

A majority of the district I service students will don't understand utilizing for appropriate modifications/accommodations for allowing the deaf/hard of hearing students full equal access to instruction.

In times like these, people come together to help each other out. This time is no different. It will have a lasting

Not right now

The other DHH teachers I work with have been supportive and brainstormed and collaborated and shared resources. and materials with each other to make our team stronger.

N/A

This has been very hard and completely inequitable for special education

I find it significant that your survey question 14 didn't list the student as a possible stumbling block to technology use. At times it is not the parents or the teachers who are at fault; it is the lack of engagement or interest from the student.

I have found that administration is willing to bend over backwards and do whatever they can to support all of the students. It's not like this was covered in any graduate class a principal attended yet all are working to help

Very challenging - in person contact is better

Using technology to create engaging lessons specific to DHH (advocacy, social, etc) is extremely complex, even for my team members who are very proficient in using technology. The learning curve is huge and now that it is

The students look forward to virtual meetings one on one. There is no pressure. I really got to "see" my students in all their weaknesses and appreciate their thinking and their strengths and their hard effort to understand

My students lack of access.

I have been teaching for 20 years, and this shift to distance learning has felt like being a first year teacher again. There have been positives, it's been exhausting, but I hope that we come out of this with an even more inclusive

Gen Ed teachers were not as accepting of the accommodations and modifications for DHH students as I'd hoped they would be. Students don't realize that the learning we are doing now is just as important as the learning we

I think we, as a society, are currently too focused on education. Some districts have too much work and some not enough. I am very concerned about the impact of this crisis on inequities that already exist in our society!

Accessibility, especially getting teacher created videos captioned is a huge hurdle. Another huge hurdle is deaf+ students whose parents don't sign who don't have access to the internet. It is difficult to provide them with a meaningful paper packet of activities when their parents can't help them and they can't read.

We need to figure out how to provide supports and services in virtual settings. I think this will happen again!

communication with the team that is supporting each student is key, making sure parents know they can request accommodations, having a system for supplying hearing aid and cochlear implant accessories and batteries is helpful and speeds process of students obtaining what they need, flexibility as always is key

Mental health support for students and staff is a concern. Uncertain times and impact on family and school units. Worry about trauma and what students and staff will need to face as we come out of this crisis as well as

I'm praying for my students through this time of ISOLATION.

It has been an interesting yet successful transition.
I am working harder now than I ever have before and am incredibly stressed about trying to provide the best services possible to students. I'm also spending even more of my personal money than before on supplies for i know for sure that I prefer to be face-to- face with my students; not only for the listening skills and speech but for the social interaction, sense-of-humor and jokes, and you can get more accomplished.
When children are Infants or toddlers age groups, trying to explain to families that learning through TV, Youtube or other media is simply not the best approach. The children learn so much more and progress at a faster rate when the family uses direct techniques with their child. For example, body and facial expressions used in ASL, body and facial expression even when using Cued Speech, Learning to Listen activities used by the parent
Documentation is difficult to do without student contacts.
It's been motivating to get my resources into an online format to be able to use. Unfortunately, it feels like I have to create a lot to make it what I need it to. I have learned so much about online platforms and accessibility. I think there is still a lot of work that needs to happen to make it more accessible (Zoom
No
huge disconnect for our students due to parent involvement, lack of computers/devices for students to do work; FM systems were left at school so they lack that equipment. Parents are overwhelmed with schoolwork so many are putting hearing services on the back burner, which is frustrating when they fight for the service
No thank you.
The accessibility has been my primary focus. Without interpreters and educational assistants, I don't know what I would have done. It would have been literally impossible to provide access to the videos.
Parent involvement has been essential to teaching online with my students. Many are young and do not have the attention span to focus. Parents have stepped up to learn how I am teaching so they can continue offline.
Has been advantageous to learn more about technology and its uses and it limitations. Nothing can surpass the
The motivation of the student is important and accountability hlep make it successful as well as teachers using
It's not the same, but I've been pleasantly surprised at the level of engagement of my kids. It's been a very interesting experience, and I'm glad we live in a time where we CAN do things online.
Some of my kids are very worried about going back to school with masks - one said that they will not be going back to school if that is the case, because they can't access information. I'm very worried about that.
It's definitely been a challenge. I feel like I've learned a ton and hope to reflect on it and work to improve my practices in the future. I recognize if I have a signer at some point things will be much more challenging
IWhy did I become a teacher? Because I love being around kids, making them smile, helping them grasp a new concept, etc. It is so hard not to have those things as reinforcement. I can't wait to get back into school! :)
It's been beneficial for parents to take a more active role and see the challenges as well as the strengths of thier
This is frustrating because I work in a district in which I am the first with my skill set. I came into the district with the intention of serving DHH kids, in addition to hearing kids if there were not enough DHH kids to serve on my caseload. I did my homework before I went into my interview; having a good estimate of how many DHH children were in the district. I even mentioned my intentions during the interview. I did not get to serve my first DHH student until late December, and my other DHH child until the beginning of March. Additionally, I am
While I have had more communication with parents, my communication with students has decreased. Many of my general education students are continuing to work hard on their classwork and meetings with teachers and my self contained students are working on more life skills at home. I am glad that they appear to be successful during this time, I'm still trying to get them to meet/check-in with me so that I can make sure that they are truly
They desperately need interaction with language models during this time.
I am impressed in the sense of community that has popped up. I do wish there were better formats for students who use interpreters and captions. They have the most difficulty, especially when they cannot see all parties at

Technology has been a big part of our educational approach in our district and we were very fortunate to give Chromebooks to ALL students. This has helped give me time at home to research and find new materials and ways to teach DHH. With adaptations and assistive services and technology it has been a fairly good transition. It

is difficult spending so much more time on a laptop in comparison to time spent with students 1:1 or small group. With the younger children, the printed word is not a viable method of communication and that is frustrating when trying to teach via Zoom. The teacher is limited often in ways to explain or teach concepts to

The best part of teaching is direct face to face contact with students. That's lost and this experience sucks
no

It is not a viable option long term. It feels completely inadequate.

