

**FLORIDA COORDINATING COUNCIL
FOR THE DEAF AND HARD OF HEARING
Quarterly Meeting
Ocala, Florida**

Thursday, May 10, 2018
9:00 a.m.

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>> MEGAN CALLAHAN: Good morning, this is Megan. Is anyone on the phone line?

[No response].

>> SHAYLA KELLY: Good morning, this is Shayla Kelly.

>> SHAY CHAPMAN: Good morning, this is Shay Chapman.

>> DEBRA KNOX: Sorry, this is Debra, I just got a text from Lynn Miskiel, she's trying to get on with the call and she's on hold with the number on the agenda. I can log into the chat and send it to her.

>> MEGAN CALLAHAN: The call-in number is the same. The participant's code changed and Cindy typed that into the chat.

>> CINDY SIMON: But she might not be in the chat.

>> MEGAN CALLAHAN: She's texting it to her.

>> CINDY SIMON: Okay. I wondered if you wanted me to text it back.

>> DEBBE HAGNER: May I go ahead? Is that a yes, Megan?
Good morning, everyone. Welcome to the Florida Coordinating Council for the Deaf and Hard of Hearing. Today is May 10, and it's now 9:04 in the morning. And I'd like to start with a roll call, please.

We'll start on this side and then we'll take all the people who are on the phone, and then we'll also take all the people who are on the chat.

Okay. So wait until we finish with the people who are here present. Thank you.

>> MEGAN CALLAHAN: Good morning, Megan Callahan, Florida Department of Health.

>> CINDY SIMON: Good morning, everyone, this is -- is this on now? Okay. Good morning, everyone, this is Cindy Simon, I represent audiologists and I want to say thank you for the pens, Lisa, I love the stylist!

>> GINA HALLIBURTON: Good morning, this is Gina Halliburton and I'm representing the Florida Registry of Interpreters for the Deaf.

>> CHRIS LITTLEWOOD: Good morning, this is Chris Littlewood, I represent the Association of Late-Deafened Adults, I work for St. Petersburg College and live in Seminole, Florida.

>> DONNA DRAKE: Hi, I'm Donna Drake, I'm from St. Augustine, and I am here representing the Florida Association of the Deaf.

>> DEBBE HAGNER: Good morning, this is Debbe Hagner, I'm from Port Richey, Florida, representing HLAA.

>> KAREN GOLDBERG: Good morning, this is Karen Goldberg, I work at USF and I represent HLAA.

>> JULIE CHURCH: I'm Julie Church and I'm from Dunedin, Florida, and I represent the Deaf Services Center from Florida.

>> DEBRA KNOX: Hi, I'm Debra Knox, I'm from Orlando, Florida, and I represent A.G. Bell.

>> JOHN JACKSON: Good morning, my name is John Jackson, I represent the Department of Children and Families and I'm from Tallahassee.

>> DEBBE HAGNER: Okay, great. Thank you very much, everyone. Could the people on the phone please say your name?

>> SHAYLA KELLY: Good morning, this is Shayla Kelly representing the Florida Department of Health in Tallahassee, Florida.

>> SHAY CHAPMAN: Good morning, Shay Chapman here for the family health services at the Florida Department of Health.

>> DEBBE HAGNER: Okay, great. Thank you very much, everyone on the phone. Could we please have anyone on the chat? I see Darlene is on the chat. I don't see anyone else.

No?

Okay. I'd like to do a little bit of --

>> CINDY SIMON: Cecil.

>> MEGAN CALLAHAN: Cecil just typed in the chat, Cecil Bradley in Tallahassee representing the Florida Department of Education.

>> DEBBE HAGNER: Okay. Thank you, Cecil.
I would like to have a few housekeeping. We have the bathroom is outside over in that corner, and then we have emergency, we go out there, or we go out that way.

I want to thank the interpreters, we have Diane, Tam, and Rebekah, and Adam here. And then we have Lashay Lewis from AV, thank you very much. And I want to thank Megan and the staff for getting this hotel and rooms and place, et cetera. Okay. And the CART, Lisa, thank you very much for being here.

