



CASSW Virtual Consultation Group
Topic: School Closure
Dates: March 17 & 18, 2020
Facilitator: Cristina & Regional Support

- Virtual Consultation Group Expectations:***
- Assume good intentions for our students and the profession.
 - If not talking, keep the microphone muted.
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 - Monitor air time.
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 - Unmute when you want to contribute to the conversation.

Purpose of Group: CASSW wants to support School Social Workers throughout the state through this difficult time. We are not the experts as we are learning alongside our members and followers. This space is intended to provide support, ideas and collaboration to participants around the topic of school closure and student and family supports.

Time	Topic	Notes
5 minutes	<ul style="list-style-type: none"> ● Welcome ● Purpose ● Expectations 	●
20 minutes	What are districts doing to support students during school closure?	Wellness centers high schools grades 9-12. <ul style="list-style-type: none"> ● Providing current students on caseload with Google Hangout. Planned for closures to prep them beforehand and asked 1) Do you have confidential space and 2) Do you want to continue services? Some utilize minor consent and had to discuss this with their therapists. Therapists use Google Calendars to schedule the sessions. One therapist reported 3 out of 4 scheduled for the day showed up for their sessions. ● Interns also wanted to continue and are engaging this way. ● Google Hangout is HIPPA compliant and we assume that it's FERPA compliant as well.

		<ul style="list-style-type: none"> ● Tried both Google Hangout and Zoom for group. No one showed up for the group they tried today, but both can be utilized. Zoom is better for 5 or more people. ● Sandy Vaughn sent out a folder with Telehealth to the listserve and guidance given around Telehealth consent is that with students in first session go over Telehealth consent form. From there, you can get a verbal approval and email that to the students but don't expect a signature. ● K-8 schools and struggling with how to start supporting students through telehealth with elementary and middle school students. ● At this point, everything is optional and told to just check in with families via email. If district cell phones are available, that's an appropriate way to reach out. The question is how do we deliver services to younger students? What do these services look like via camera? ● Flexibility is key and work with the family is critical. ● How do we navigate confidentiality when our own families and children may be present or listening in our homes? ● Google folders by category on Google Classroom so that resources are accessible to any student in the schools so that kids can do activities with their kids at home. <ul style="list-style-type: none"> ○ Note that names are present on Google Classroom, so offering it to everyone is imperative so we don't break confidentiality between clients. <p>Question: How are we going to support students with special education?</p> <ul style="list-style-type: none"> ● Prior Written Notices go out and then trouble shoot with SPED supports around how to get their minutes and support needs met. ● Districts are limited legally because accommodations of students with IEPs need to be met in order to require work from all students.
15 minutes	<p>Are SSWers using telehealth?</p> <ul style="list-style-type: none"> ● Modes of communication 	<p>HIPPA vs FERPA</p> <ul style="list-style-type: none"> ● Guidelines are being lifted and loosened to support our clients and families <ul style="list-style-type: none"> ○ Google Hangout ○ Zoom

		<ul style="list-style-type: none"> ○ Phone Communication and use *67 to protect your personal numbers ○ Google Voice is still personally tied to your phone, so this needs to be considered. Important to consider good boundaries and making sure you're using your out-of-office messages. Clients can also talk to you post termination with this service, so linking a Google Voice number to your work email and only going through your computer could be an alternative to putting it on your phone. ○ Link to CASSW Emergency Shut Down Folder: https://drive.google.com/open?id=12zFajLVpNdc2wGiMgzsMPYiQLEdGOpsX ● Each student has to log-in and engage with teachers every day. If after 3 days a student has not checked in, the teacher fills out a google doc. An admin triages it and then a classified staff will call and check in with those families. ● District by district and important to follow your district's guidelines Mt. Diablo Unified ● Interns are helping contact homeless families to see how they are coping and doing. They have scripts and check-in questions scripted for these check-ins as well as lists of resources.
15 minutes	How are SSWers supporting students with IEP's?	<p>Question: How are we going to support students with special education?</p> <ul style="list-style-type: none"> ● Prior Written Notices go out and then trouble shoot with SPED supports around how to get their minutes and support needs met. ● Districts are limited legally because accommodations of students with IEPs need to be met in order to require work from all students. ● Services may change for students with IEPs based on what's legal or doable to provide. ● Virtual IEPS will take creativity for those processes. There is a lot of conversation for what that may loop like. ● Therapy with elementary students will take extra creativity and flexibility.