The good that has come out of it thus far is the connection, collaboration and sharing that has developed.

Not at this time

Not at this time

I'm struggling to feel like I am accomplishing anything with my students.

no

I appreciate that we can use technology to meet students and still do my job, but I am noticing the emotional well being of my students and my family and it worries me how this will affect everyone!!

No

The main goal is to stay connected. They may not advance in their goals and will more than likely experience setbacks and regressions, but what students aren't going to do have setback and regressions during this time. All students are learning differently, all students are experiencing a time like no one has ever experienced....ALL students are going to have setbacks and regressions. So, love your students, reach out to your students, listen to your students, and make sure they build that connection and they know you are there. That is the goal

I have always known that I love being a DHH teacher working with all levels and ages of students. I realized that it is the face to face that I love, online teaching is less satisfying and more difficult.

Internet speed and computer speed has been a BIGGIE when doing anything online! If 1 person's internet or computer (phone, tablet) was slow then it was difficult to hear them and/or speech read them. Lots of information was missed. Also, ambient noise is a BIGGIE. Had 1 meeting that a bird was constantly singing in the

It is so hard to keep my own kids focused on their own work, never mind my students focused on the teletherapy. I am trying more hands-on ways for the students to have fun, participate and learn.

I am also taking them on field trips around my house to learn games, science (like composting), pond life (we have a pond), birding, etc!

I feel glued to electronics and that is not fun!

This is a very time consuming way to teach. It is difficult to have control of several young children through a Zoom group lesson even with parents right by them. Parents are trying but they feel overwhelmed. With this in

I hate it. I feel so guilty that the kids are not getting what they need. They are losing valuable time and it is affecting them disproportionately -- much worse than typically developing kids. I am dreading when we ever go back to school and I predict the gaps between students with hearing loss and hearing students will be much larger. I am also dreading the compensatory services they will probably need and whether it will be humanly

There are positives and negatives to teaching via video. Parents benefit more because it makes them more

This is very difficult and much more work than classroom teachers.

I will say that the positive of all of this is that I and my team have never worked harder finding resources for students, sharing ideas, and collaborating together. I think it has made me a better teacher and made our team

I miss my students! I've never wanted to be a virtual DHH teacher because I never felt it was as effective as 1:1
n/a

Connecting with parents can be pretty difficult and there are many ways you need to connect including emails,

I am not a teacher, am an Ed Aud. I have even more empathy for the hard living circumstances that some of these children must navigate daily. This pandemic has made some kids' lives even more unstable, unhealthy. Conversely, a few kids seem to really thrive during this time, happy to be home with their families.

Our large urban program provides school hearing aids and earmolds as well as HAT for use at school. I am even more resolute that this is a serious trade off for those kids at home without personal hearing aids, as many of our families choose. We constantly urge families to obtain and maintain personal hearing aids, but many choose not to. DHH students who need personal amplification must have it at home, not just at school. We already knew this, but focused solely on school. I feel this is a disservice to our students. We need to be able to put

It is difficult when students do not interact or use the support I have provided or have offered. It is difficult to monitor if the students are using hearing aids-and the FM System is at school so if they are asked to watch a

It's been HARD. It's been SAD. We've all had anxiety about our students/their needs (especially emotional/physical) and we miss them. I feel like we've had the best part of the school year taken away from us and we had so much more to do/learn. I wish I could just hug all of my students!

For students who are in inclusion, the workload has been almost impossible. Our school district picked a platform that is too high for even most regular ed students. It's been a nightmare modifying/interpreting.

It has been a huge learning curve however where our team (we have 4 teachers on our campus) has come together to work well and get student's needs met. Seeing our students get on a zoom call and talk to each

Using Zoom with students who sign was really a pain because they had a hard time seeing screen share and my video of me signing- even when they pinned my video and expanded my picture it was hard to do all of those things on one screen for these kids. The videos would cover up the materials or they didn't understand how to

It has required a level of creativity and imagination that I had not seen before in my colleagues. Hands waving!

n/a

very stressful splitting time between my work requirements and my own children's needs

It's been difficult to help my own child and work. I feel like he's missing out and getting way more screen time

The team of teachers, parents and administration needed to come together as a community of support to meet

I believe that home schooling for our DHH students has been extremely difficult for the parents and socially isolating for the children. However; providing the opportunity for the highest possible level of virtual education

This has been extremely difficult to reach my students, some have computers, some don't some have good internet and some don't. My internet isn't the greatest either. The distractions on my end and their end are