And we have -- do we mention the people who are absent? No? It's not necessary? Okay. Okay, great.
Okay. I will come -- do we need the approval for the minutes for February 8-9.

[Pause].

>> KAREN GOLDBERG: This is Karen, I make a motion to approve the minutes.

>> DEBBE HAGNER: Could we have anyone please accept the minutes?

>> CINDY SIMON: No, I'm seconding Karen, I'm seconding Karen.

>> DEBBE HAGNER: Okay. Do we need to now approve the agenda? Yes, Cindy?

>> CINDY SIMON: I move we approve the agenda.

>> DEBBE HAGNER: Okay. And a second, John seconds. Okay, great, thank you. Okay. Then I guess we turn it over to Shay.
Shay, you may speak.

>> SHAY CHAPMAN: Good morning, this is Shay Chapman, Megan is going to do the update from the Florida Department of Health, I'm sorry I'm not there in person, I'm still recovering from a bout of pneumonia, but I will be monitoring the meeting through CART and on the phone. Thank you, everyone. I look forward to the next meeting.

>> DEBBE HAGNER: Okay, get well, Shay.

>> JOHN JACKSON: This is John, I think Darlene just spoke, either asking to either speak or signing in or something. I just heard her say hi, this is Darlene, but then it left, so....

>> DEBBE HAGNER: Okay. Go ahead, Darlene.

[Pause].

>> DEBBE HAGNER: Darlene, did you want to talk, say something?

>> DARLENE LAIBL-CROWE: [Indiscernible]. Yes, this is Darlene and I'm the Council to represent those who are deaf-blind and also representing the Florida Deaf-Blind Association.

>> DEBBE HAGNER: Okay. Great, thank you, Darlene. Yes, John?

>> JOHN JACKSON: I suggest to Darlene that she speaks up, because it's going to be difficult to hear.

>> DEBBE HAGNER: Okay. Darlene, could you please speak louder so we can hear you better? Do you want to try it one more time?

>> DARLENE LAIBL-CROWE: It's like you're talking in a well. It's an echoey, so I will be on the chat box; that will help.

>> DEBBE HAGNER: Okay, great, Darlene. We'll be on -- I'll look for you on chat. Okay, great. Okay. Go ahead, Shay, you may continue.

[No response].

>> DEBBE HAGNER: Yes?

>> MEGAN CALLAHAN: This is Megan, I believe Shay said that the only update that we'll have from the Department of Health is my update right now.

>> DEBBE HAGNER: Okay. So I guess Megan will have the floor.

>> MEGAN CALLAHAN: Good morning, everyone, this is Megan. I just wanted to say to everyone at the meeting in person that you will find in the front of your binders a list of restaurants near the hotel.

Also, in the back, you will find a ballot, because it is time to vote, we'll do that, we'll take care of that tomorrow, I just wanted to turn everyone's attention to that, we'll be voting for a new Chair and Vice Chair this meeting.

And also there is a contact log in tab nine. And your action items, progress lists that I will be going over is in tab eight.

So, the first action item was to be completed by myself. It was to create a public comment form for Family Café. That has been completed.

The next one was also to be completed by me to complete the Family Café registration form. That's in progress right now.

The next was to create templates for the different committees, so if they have letters to send out or anything like that, that was for the committee chairs. That is still to be completed.

Also, to be done by all council members was to think of future PSA recommendations

and send them to me. That is to be completed.

The next action item was to look into printing 150 more reports to be completed by myself. That's currently in progress.

The next action item was to e-mail pictures of the exhibit table materials to be completed by myself. That has been completed.

The next was to create a flyer with the upcoming council meetings for Family Café, to be completed by me. And that has been completed.

The next action item was to send me any suggestions or revisions for the website to be done by all council members. I put that as a running action item. Just whenever you review the website, notice anything that needs to be revised or if you have any suggestions, like Darlene sent out her suggestions, you can send those to me.

The next one was to create a Contact the Council form for the website to be done by myself and David Blodgett. That is in progress.

The next action item was to provide the Council with a Google Analytics report at the end of each month to be done by me. That's also in progress.

David is -- there's a, I guess, a new system and so David is needing to log in and test it out, and once he does that, he'll let me know how to get in and do the Google Analytics to send to you all.