15 minutes	How are SSWers supporting students experiencing suicidal ideation?	<ul style="list-style-type: none"> ● Roseville - have a family mobile crisis team through Roseville PD. They come on-site to do the 5150 assessments as well as additional supports and resources. ● When students are suicidal on the line, SSW will still call Mobile Crisis team as well as loop in their caregiver. <p>Placer County</p> <ul style="list-style-type: none"> ● Kids First is only doing Telehealth and other large resource closing on Friday. Challenge is finding outside supports for students. <p>Concern that we are becoming the outside support for our students as opposed to the community resources that are closing.</p> <p>Online platform - Care Solace - LA Unified and use in Roseville - MH concierges service to link to outside therapists https://home.caresolace.com/</p> <p>Crisis Text Hotline: https://www.crisistextline.org/- offers support with anxiety from Coronavirus on their website</p>
10 minutes	Final questions	<p>David Kopperud - CA Dept of Education</p> <ul style="list-style-type: none"> ● Contact info for students may not be accurate so getting ahold of them may be difficult at this time. ● What systems are we building to update phone numbers and contact information? <p>Aspire Public Schools</p> <ul style="list-style-type: none"> ● Class Dojo and Parent Square can be alternative forms of communication if phone numbers change. ● Links: <ul style="list-style-type: none"> ○ https://www.classdojo.com/ ○ https://www.parentsquare.com/

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Dates and times to follow



CASSW Virtual Consultation Group
Topic: School Closure
Dates: March 17, 2020-North & South Bay, San Francisco & San Jose
Facilitator: Cristina & Regional Support

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5 minutes	<ul style="list-style-type: none"> ● Welcome ● Purpose ● Expectations 	<ul style="list-style-type: none"> ● Agenda built from google form suggestions/top agenda items mentioned.
20 minutes	What are districts doing to support students during school closure?	<ul style="list-style-type: none"> ● Utilizing interns to do outreach to each individual family to let them know they're not alone ● Verbal consents received to do telehealth ● Were able to prep students ● Doxy.me for telehealth ● Waiting for more directions from the district office ● Gathering resources by category ● Putting together resources on crisis including the text line ● Prepped with students last week and was given encouragement to speak with students before the closure ● SWers and interns are calendaring out their sessions at Roseville

		<p>9-12th grade</p> <ul style="list-style-type: none"> ○ Example: One counselor saw 3 of 4 students who were scheduled ● Some SWers were not given the heads up and were not able to touch base with students ahead of time. What are the concerns around telehealth? What are the equitable means to provide supports? Is it an equity issue if some students can't do virtual wellness/don't have access.
15 minutes	<p>Are SSWers using telehealth?</p> <ul style="list-style-type: none"> ● Modes of communication 	<ul style="list-style-type: none"> ● Doxy and Google Hangout <ul style="list-style-type: none"> ○ Relaxation of HIPAA requirements ● Choice of phone or video and most students are opting in for phone ● Dense legally with privacy - minor consent, who's in the room, who's in the clinician's help, suicidality of students and aren't in person with us, interns having concerns and discomfort being away from supervisors encountering such intense issues ● Intern conversation - probably a time to transition clients to another caregiver. <ul style="list-style-type: none"> ○ Telehealth used in the transitional process as opposed to forming new relationships with clients. ○ Berkeley will give you the tools to do it, but they are not pushing it. It needs to be carefully considered. ● Each clinician needs to be able to determine what amount of risk they are comfortable with in this process. ● Check-in check-out as opposed to therapy. ● Clear and bold about boundaries ● Is verbal consent enough? ● If interns already have consent, can telehealth be used? <ul style="list-style-type: none"> ○ If CSWE and Universities approve it, then it's a go <p>Berkeley Information and Broader Intern Info</p> <ul style="list-style-type: none"> ● Broadly speaking, interns requirements for hours will be relaxed a bit, but people who they've contacted is that interns will no longer need 100 hours at 2 site levels. 450 all together is still needed, but the two

		<p>level hours will be waived just this year.</p> <ul style="list-style-type: none"> ● Fine to do administrative tasks and work with them/be flexible
15 minutes	How are SSWers supporting students with IEP's?	<ul style="list-style-type: none"> ● Berkeley interns are still doing off-site activities through telehealth, macro level activities, etc - needs to be useful to the organizations not busy work ● Macro Level Projects - topics that need to be presented on for staff ● District trying to figure out the telehealth ● Concern around other people in the room - making family work a feature of the work ● Conference calls around self-harm may turn out to be an advantage since caregivers may be around ● If involving families, check your insurance for coverage, as some districts only cover students not their caregivers. May need to frame the work as social skills/psycho ed/check-ins as opposed to therapy considering confidentiality. ● Student minutes are met by school psychologists to mitigate risk ● Resource from Autism Speaks: https://www.autismspeaks.org/news/covid-19-information-and-resources ● SSW who serve minutes will continue to serve them ● Prior Written Notices go out first to explain changes in the services - example: transitioning from group to individual if needed based on capacity
15 minutes	How are SSWers supporting students experiencing suicidal ideation?	<ul style="list-style-type: none"> ● After hours resource protocol to reach out to 211 or 911 after hours ● Triage students who we know need check-ins ● How do you determine the MH status of a student via video <p>Resources:</p> <p>Texting crisis hotline that is also offering support around Coronavirus anxiety: https://www.crisistextline.org/</p> <p>211 text in Santa Clara County: Here's the 211 text information.</p>