I miss direct instruction and miss our kiddos!
Lots of work, but love not driving. :) Considering how to use this golden opportunity to get my kids connected with other kids with hearing loss- those in my district and other districts-it's a great time to "meet" others and feel connected in a way they never
I wish the school districts would have worked together to pick one educational platform. Also, I worry about the social, emotional, and mental health of my D/HH students during this time of social isolation. Many of them live
There has been a steep learning curve. The beginning of this process was extremely busy as we worked to ensure that our DHH learners had full access and appropriate programming while also working to meet the families at a place that meets their needs and where they can respond to services offered. Programming has
Quality captioning is a very high need. Subtitles for hearing people are great because you know who is speaking. Captioning loses some of that. Also the quality is not very good. When it is streamed the kids do not know where the dialogue should be. Also a lot of mistakes that impede
For students with hearing loss, and all families, there is not clear expectations for families. Teachers were tasked with their expectations in a very short period of time and implemented within 24 hours. Our families don't know what the expectations are for them -- or how to decline -- making the whole task very disheartening for teachers who are doing their best to provide activities for their students. Without student engagement or family feedback, we are missing a critical piece of information to continue. It is exhausting and disheartening,
Students and families benefitted from the sessions I provided and social-emotional support I could offer.
N/A
I have a small caseload so I am in a unique situation. I think the hodge-podge of expectations, demands, supports has made all of this chaotic. The standardization of common core has just been blown up.
It has been hard. But, the students have been wonderful! They really have been resilient to big change in such a short amount of time. Some students have really taken to this virtual model of instruction. Some, however, have not and are struggling. Computer-generated captioning is improving but is still not perfect so the need for
I find that our accessibility is improved on some level (in my district at least). everything is visual, captioning is worked in, teachers will turn on their CC, mute their students to allow one voice at a time, use chat features,
I wish we were more advanced in terms of using technology within the classroom setting, so that this departure wasn't as shocking and less of a steep learning curve (both for educational professionals as well as for students).
I miss my students!!!

This has been an absolutely insane experience and will continue to be until we are safe to return to brick and mortar schools and I truly worry so much about my kiddos who I haven't been able to see in 7 weeks. As much as I love seeing the sweet faces of my students through the computer screen, I miss seeing them and being with them in person. Despite how scary and isolating social distancing has been, I have seen so much good come out of it, too. I have seen parents, who I usually only get to see once or twice a year at IEP meetings, sit by their child's side day after day for our sessions, helping to support and supplement what I'm teaching. I have seen a mom pretend to hold the iPad up to her 3-year-old's ear so that I could "help" put her hearing aid back on her ear when it flopped over because my student didn't want her mom to do it, she wanted me to do it. This same 3-year-old also hugs her iPad every time we finish a session because she can't hug me in person and she was so excited when she learned how to say "I love you" in ASL so she could show me and said, "love you, Dacey" and then she signed "friend" and said, "best friends". I still cry thinking about that day. I have seen my student's siblings helping them out without a fuss or fight. I have seen SO MANY GOOD THINGS. Yes, there are still areas of need and children who are struggling and need more support. There are those we don't get to see and those kids keep me up at night. BUT...but...I can honestly say that I've never been more proud to be a teacher, and

Teachers have to be able to grade and give feedback, students need to have an expectation of effort to succeed, we have to be given the tools to teach and the power to do our job rather than to provide maintenance

Nothing beats in person direct instruction, I think, but I was glad to at least have a video conferencing platforms to users these last couple months of school weren't a total loss to our visual learners.

This is a scary time for us all. One foot in front of the other, and we will continue to make a difference.

Is hard but worth it if the students are learning.

I wish I had more cooperation, even from the service I work for, and had an administrator with a deaf education background to be able to consult with. I used to refer to the regional consultant to the state, but she moved on and no one has replaced her. I never see the other deaf ed teacher I work with and am isolated and often denied opportunities to get professional development. Despite contacting parents, teachers, and administrators, I have not received support or guidance. All I'm told is that we have to provide support and I was given all the technology that the other teachers are provided with but I have no backup support. I have spent countless hours in making support materials from the teachers who have actually sent work, but NOT ONE of my students has done more than 1 assignment, and only 4 have done that. I still have 2 students that haven't

No

Can't wait to go back to normal where I can actually see the students! Their am is our pm. It makes it hard to I'm grateful that we have technology and that I am still able to connect with my students and teach. It is not

What I am experiencing is the families that didn't engage in their child's learning before is still not engaging and it is very difficult when my preschool and life skills students need adult support with their personal amplification and academic learning. I have already had many families tell me the hearing aids are missing, broken, etc. I also had one student take his brand new school FM system home and we can't get in contact with the family about

Being in 14 different school districts, with 14 different expectations, has been difficult. I feel as if me and my students are being lost in the cracks during the switch to online learning. This is a very rural area and the technology divide has become very apparent. No one seems to be talking about this and how to remedy it. Rural areas need Broadband even if it is not cost effective for the providers. They promise it but continue to delay

We are all struggling. I appreciated the CTA saying that this is "crisis teaching" not exactly distance learning. I wish we had a Secretary of Education who was actually providing guidance and support for states. also...

On #13 there wasn't a good answer for my situation: packets sent; none completed.

#17 has a typo "easty"

I want to share that some of my students who felt lonely before COVID are truly struggling now kids that do not have strong self-advocacy skills are missing out on the help that is available because they either will not ask or don't know to ask.

kids with multiple disabilities are at risk on many levels - I worry about parents struggling to care for their children all day, and that some of these children have significant communication needs

I have kids who use ASL, but their families do not

No

Without parent support and communication, it is nearly impossible to serve a student.

Same problems as doing home visits -- parents with resources and willingness are easier to work with online than those with greater challenges and less "buy-in". Dealing with many siblings at the same time is less of a

To my fellow teachers, be kind to yourself. I saw a picture of a man in a boat in a storm. All around him were other boats that had sunk. There were sharks. There were waves. The caption said, "Now is a great time to finish that novel you wanted to read." Be kind. Celebrate the rowing in these waters. Celebrate the floating in these waters. Don't beat yourself up with an oar. This too shall end. The rain will stop and the waters will

I miss my students and especially this semester seeing my seniors graduate, 8th graders promoted and just the excitement of the last month of school (spring health fairs, fieldtrips, field days, etc).