The next one was to change a part of the website that said Florida replay to Florida relay. That was completed by myself.

Another action item for the website was to update the featured video hyperlink on the website. That was completed by myself.

The next action item was to create a OneDrive for the 2019 biennial report to be completed by me. And that was completed.

The next action item was to be completed by Chris to contact colleagues that work for FEMA regarding information about NG911. That is to be completed.

The next action item was to send updated Text to 911 spreadsheets monthly. That is a running action item, to be completed by myself.

The next action item was to send the legislators visited a follow-up and a thank you to be completed by Glenna Ashton and that was completed.

The next action item was to provide Cecil with an updated budget. That was completed by myself.

And the next one was to send me all documents being uploaded in the EMO OneDrive for Darlene's review to be completed by all of the EMO committee members, and that is to be completed as needed.

The next action item was to send me some hotel suggestions for the August meeting in Palm Beach County to be done by Glenna Ashton, and that was completed.

And the last action item was to check to see if the Council can take a public position on bills to be completed by the DoH staff and that has actually been completed. I know it says in progress, but it was completed after the action items were printed.

>> DEBBE HAGNER: Okay, great. Thank you, Megan. I just want to read a couple things that Darlene said. Darlene said I can't understand a word at all. Bear with me. I might not be able to comprehend what's being said. Then she wrote CART isn't allowing me to change the size of the font as I can see it.

With my software, I can only see one section at a time, if I can make it large enough, I can see the whole screen.

So do we have any suggestions for Darlene to help?

[No response].

>> DEBBE HAGNER: Darlene, if you look on the top, there is a font size. Would that help? And there's a font family, you can change the different types of fonts. Darlene, can you try that?

[Pause].

>> DEBBE HAGNER: She adds it won't change. Right now I have it on 96. Okay. Well, apparently we can do it on our end. Lisa suggested you refresh the screen maybe?

[Pause].

>> DEBBE HAGNER: It mad (sic) the space between the lines larger. It makes the space between the lines larger.

[Pause].

>> DEBBE HAGNER: Go ahead.

>> KAREN GOLDBERG: This is Karen. Darlene, are you saying that it makes the space larger but not the actual letters?

>> DEBBE HAGNER: She said yes. I can hear you, but I can't understand what you're saying due to the echo, Darlene said yes. Any other suggestions, AV or Megan -- or Lisa?

>> LASHAY: See what her resolution is. Go into display.

>> DEBBE HAGNER: I'm sorry, what did you say? Maybe you can change the resolution on your display?

[Pause].

>> DEBBE HAGNER: Darlene, are you using JAWS software?

"I'm saying that the line space between the lines are larger, but the text is staying the same, thin.

No, I am not, I am using ZoomText."

Okay. Any other suggestions for Darlene?

[No response].

>> DEBBE HAGNER: Chris, go ahead, Chris.

>> CHRIS LITTLEWOOD: This is Chris. Unfortunately I don't have any suggestions, but I'm having a problem connecting to the StreamText myself, I'm trying to work through and see if it's anything on my own laptop.

>> JULIE CHURCH: You might want to try a different browser. I wasn't able to get in on Internet Explorer but I got in on Chrome.

>> DEBRA KNOX: I'm on Firefox.

>> KAREN GOLDBERG: This is Karen, I agree, Chrome is the one I am using and I am able to change the font.

>> DEBBE HAGNER: I use Firefox.

Okay. Should we wait to help continue with Darlene or move on?

"I'm going to restart the computer and sign back in. Talk to you later."

Mary has entered in the room. Thank you, Mary. Do you want to state your name, who you represent?

[Pause].

>> DEBBE HAGNER: Okay. Yes, Cindy?

>> CINDY SIMON: While we wait for Mary and Darlene, my one comment is Megan said certain things are ongoing, so do we need to have her recite all of it in the to-do items in the action items? Or can we just keep that on the side as ongoing items without -- since they're always in progress without having to reiterate it at every meeting?

>> DEBBE HAGNER: Okay. Chris?

>> CHRIS LITTLEWOOD: This is Chris. I prefer that they be stated so that everybody's aware of them. If we just leave them as a list in our book, we might not all look at them or review them and be reminded that we need to attend to them.