		<p>Text your zip code to 898-211</p> <p>https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/qa-covid-19-03-12-2020.pdf</p>
10 minutes	Final questions	<p>Can use Doxy with client phones - it's a free service.</p> <p>Would like more clarification on the exact HIPAA regulations that are "relaxed"</p> <p>How do we protect ourselves from liability? - use *67, not use your personal number, avoid video if it makes you uncomfortable and do phone instead</p> <p>HIPAA information from HHS.gov: https://www.hhs.gov/hipaa/for-professionals/special-topics/emergency-preparedness/notification-enforcement-discretion-telehealth/index.html</p> <p>Telehealth folder: https://drive.google.com/drive/folders/1KYUzQTuaPfJbnMsq7-ZyhqCmQVKfx3KV?usp=sharing</p>
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CASSW Virtual Consultation Group
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Dates: March 18, 2020-LA, Central Valley & Other
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20 minutes	What are districts doing to support students during school closure?	<ul style="list-style-type: none"> ● Kinds Canyon-SSW at the site, even though school is closed. Schools providing daily meals. Teachers checking in on students. Had one full school day to prepare. K-5 & 9-12 contacting elementary parents and HS students directly. ● Fresno Unified- parent & student hotline for all needs. Calls are triaged and S/E issues are given to SSW supersi
15 minutes	Are SSWers using telehealth? <ul style="list-style-type: none"> ● Modes of communication 	<ul style="list-style-type: none"> ● Google Voice ● Google Hangout
15 minutes	How are SSWers supporting	● No clear direction at the moment

	students with IEP's?	<ul style="list-style-type: none"> ● Calling and checking in
15 minutes	How are SSWers supporting students experiencing suicidal ideation?	<ul style="list-style-type: none"> ● Using community resources and crisis lines
10 minutes	Final questions	<ul style="list-style-type: none"> ○
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CASSW Virtual Consultation Group-San Diego
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Dates: March 18, 2020
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5 minutes	<ul style="list-style-type: none"> ● Welcome ● Purpose ● Expectations 	
20 minutes	What are districts doing to support students during school closure?	<ul style="list-style-type: none"> ● M, trying to figure out what are we supposed to do and what we can do. Starting tomorrow-Student Guidance Team-SSW, Counselors, Psychs etc are going to continue with their bi-weely meetings and identifying students with high needs. ● County office collaborating with other group and having resources ready ● Lemon Grove-SSW met with other SSW to talk about to what is happening-collaborate. SSW sending letters to families, telehealth questions. Class Dojo as a platform to connect with families and students. ● San Marcos Unified. District is still figuring out how to do

		<p>distance learning. Plan is not in place yet, just general academic information for students by level on the district website. Have provided chromebooks and daily lunch to students. SSW's have gathered resources to place on the district website, focusing on 211, since most agencies are now closed to in-person services</p>
<p>15 minutes</p>	<p>Are SSWers using telehealth?</p> <ul style="list-style-type: none"> ● Modes of communication 	<ul style="list-style-type: none"> ● Telehealth consent - verbal consent does work and is allowed due to new relaxed guidelines <ul style="list-style-type: none"> ○ Sign, scan back ○ Under age of 12, need parent consent to continue but need to check with Sandy V and Robert A on that <p>Considerations: family access to technology, internet, confidentiality (who is in room, private space, earbuds), developmental age of student, training of ssw's on new way to connect with students through technology, especially younger students, your wifi and bandwidth</p> <ul style="list-style-type: none"> ● Zoom - app on phone ● Google voice ● Doxy ● Google hangout ● TheraNest <p>L - pleasantly surprised that folks are willing to share and are used to this way of communicating. Uses zoom in private practice, former ssw</p> <p>Question regarding social media: Tik Tok, Instagram</p> <ul style="list-style-type: none"> ● Some teams are putting mostly information on psychoed topics <p>Considerations: allowing comments and what if comments were urgent</p> <p>Cristina: Check in/out type of interactions (<i>please fill in more of what I missed</i>)</p> <p>Check and Connect - more of a mentoring piece not therapeutic</p>

		(Mt.Diablo)
15 minutes	How are SSWers supporting students with IEP's?	<p>Most districts: Not allowed to hold virtual 504 or IEP meetings, services are unable to be provided. Considered like a spring break or summer, so timelines stop.</p> <p>Difficult to implement accommodations and modifications when students are at home.</p> <p>Daniel McCarthy sent out guidelines to the listserv on students with IEP's</p> <p>Guidelines slowly coming out for social emotional/wellness after distance learning and nutrition are being addressed first</p> <p>ERMHS therapists are only providing check ins for high risk students</p>
15 minutes	How are SSWers supporting students experiencing suicidal ideation?	<p>Directive to contact SRO or 911/PERT to give support to student. SSW not doing risk assessment.</p> <p>Make sure check in with your SRO because most likely have been put back on other assignments. Keep them in loop.</p> <p>During telehealth, question around screening questions (that were asked in person and now through technology) and then determining the level of need given to students. Complicated answer, not easy: Everyone needs to check in with their district on what their new protocol might be, if telehealth will be occurring in the district.</p> <p>Suggestion to share information out in general...could be helpful to parents/students. Lots of resources like mindful schools, calm.com are free right now.</p> <p>Resiliency guide available from Why Try program. Good to give our parents support as well. They are balancing work and educating their kids, on top of dealing with their own emotions to this pandemic.</p>

		Headspace app - need your NPI #
10 minutes	Final questions	○
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