I worry about some of my students/families that I haven't heard from.

Thank you for doing this survey!

It's not easy and I miss being physically present and the interactions that I have with parents and child. I do have to note, however, that most families are really trying to make an effort to connect and follow through. I am also able to type up my progress notes while the parents demonstrate what they have observed or done over the past week. This cuts down on my office time and I've also been able to submit a copy of the progress note immediately via email. I do have those parents that do not have internet or good telephones and we must still rely on phone calls. I have found that I can remote Teach if families are sick and want to cancel; they can be given the option when life goes back to normal. I've also found that families try to be more "on time", there is less waiting around now. Initially, there were lots of set up and internet issues. Sometimes I would have to guide the parents on, however, the transition is getting smoother. Each week, I try to find ways to make the lesson faster paced and more interesting, so I have to plan a week in advance when I ask families what they

no

It has been very difficult to maintain online learning/virtual meetings in a rural area due to not every family having access to internet or the equipment needed for their child.

In talking with my fellow educational audiologists, it has become quite clear that educational audiology services are low priority. I understand the huge undertaking that school districts have taken on to create online learning in an incredibly short period of time. I also realize that SPED services are incredibly difficult to provide on a remote basis. However, adequate access to verbal instruction is something that we have a viable solution in place already. But, these concerns were far down the list. This finding is not a surprise, but a reminder of how

Remote learning takes so much more time to prepare for lessons that he is able to complete in a matter of minutes. I have been very overwhelmed and feel I have not provided him with enough during this time.

This is NOT equitable education for DHH students.

Mostly just how helpless it is to try to connect with deafblind students without touch. 😞

For hard of hearing kids that have decent listening skills....I don't think this is a terrible thing! For the kiddos that have more profound hearing loss or are Deaf (ASL) this is a bit more challenging!

#14: question asks about amplification and interpreters but the answer choices only covered amplification. My students have access to an interpreter and personal amplification. They do not have their school provided Phonak FM systems. I don't think the students are using the Bluetooth on their personal devices that do have

It is frustrating to not have any amount of control over student behavior and engagement. I miss seeing my

In person teaching is much better than the online approach. I know it is necessary right now, but I miss the

It's all just very frustrating. I feel like I'm not meeting the needs of my K-12 students. I have been able to provide "teletherapy" to preschool students, and that has been satisfying. Certainly there is a whole new mindset, and it's a challenge to keep a preschooler engaged on a computer screen. Taking some time to wrap my head around everything, for sure, but we have been plunged into it.

I'm retiring this year after 32 years in the field. Not how I wanted to say goodbye to my students! I am going to continue working as a preschool educator, and this "Distance Learning" for (possibly) Early Intervention and It's been an interesting ride.

In my districts, students were offered access to their DM systems, but almost all families chose not to access this. In addition, parents seem quick to excuse teachers for not captioning videos despite my team and I setting up a group to do the captioning work for them (all the teachers have to do is send us the video and we do the

Remote learning has been fine for some of my students, but not very effective for others due to varying levels of hearing, independence, parental support, and quality of technology available to them. It was also more difficult for my students who have other siblings at home that require educational support, especially with parents also it's been a cruel joke

It has been interesting, but I can't wait to get back to face-to-face, in-person teaching.
I feel that we have focused more on adapting self-determination skills instead of focusing more on academics and I think that will help my students in the long run.
no
It has really reinforced how difficult accessing information delivered online and through videos/apps etc is for my students and will make me push even harder for equitable access in the form of captioning and as high
I'm still learning through the situation; Parents with multi-impaired + ELL status are struggling along with those low tech, modest income homes without hardware/WiFi - these parents/students are having the most difficult time. 2 of my students are in the process of moving - one dad was laid off; another family is not renewing their lease. One middle school student is not checking in with me, so my services are "naught" for him. One elementary boy lost his district provided hearing aids on the playground the day before spring break. No one
It's really taking a toll on my student's mental state. They already felt like an outcast, now they have no friends
Distance learning has exposed how far our general education teachers have to go in knowing how to provide accessible video content. Far too many videos are being posted that have no captions or poor captions. We are not pushing hard enough for schools to be compliant in providing accessible video content for our DHH students.
Some of us may not have young children at home to care for but we now have our elderly parents that we chose to take out of the memory care units to protect them from COVID. A 79 year old with dementia is like
I work for an ESU and have 10 different districts so it's amazing how much difference there is in what is happening regarding learning and student expectation.
Even for older students, telepractice provided virtually requires supervision from parents. Students sometimes have difficulty hearing what I say. Sometimes FM technology can help, but not always. I have found that the most effective means of teaching during this time has been following the families' lead and offering only as
LOVE LOVE LOVE how teachers are being forced to understand, not everyone can take a textbook and read it. They are having to figure out how to get info to them without relying on their reading skills (all the time.)
We're doing our best!
Always being told: now that you are not traveling, you should have lots of FREE TIME!!!!
Ah no!!! I do more work now than ever; work late at night; on weekends trying to create lesson plans that fit in
I feel that the diversity of learners, their home situations, and access (parents that sign vs don't sign) has widened with students needing to learn from home. Students that have total access because of interpreting and teachers of the deaf and hard of hearing have had to do without and therefore, can barely learn. It is unfair
This has been a difficult and stressful few weeks. I cannot imagine doing this for a long time or on a daily basis with deaf/hh students! Nothing can replace the face-to-face and physical prompting you can do with a child that
There is only so much you can do if the family don't want your help or don't the students don't a device or
Love my students and miss seeing them in person.
It's been a pretty easy transition, but our district has 1:1 devices K-12, so each student already had their own device to take home. We have also done digital learning in the past due to snow days. I feel I am ahead of the
Has been an interesting learning experience for all!