>> DEBBE HAGNER: Any other comments about the things to do list or action items?

[No response].

>> DEBBE HAGNER: Yeah? No? Okay.
I guess the next thing is the -- actually we're called for a break, but we're early for a break.

[Laughter].

>> DEBBE HAGNER: So I guess we move on to talk about the Florida coordinating spoken language options presentation. Yes?

>> MEGAN CALLAHAN: This is Megan. Since it's not time for their discussion yet, we could talk about the Family Café and its events?

>> DEBBE HAGNER: Okay, okay, okay. So the following people that I know that are going to the Family Café is Karen and who else? Debra is going to the Family Café.

>> MEGAN CALLAHAN: And Glenna.

>> DEBBE HAGNER: Glenna, yes, okay. Those are the three people that are going to the Family Café and it's going to be taking place in June 11? Am I correct? June 11? 12? Yes?

>> KAREN GOLDBERG: This is Karen. Family Café is June 15-17, so that's Friday through Sunday. So I'm going to be arriving on Thursday evening, the 14th.

>> DEBBE HAGNER: Okay, great. Okay. And Megan has sent out a list of all the materials that she's going to be providing for the Family Café.

>> MEGAN CALLAHAN: This is Megan, yeah, I do have the materials, so if we can discuss what materials you all would want to take and I can ship them to, I guess Debra, since she's the one that lives closest, it might be easiest for her to transport it.

>> DEBBE HAGNER: Okay. So can you provide us with your address so that.... or.... or Megan will get that privately?

>> MEGAN CALLAHAN: This is Megan, you can just e-mail it to me and I'll....

>> DEBBE HAGNER: Okay, great.
Okay. Yes, Cindy?

>> CINDY SIMON: I know it came out in an e-mail, you know, everyone reviewed this, that's what I assume you're talking about.

>> MEGAN CALLAHAN: The materials?

>> CINDY SIMON: The materials. So I couldn't enlarge them and I had a very difficult time seeing what they looked like. It was just blur.

>> DEBBE HAGNER: Okay.

>> CINDY SIMON: Do we have any better pictures to look at that you could pull up or

something?

>> MEGAN CALLAHAN: This is Megan. I have the pictures on my phone, so we could blow it up that way.

Unfortunately with the way that the pictures were sent to an e-mail from my phone, you can't really enlarge them once you send them.

>> CINDY SIMON: Right.

>> MEGAN CALLAHAN: So if anyone needs to see them again, I can always pull them up on my phone and we can blow them up.

>> DEBBE HAGNER: Okay. Is there a way we can present it on the projector temporarily?

>> MEGAN CALLAHAN: I don't believe we could pull up the pictures from my phone on the projector, I think the only way to do that is pull up the e-mail, and I'm not really sure if that would do really anything, because you still can't blow them up.

Maybe if we connect my computer to the projector screen and then just increase the magnifying size of the page, we might be able to do it that way. We can try it that way.

>> DEBBE HAGNER: Does everybody want to see them or just Cindy?

>> DONNA DRAKE: I can see them pretty clearly on mine.

>> DEBBE HAGNER: Anybody? Chris?

>> CHRIS LITTLEWOOD: We're talking about the display items for the Café, correct?

>> DEBBE HAGNER: Cindy, are you talking about the display?

>> CINDY SIMON: Yes.

>> DEBBE HAGNER: Yeah.

>> CHRIS LITTLEWOOD: I'm only going from my memory, but the three-fold tabletop stand pictures, the pictures are extremely pixeling and I don't think we should use that, because it's very unprofessional. It looks awful.

>> DEBBE HAGNER: Yeah, Megan?

>> MEGAN CALLAHAN: This is Megan, I also wanted to mention on that three-fold, it has the Department of Health's old logo, so I'm not really sure if we would be able to use it.

That would be something that we would have to ask the Department if we decided to use it since it's the only kind of material we have of that.

>> DEBBE HAGNER: Okay. Debra?

>> DEBRA KNOX: I would like to ask is there a possibility that -- I think when we discussed this at the last meeting, we were talking about, like, everybody, when you go to these exhibit halls and things like this, there's these pop-up banners that stand up. They're really not very expensive, maybe about \$150 tops.

And it's much more current and we can have the revised logo and, you know, it just looks a lot nicer than pixilated pictures on a trifold, old school display.

>> DEBBE HAGNER: Okay. Shay just said that no, we cannot use the old logo. The display must have the council logo, and not the Department of Health. We can order those pop-up banners with the Council's logo.

Okay. So, do we need to make a motion to have the new pop-up banner? No?
Okay. Just checking.

Okay. One of the things that I know that Chris and I were at the last Family Café and one of the biggest things was that we had a big bowl of candy that's a highlight when people go by and then we get a chance to talk to them, to catch up and talk, because otherwise if you don't have a bowl of candy, they just walk by.

So make sure someone donates some candy and something, some kind of freebie, if there's any freebies, you know, stand there by the table and give them and ask them -- yes, Karen?

>> KAREN GOLDBERG: This is Karen. I have a question. Is there a budget that we're working with to prepare us for Family Café so that I can get some freebies?

>> DEBBE HAGNER: Debra?

>> DEBRA KNOX: In the pictures, I saw, like, post it pads or note pads and pens. Do we know if the pens work?

>> MEGAN CALLAHAN: This is Megan. They should [chuckles]. I can always test those out, though, when I get back. And if for some reason they don't, we can add that to the list to hopefully order some more pens.

>> DEBBE HAGNER: All right. Cindy?

>> DONNA DRAKE: You have to leave a little scratch piece of paper that people can get the pen working on first.

[Laughter].

>> DEBBE HAGNER: Okay. Cindy?

>> CINDY SIMON: Yeah, we've had those going back to 2008 when I came on the Council, we've had those pens and always ordered them and the little note pads.

I would suggest if we do do, if we have to order any new pens, it would be nice if they

had these little stylists on them, because so many people are using technology now.

>> DEBBE HAGNER: Okay. Karen?

>> KAREN GOLDBERG: This is Karen. Shay Chapman on the Chapman --

[Laughter].

>> KAREN GOLDBERG: Chapman on the chat, man.

[Laughter].

>> KAREN GOLDBERG: Reports that Cecil can discuss the budget but there is some room for -- related to ordering items for the Café.
And Darlene has entered the room. Welcome back, Darlene.

>> CINDY SIMON: Is she able to hear us yet?

>> DEBBE HAGNER: Okay. Megan, did you want to say something? Anybody?
Yeah, Megan?

>> MEGAN CALLAHAN: This is Megan, I was just going to read what was in the chat, but Karen did.

>> DARLENE LAIBL-CROWE: I cannot understand what everybody is saying because of this echo in the phone. But it did not change when I restarted my computer.

I have not had any problems doing that with CART before, in making the font larger so that I can have it come up on the screen as a whole.

So, I'm not sure what's happening. But it is increasing the lines between the text instead of increasing the text.

So, I am going to try to troubleshoot here. So if you don't hear from me, that's what I'm doing. Thank you.

>> DEBBE HAGNER: Did you -- Darlene, did you try the font family? There's different kinds.

>> DARLENE LAIBL-CROWE: I cannot understand what you're saying.
The room must have a high ceiling or there's not much furniture in it or there's not carpeting. That can keep the sound from bouncing off the walls.
So, I've experienced this type of thing before, when there's high ceilings, so I'm not sure what to do about that.

But what I'm going to do is try to call in using my iPhone and see if that makes it better. Because I'm using my house phone.

But as far as the computer, I cannot read it. So I will keep trying to troubleshoot that. But I will try to call back in just a few minutes.

>> DEBBE HAGNER: Darlene, are you using Google Chrome? What browser are you using?

[Telephone beep].

>> DEBBE HAGNER: I'll type it in.

[Pause].

>> DONNA DRAKE: This is Donna here. I'm just wondering, Darlene said it had worked in the past but it's not working now, so I'm just wondering, is she using a different computer now or she's in a different location? I'm just wondering why if something changed, why it's not working this time. Just trying to help figure out what's going on.

[Pause].

>> DEBBE HAGNER: Okay, Chris?