Many teachers are very reluctant to record lectures or allow automated transcripts be provided to students.

Gen ed teachers don't respond or include me on anything so I don't know if students actually have access to closed captions. It's even harder when the older students don't respond because I really have no idea if they
It has been an interesting adventure. It has opened me up to how much information and support is out there if you know where to find it. This time has taught me so much more about the use of technology than I ever

My students determined they had difficult hearing the computer unless the presenter's speakers were positioned at 100%. They were more successful with the use of their ALD. Many parents are enjoying the ALD use at home. They like not having to yell at their children to hear and to have conversations in the car. I am having virtual classes all day, every day with flexibility of parents' schedules. I have found this is more exhausting than actual direct services. It taxes emotionally and physically being seated in front of a computer all day. My students and parents appreciate the meetings. I am doing my best to provide services so I can eliminate the need for compensatory services as much as possible. At times, my agenda is just to help the parents with the student's classwork to take some stress off of them. I am an employee of a school district but since the district is growing, the RDSPD sends an itinerant teacher to come help serve a portion of the district. Those students are not getting any virtual services. They receive either emails or packets in the mail for materials with the teacher contacting the parent weekly. There is NO student contact! I delivered equipment to most of my students and the RDSPD teacher did not deliver any. I am very concerned about the gaps that are being created with those

My concern is that I do not know what the teachers in their classes will decide to use--no way to "pre-view the textbook" at this point since they are all learning as well. I hope that I will be able to meet with the faculty to make them more aware. I am proud that a local Rotary club will be providing masks that make the mouth

Can't wait to get back & see the students in REAL LIFE. Daily Screen Times are TOO much....ON OVERLOAD!!!

I don't have the feedback I need to know how they are hearing at all. I spent alot of time on email to enable the student to have optimal access. Added youtube videos. tried to make the page easy access. I still don't know I just want to go back to teaching kids face to face. This is not how Deaf kids learn best.

Not at this time.

I'm spending hours a day supporting peers who are not tech savvy and then students. We learned fast to share lessons on topics to save time. Planning originally took lots of time now it's flowing.

States should be more mindful during pandemics and not "require" that we follow IEPs when states waive EOY

We all need more modifications and patience and ideal ways to see how the students can retain the new

Most of my students either don't have Internet/technology or don't have parents who will make them watch lessons or do work when it is not for a grade.

The strength and connectivity of our team has been wonderful and empowering. Our whole team is feeling the stress and I am intrigued and concerned about the long term effects of such a sustained stress level both to our

Very challenging, called about retirement today. That kind of sums it up.

I want to make sure I am not requiring my students to spend more time in the computer. I want them to spend time being creative with their family and exploring outside. I am finally finding ways to balance being accessible when they need support or connection and providing activities and ideas for non-online learning and making

I want to make sure I am not requiring my students to spend more time in the computer. I want them to spend time being creative with their family and exploring outside. I am finally finding ways to balance being accessible when they need support or connection and providing activities and ideas for non-online learning and making wonderful to have international colleagues! I look forward to sharing more resources from The Online Itinerant! Thankyou and hang in there!

I did not expect in this day and age, with newborn hearing screening and intensive parent infant services from birth, that I would still have so many parents who neither insist on full time amplification nor sign. I thought No not at this time.

Virtual is only as effective as the family is able to handle.

Overall things are good. Communication with students and families is the strongest point. Trying to connect with the many teachers and locating online textbooks and gaining access to what the other teacher have been doing are the greatest challenge. My goal is to support them in their instructional needs with vocabulary and concepts rather than adding random facts or bits and pieces of disconnected content. The challenge has been in

N/A

I was humbled during my first zoom meeting when I realized I am a guest in people's homes and one they are only accepting out of necessity rather than desire. I am trying to be respectful of that and careful about what I notice in their households, not commenting on things unless the student points them out.

No

It's been stressful.

I've been impressed with the Deaf Community and Deaf Educators who are advocating/banding together to help this questionnaire seems not for educational audiologists

In spite of this being a crazy time, there has been some good teaching that has come from this. So I choose to see the good in it and use it to improve my teaching.

I'm so proud to be associated with such wonderful, innovative and caring professionals. Everyone has been wonderful with supporting each other and trying to provide the best possible services we can in these strange I am ready to get back to my kids!

all in all i have had a good learning curve and have found new ways that can be used once we get back

My student is hard of hearing with asl support. No use of interpreter during covid. The teacher is using captions on all assignments and communication.

He uses spoken English to communicate..

Each student is different and there is no easy answer. It has been a lot of work, more than when providing dont want covid-19 repeat

n/a

No, thank you

Not at this time

Being an itinerant, and not being part of a district, I am not able to have the contact on a technology platform. From what i have been told by students and parents, several of my districts are only sending packets of work to

There are so many levels of hearing loss, and kids have so many reactions. I continue to monitor my students behavior and their mental health. It has been hard for my social kids, other kids are enjoying the new form of

No, thank you.