>> CHRIS LITTLEWOOD: This is Chris. There's obviously something going on with StreamText, I cannot connect either, I've tried four different browsers and I'm connected to the internet just fine, on e-mail and other websites, no problems, so something's going on with StreamText, just so everybody's aware.

>> LISA (CART CAPTIONER): This is StreamText on the screen you're looking at.

>> DEBBE HAGNER: Karen?

>> KAREN GOLDBERG: This is Karen. One of the things I'm noticing about the StreamText that says it's not secure, so if you have a firewall, that might be blocking it. So keep that in mind. I went ahead and bypassed that and I'm connected just fine. And I can adjust the font. So that might be why, Chris, you're not able to connect.

>> CHRIS LITTLEWOOD: This is Chris. I think I released that. There may be more than one level on mine, so I'll continue to play with it.

[Pause].

>> DEBBE HAGNER: We can give a few more minutes and see if we can find a way to help Darlene. Yes, Cindy?

>> CINDY SIMON: If we're going to give them a few minutes, maybe this is the time we take the break that we bypassed.

>> DEBBE HAGNER: Okay. Could we go ahead then and take a break or do we want to continue with the Family Café?

>> MEGAN CALLAHAN: This is Megan. It might be best to go ahead and take a break so those who are having issues, Darlene, I don't know if anyone else is having

issues that isn't attending in person, that they won't miss any of the discussion.

>> DEBBE HAGNER: Okay. For those who are having trouble, please let us know now so we can focus on you people, who's having the trouble. And Chris is having trouble and Darlene. Anybody else?

[No response].

>> DEBBE HAGNER: Okay. We'll take a break now for ten minutes and we'll be back at 9:48. Okay? Thank you.

[Break].

>> DARLENE LAIBL-CROWE: Hello, this is Darlene. Can you hear me?

>> DEBBE HAGNER: Yes, we can hear you loud, Darlene. But the meeting has not started yet, so we'll have to hold.

>> DARLENE LAIBL-CROWE: I didn't -- you're still talking in a well. I can hear you a little bit, but I can't hear you clearly, you're vibrating off the walls. The sound is not good within that room --

>> DEBBE HAGNER: Okay, you sound much better than before.

[Talking over one another].

>> DEBBE HAGNER: That's a good sign.

>> DARLENE LAIBL-CROWE: I can't get into the CART. [Sighs].

>> DEBBE HAGNER: You still can't get into the CART?

>> DARLENE LAIBL-CROWE: [Indiscernible]. I've never had this problem before with CART.

>> DEBBE HAGNER: Okay. We're going to start the meeting now, now that everybody's back. I would like to redo the call, roll call real fast. I know that people in the room, but we need to review the people on the chat and the CART -- the phone. So, can the people on the phone tell us your name again?

>> MARY HODGES: This is Mary Hodges.

>> DARLENE LAIBL-CROWE: What?

>> DEBBE HAGNER: Mary, great, thank you very much. Okay. Anyone else on the phone?

>> DARLENE LAIBL-CROWE: I am barely, barely hear you. I mean, I hear you better than I do Debbe and the rest of them. Are you there?

>> DEBBE HAGNER: Okay. And Cecil is on chat. Okay, thank you, Cecil. Anybody else?

[No response].

>> DARLENE LAIBL-CROWE: I do not understand what you said. And I'm actually talking on my iPhone and I'm using my device and it's still like a well.

>> DEBBE HAGNER: Darlene, do you have a land line phone, by any chance?

>> JOHN JACKSON: That's what she started with, a land line first and then went to her iPhone.

>> DARLENE LAIBL-CROWE: I was using my speaker phone, and whoever just said something, a man's voice, I can hear your voice fine. But whoever is speaking in the room, because there's no sound proofing within the room, it's causing the sound system to vibrate off the wall.

>> JOHN JACKSON: Well, if she hears me -- our voice goes through there before the speaker voice gets in there.

>> DARLENE LAIBL-CROWE: [Overspeaking]. I got on the CART and it's doing the same thing, I can't increase the text. But the lines between the text is what increases.

>> DEBBE HAGNER: Okay. I would like to ask the AV guy, is it possible that that could be moved towards the person who's talking?