It has been an interesting shift to 'tele-intervention', finding resources, supporting case managers with shared students, helping special education admin with resources for the teacher who happen to have Deaf or Hard of Hearing parents, and gathering resources so others feel comfortable in dealing with accessibility and equal access for our students who are accessing online learning. Sharing strategies with families of things that are

Flipping the classroom and other training from <http://lodgemccammon.com/Education/> is amazing.

My families rock and are such troopers. I am very lucky.

I have had more response from parents, because they are needing more support and some one to listen to their difficulties with online teaching, time schedules for work and school with one tablet and multiple users at

Our biggest frustration is losing touch with students who are not engaged online. We don't really know how they're doing and can't easily check in with them.

WE MISS THE KIDS!!!

Can't wait for real school!! Thanks for your support throughout this crazy time!

I feel grateful that I have been able to connect with a majority of my students and to continue our regular interactions. That is the saving grace of the whole situation.

This has been a very frustrating, slow learning experience for me. We were told to "join in our school's training" when they were using Google Classroom. Unless the teachers were able to invite us or we set up our own Classroom, we are not able to connect to the students. That involves multiple email addresses and class codes.

Itinerant teaching is isolating. Teaching from home is isolating for all. It's been rough-mentally, emotionally,

I miss them !

Just that this is really not ideal but it is what we have at the moment. I am definitely working longer hours and many days feel like my own kids are being neglected and my privacy bombarded by constant zoom lessons. This is however a pandemic so nothing is ideal. I'm confident we will get through this and be stronger more actually enjoying engaging with the students through ZOOM

I have shared with Karen in an email my thoughts about allowing itinerants to use remote lessons for at least some of a student's face-to-face lessons. It would save money on mileage reimbursements, make better use of the teacher's time (rather than driving/sitting at stoplights) and benefit the environment. It improves

not at this time. thank you.

I provide direct services to students in a district that has already rolled out 1:1 devices. This experience has been tough and I miss my students. However, I think I am in a very privileged position and am managing.

I feel as if this population that normally can fly under the radar already, is truly struggling to keep up with their peers and these cracks we are constantly trying to fill while in school, are becoming deep divides. Even with parent support at home, it is too much to ask parents to act as therapists as well as classroom teachers.

No

n/a
too difficult to continue
I believe this experience has shown my students that I really do care about them individually and that I, as their DHH resource teacher, will work to find ways to enhance their access to learning, that failure is not an option.
Time is not stagnant, use your time wisely.
Online classes isn't appropriate for young Deaf students.
Prior to school closure I drove typically 1500-2000 miles a month to provide services. My concern is that our agency would think telecommunication or providing services to students this way is better than having TODs drive to see students. It is not! I want them to know we are holding on but not seeing student progress and
It is definitely challenging, but my high school students, who use ASL, are glad to see me each day and have a chance to freely communicate. The students who do well in the general ed. classroom and learn via spoken English are learning to advocate for themselves in this setting and seem to be more willing to discuss access issues with their teachers, the easy access to emailing general ed teachers seems to help them to feel less self-
I look forward to improvements in screen clarity/resolution for speechreading and mic quality for accurate
I feel I would be able to gauge success better if participation had been mandatory so I really could have worked with my students academically so I would know what was working and what was not. Opportunity has not been
Not at this time.
It's been rough. We just learned in NY that we are doing this for the rest of the school year. I was starting to feel the effects of this grind last week and it is going to be challenging going forward. We need to make it through
No
Nothing right now
definitely learned how to jump out of comfort zone
It is unique. There are good days and bad days.
Not all families have internet in this area. Services are spotty at best in this rural area as well. Now that this has happened, hopefully teaching programs will add this to the curriculum.
This has been extremely frustrating. The playing field isn't level at all and I fear the progress I made with some of my students will be lost and we will have to start all over. This isn't an appropriate education for DHH
They don't wear their devices at home, virtual teaching is SOOOO much slower, get so much less done in twice
no
I need help with closed captioning tools for zoom or other virtual formats

I love my job. I love and enjoy my students and their families. I need person-to-person interaction to be most
it is a scary time for everyone and school staff seem to want to stay away from people during the crisis
It has been challenging but enjoyable.
Computer audio quality is tough!
N/A
The experience of teaching students with hearing loss during this time is really a case by case situation. It depends on the age of the child, ability, level of engagement and motivation, parental support, access to
I miss my students. I find this the hardest with the Deaf Plus community.
It's been an interesting ride. I think the remote learning process has created an even greater gap between those students who have educationally supportive help at home and those who don't. Those who didn't used to be able to come to school and receive support there. Now, those students whose families are living in crisis or don't understand the importance of involvement or who are frustrated by the technology -- they are getting
Not at this time.
Helping non-DHH teachers understand the importance of captioned videos has been challenging.
Some students are falling through the cracks even though we have all of this technology. Our hands on teaching can not be replaced with technology as much as we wish it could be.
I believe that if nothing else comes from this time, it has shown me that general education teachers finally seem to understand why DHH kids need media to be captioned in the education setting!
No
no
I think it is more work for me. Trying to get all my students' services, contacting and checking on them, and having to keep up with the General Education assignments and the Deaf Education/Hearing Therapy assignments, IEP, Eligibility, and staff meetings as well as documentation is a lot of work! I am working double
I'm sure I am preaching to the choir, but a way to help administration and GenEd teachers to realize that because the learning environment has changed, accommodations & modifications need to change with it. Just because something wasn't on the original IEP, doesn't mean you don't have to provide that during this crisis. My district is in an affluent area, where 99% of students have access to Internet & chrome books for every
It's a struggle to meet the needs of all of my caseload due to various reasons, students with difficulties with comprehension struggle with language based instructions on how to navigate their remote learning. Some of the parents are not proactive with their child in ensuring that they are doing their academic work.
It has challenged me to think outside the box when providing services for my students.
It is hard for students to understand during screen interaction due to temporary disconnect in WiFi services in
It has been eye-opening. Heartwarming that so many people have stepped up to make online learning free and accessible. So many things offered. Awareness about captioning for accessibility. It has placed a real burden on teachers to provide home offices, internet access, etc. It has taken a toll on me physically to be sitting all day. I