>> LASHAY: I can give it a try. But let me call in first and see how my works.

>> DEBBE HAGNER: Okay, great. Maybe that would be an idea? Okay. Chris, you may speak.

>> CHRIS LITTLEWOOD: This is Chris. I'm not a technical whiz, but I do have some background, and I believe it's partly the problem of the hotel's network and their connectivity issues in this room, because I disconnected from the hotel's network and I'm working off my personal hot spot on my phone and everything connects fine, with or without firewalls. I took off all the layers of the firewall on my college network laptop and it didn't change anything.

So, I think it's the hotel's connectivity issues. And I don't know if the phone line is the same issue. It may be that our silence stuff and everything in the phone lines is working just fine, but whenever we try to connect it to the hotel stuff, it becomes a problem.

>> DEBBE HAGNER: Okay. Thank you very much, Chris, for your efforts. Okay. Would anybody else like to give five more minutes to the AV?

>> CINDY SIMON: Oh, I can hear you echoing through his phone now.

>> DEBBE HAGNER: Okay. All right. Megan, do you have anything you want to say?

>> MEGAN CALLAHAN: This is Megan. I was just nodding my head to the suggestion you had about maybe five more minutes for the AV to kind of see if he can figure out what's going on?

>> DEBBE HAGNER: Okay.

>> MEGAN CALLAHAN: If we could just take an additional five minute break.

>> LASHAY: Try and tell them to turn off the speaker on their phones.

>> DARLENE LAIBL-CROWE: What was that? What did you say?

>> LASHAY: Can you please turn off your speakers? Do not speak in a speaker phone on your phone.

>> DARLENE LAIBL-CROWE: I am speaking into my device that I use, my ComPilot, but I can't turn my phone down. And for some reason, it's becoming garbled. So I'm not sure what to do.

>> LASHAY: Okay.

[Pause].

>> DARLENE LAIBL-CROWE: [Indiscernible] hear what -- I'm hearing all the feedback and background noise and he told me, he said there's no problem in the room.

>> DEBBE HAGNER: Darlene, this is Debbe.

[Telephone beep].

>> DEBBE HAGNER: I realize that you have additional issues. Maybe it would be -- is there any way that we can provide -- the Council can provide you additional assistance? Maybe because of your situation, maybe you should try and actually be physically present at the meeting?

[Pause].

>> DARLENE LAIBL-CROWE: I'm trying to read the CART and I'm having a hard time, because the print is so small. Hold on.

>> DEBBE HAGNER: Okay. Darlene said that the sound on the phone is all garbled.

[Pause].

>> DEBBE HAGNER: I'll let the -- do you need more time, Lashay, or are you out of

ideas?

>> LASHAY: [Chuckles]. Yes, I'm certainly out of ideas.

>> DEBBE HAGNER: Okay. Darlene, I guess we -- I will have to personally apologize to you. John, go ahead.

>> JOHN JACKSON: Can we try an experiment? I don't know if this would be a problem, turning for maybe five minutes, turning off this speaker over here and see if that does anything?

>> DEBBE HAGNER: Okay, okay.

>> LASHAY: It's done.

>> JOHN JACKSON: Darlene, is there any difference?

>> DARLENE LAIBL-CROWE: I can hear your voice fine.

>> JOHN JACKSON: I'm sitting right by the spider phone. But someone --

>> MEGAN CALLAHAN: Darlene, this is Megan. Can you hear me?

>> DARLENE LAIBL-CROWE: I can hear your voice, but I can't understand what you're saying.

>> JOHN JACKSON: So everyone would have to have the -- hang out by the spider phone to be able to --

>> DEBBE HAGNER: Well, the spider phone needs to be portable, along with this mic. Would that help? Do we have a mic?

>> LASHAY: No, because you can put it in the middle of a conference room and it should be okay.

>> KAREN GOLDBERG: It's not picking up the sound.

>> LASHAY: I think she -- you can kind of hear a little echo while I'm standing right here in the room. Can you hear it?

>> JOHN JACKSON: I can hear it very clearly.