It's been so very difficult for me to balance working from home with caring for my own two small children. I'm a single parent so I don't have anyone to take them in to another room or outside so I can have the quiet time I need. Luckily we are now seeing my parents a little more and they've been helping. Another thing is some

Online services are very "doable" but I will be happy to get back into a classroom.

This type of learning style will not work for all students. This delivery model needs to be accessible to all

Somewhat difficult to get accurate captioning while in zoom.

I just have a lot of reservations of what instruction will look like in the Fall, concerned about wearing face masks especially and how my kids will hear/lipread. It's been a very trying time, and my biggest concern with my students has not been academics, but the social/emotional needs of my students and families. thank you

Every student is handling the situation different. Some are finding the video's difficult to access but others are not. Getting the 100 teacher adding closed captioning to the various platforms (screencastify, flipgrid, etc) we are all using has been the biggest struggle - it takes so long to upload, teachers are not comfortable, the

In some ways, I feel closer to my students and families; there is for sure more communication between all of us than ever before. We are all in this together.

I would of like the DHH needs addressed more publically and by the government. Many parents and students are not sure of their rights or what they can access. I think this has increased everyone's abilities and comfort in

IEP meetings took up most of my time. While I wasn't required to have weekly contact with my students as they are monitored or consult, I would have liked to have been in closer contact.

Also, had there been a continuity of how instruction was given, to what extent student participation was required, I would have been better prepared to address accommodations for each student. We made it work in

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The learning curve for all the technology was very steep and came very fast for me! Wow! So much to learn

Very concerned when we return to school that we all will be required to wear masks. This will block accessibility to students with hearing loss! We need clear face shields for all...masks will hide speechreading and facial expression which will make communication impossible. This is true for many children not just those with

What a great career it has been and what a weird way to go out!

One area I haven't seen addressed, is how to prepare our seniors for COVID learning post high school.

It's really challenging & sad when families aren't responding during this time and how much this will affect their

None
Districts need to keep in mind accessibility for all students. ADA auxiliary aids. Real time captions and other
na
Not at this time.
I have found it very difficult to learn new technology applications whilst at the same time trying to be in touch
I think the DAI cable is somewhat forgotten these days. If a HAT system is locked in a school building, don't forget about the old fashioned DAI cable as an option! :)
I am interested in giving parents an option of a certain amount of virtual time at future ARD meetings. We give consult time, direct service time, I can see a virtual learning time as a new option.
It has been quite a learning experience
Its difficult for Audiology to provide services when hands on is not available
Not all class teachers have differentiated learning for their students. Frustrating to have to start a new program each week which is designed for the standard age level of children, not catering to various levels of abilities. Positive to see the way students have taken to online forums and video meetings. The extra time available to provide one to one sessions has no doubt benefited some students.
I have had great success with remote learning. I would be able to do some of my work from home during a
While it has been hard, I have learned a LOT, and I know I will be a better teacher as a result!!
I am hard of hearing & accessibility to online meetings has been an issue. Captioning isn't accurate (I've used different websites) & I usually don't get notes after the meeting has occurred. There was a virtual meeting with a vendor for soundfield systems & the sound quality was so poor that the online captioning couldn't pick up his
It was a big learning curve and a lot of work at the start, but I've learned a lot and have a good rhythm. I will continue to use many of the things I've made and learned.
Nothing can substitute for in-person instruction
I have only had contact with one student during COVID-19, as the state of Iowa did not require districts to provide distance learning, and most of the districts elected to not require it. In addition, my agency directed teachers to not contact parents/students personally, but only through our district staff.
As mentioned briefly in this survey, real-life experiences by general education teachers, parents and family members occurred regarding the needs of students with hearing losses in the learning process. Students with hearing losses also have individually realized what they need in order to understand and learn new information when their teacher is not present. They are learning strategies to be implemented.
Eleven of my students are school based, the other eight are mostly consult-only in outlying districts. For the eight consultation students, I have had a few email exchanges with classroom teachers and all report that 'things are fine' with their DHH students. For my other students, I am in contact with 9 of 11 students for whom
I learned that I was not able to correctly guess which families would rise to the occasion and which families would not. I have been both pleasantly surprised, and sadly disappointed.

I want it to end
Not having access to physical props for the variety of learners ages is difficult.
Face to face parent contact has been positive
My eyes hurt from all the screen time. I am not wearing my contacts, instead, I am wearing my glasses with the
I was unable to answer several of the questions due to state restrictions on not being able to serve my DHH students due to districts providing "voluntary educational opportunities". However I have been able to consult/collaborate with districts to attempt to make the things going home accessible to all of my students-
Big concern about face masks and visual accessibility for DHH students going forward.
It isn't effective when an adult in the room with the child has to repeat what I say 30% or more of the time and I can't understand what some of my students say with my own hearing loss. I also feel it is harder to make that
I appreciate that our district considered the personal and family impact of this crisis, and we are accepting when families just cannot participate in the school activities... However, I am frustrated that some of my students/families have such limited access to technology - both devices and internet. Going forward, if school closures continue or re-occur, I would like to see my kids with accessible technology, and I would like to be able to have "classes" with the group again. I am also frustrated by the language barriers, although we are all finding ways to move through this issue. I am happy to see some families and the language and skills they are helping
I have never worked harder!! I have never worked hard to reach my students and their individual needs!! :)
It was initially a challenge with set up.
I think it is almost more imperative to be a support to them on how to complete classroom work than to focus on goal work. My students are lost in class meetings, don't understand the online work and need extra encouragement to even try. Also they MUST have their school provided technology to patch cord to computer work. Their homes have a lot of background noise and the student needs the clarity of auditory information in
This has been very difficult in my position, and I do not feel I have been successful reaching my students.
This has been hard, especially for students with signing needs. I prefer 'brick & mortar' education and hope that it will be safe to resume in September or if not as it was possibly in a 'hybrid' model where, for example, half a
I like to connect. I miss talking to my students. Some regular teachers have less accountability to our students because they don't see their faces every day to remind them of the human being they are.
Just was caught off guard with preparation because right before I spent a week in jury duty and wasn't able to have the materials I needed before school closed. Also a lot of the training for e-learning happened AFTER the
It has been a learning experience despite the frustration.
The answers to what works/doesn't is reflective of a child and their circumstances....while we "know that " in our daily practice, it is magnified in COVID circumstances and can be helpful in planning for the overall growth and development of a child. It gives an opportunity to see the child in an environment we usually don't see them in---a glimpse of "where they go" after school----important to see. As parents sit nearby the lessons and comment/join in, the partnership/needs were "right there"-----overall could help the child across the board.It has been great to be on the "level" with the kids of experiencing new things together while at the same time providing continuity that is needed. The SEL that took place was real-time and important. The kids took pride in what they could do with being responsible for their access and learning. It was interesting to hear what they

it's been a very difficult transition to distance learning/online learning. Not all students are "showing up" for live virtual meetings or using google classroom. These students rely on communication with their DHH peers and staff that they don't get at home. Some students need in-person one on one support with academics and

I miss teaching face to face. I feel that we are just getting by during distance learning. I see a lot of

Distance learning is exhausting for the students and the teachers.

It's awful!!!!

N/a

It appears most of my 8 districts have chosen the voluntary learning mode during this time as they don't know how to effectively meet the needs of their special ed students. Hopefully we can work together to figure out

This has really made me stop and think about service delivery and what is best for students with hearing loss.

There is SO much information out there right now that it is hard to navigate and is overwhelming.

I want this to be over!

I'm glad to be a part of Facebook groups for DHOH teachers to share struggles and solutions. It's been even more isolating as an itinerant teacher now that we are working remotely.

I'm very proud of my students. They did very well under the circumstances. They did not have trouble hearing with their hearing aids over zoom with no captions. I was surprised how much they were able to hear and

no

This is the hardest thing I've done in 20+ years of being a TOD/DHH but the technology is available to make things accessible for our students. The younger teachers on my team have been so helpful because they are

Engagement is the biggest hurdle. I've learned lots of new skills but it is up to the student on the other end to

COVID-19 presented many challenges to educators, students, and parents. Our decades-old educational model needed to be drastically changed to meet the seriousness of our current situation. Incorporating and delivering direct DHH services to students has been quite a challenge, especially since our services are not deemed

I'm very frustrated as I feel unprepared for this mode of teaching.

not at this time

WE NEED TO GO BACK TO SCHOOL !!!

Wasted 3 months. Parents and students are not engaging or communicating.

I miss the face to face contact with my students!!

COVID-19 has without a doubt impacted the education of all students. However, students who are deaf or hard of hearing experience even more hurdles to overcome so they can access instruction and make progress in their

working with students usually 1-1 anyway this wasn't a terrible experience for me...harder to connect with some students because of internet or tolerance of devices were tricky to deal with. Overall many parents stepped up-

I'm tired but rejuvenated. I work more boots than ever before but I'm excited to go to work each day! This change has been hard but I feel so much more ready to tackle what comes my way. I'm so thankful that our

Overall I think my experience has been mostly positive and I am truly looking forward to seeing what school looks like in the fall and to share what I have learned and learn from colleagues as we push forward.

The silver lining in this is having so many people pull together to provide services for our students.

Lack of parent involvement has proved extremely difficult.
I think this type of learning has been a real challenge for my prek and elementary students. Keeping them engaged and motivated was at times hard. How well some of them were able to hear over their Chromebooks was also questionable. Students that were most successful these past 2 months were the ones that had lots of parent support. For me the experience challenged me in new ways and showed me that I could teach online if needed. I don't think I could have done it without the support from my district. They provided all teaching staff
Same thing I have always said being an ESE teacher, I wish gen ed teachers would buy into the principals of UDL in order to provide ESE students with better access to their accommodations. When going over accommodations in the IEP meetings, I like to explain that if teachers aren't consistently providing accommodations to their lessons (i.e. captioning) then we (D/HH teachers) are teaching the students to be their own advocates and teaching them how to use the tools on their own. This means that students might be using their own captioning service and therefore can download the transcript of the information presented. I'm going into my 8th year of teaching ESE, and I never knew this. I think this is very important for the students to know in order to access information more independently. On the other hand, I think it is important for teachers to know
I miss the face to face. All parents have been amazing.
Teaching was very difficult, some parents had technology set up some didn't. The packets were well received by some parents/students and some students didn't do any work sent home from classroom teachers or any
I hope it ends soon!