>> LASHAY: Mmm-hmm. See, that's basically it. And I can put the conference phone in the middle and we're probably going to get the same results. But let me work on it while you're having the meeting.

>> JOHN JACKSON: We're willing to take shifts, I'll walk around with the spider phone.

>> CINDY SIMON: I will too.

>> JOHN JACKSON: Seriously, I would rather stand anyway.

>> DARLENE LAIBL-CROWE: [Speaking].

>> DEBBE HAGNER: John, I would like to, if you don't mind, carry --

>> MARY HODGES: When they're not close to the phone, I hear you louder.

>> JOHN JACKSON: All right.

>> DEBBE HAGNER: Okay, Darlene, and Mary, we're going to -- John volunteered to move the spider phone as we're talking. So get ready with your exercise, John!

[Laughter].

>> JOHN JACKSON: I thought I mentioned shifts!

[Laughter].

>> CINDY SIMON: I volunteered to spell you.

[Laughter].

>> JOHN JACKSON: All right. Darlene, we're going to try something different.

>> DARLENE LAIBL-CROWE: Okay. I'm trying to be very patient; it just took me, like, four tries to get this, my iPhone has a speaker.

>> JOHN JACKSON: Is this how long the line is?

>> LASHAY: Mmm-hmm. Let me see if I can find a table to put it in the middle.

>> JOHN JACKSON: You guys might be coming to the phone.

>> CINDY SIMON: I told you I would volunteer.

>> DEBBE HAGNER: Is it possible they have a wireless spider?

>> MEGAN CALLAHAN: This is Megan -- well, I guess the microphone is not on -- this is Megan, he needs to use an analogue phone line to connect to it, so there's not a way that we could disconnect the line and pass it around.

>> DEBBE HAGNER: Okay. Okay. Cecil said on CART, look for the font size box on the top and click to increase font size. This is what I did.
Darlene --

>> CINDY SIMON: I already replied to him.

>> DEBBE HAGNER: Darlene seems like you can hear the people closest to the

phone.

And then you wrote -- Karen wrote "Hold, Darlene."

>> CINDY SIMON: And I just -- I typed the answer to Cecil that we had already tried it directly; it's just not on public, so....

[Pause].

>> DEBBE HAGNER: Okay. Darlene, we're going to try -- we're going to try something, so we're going to go around the room and say something and see if that works for you, okay, Darlene?

[No response].

>> DEBBE HAGNER: Okay, go ahead --

>> DARLENE LAIBL-CROWE: I'm sorry, I couldn't hear you, I'm sorry, it's still echoing.

>> JOHN JACKSON: How about when I'm talking to you right now, Darlene?

>> DARLENE LAIBL-CROWE: You're fine, your voice is fine, but when --

>> JOHN JACKSON: Everybody needs to come over here.

>> DEBRA KNOX: Let's move our chairs and everybody sit in a circle.

>> CINDY SIMON: And when you speak, you walk up to it.

>> DEBBE HAGNER: Okay. Yeah, Karen?

>> KAREN GOLDBERG: How are we going to do that? Jump over the tables?

>> CINDY SIMON: We were being funny and serious.

[Laughter].

>> DEBBE HAGNER: Well, what we can do, we can put our chairs on the ideas of the table.

>> JOHN JACKSON: Okay. Maybe turn that speaker back on.

>> LASHAY: I want to see if that would make a difference also.

[Pause].

>> DEBBE HAGNER: Okay.

>> DEBRA KNOX: How about texting?

>> DEBBE HAGNER: Megan, say something.

>> MEGAN CALLAHAN: Hey, Darlene, this is Megan. Can you hear me?

>> JOHN JACKSON: Your microphone is not on.

>> LASHAY: Is your mic on? It should be.

>> MEGAN CALLAHAN: Yeah, it is. Darlene, can you hear me? This is Megan.

[No response].

>> DEBBE HAGNER: Darlene? Let us know whether you can hear us or understand us.

>> DARLENE LAIBL-CROWE: I heard you, but I can't hear others. It's like vibrating, even when I have it next to my hearing aid.

>> DEBBE HAGNER: Okay. Maybe what we can do --

>> DARLENE LAIBL-CROWE: [Speaking].

>> DEBBE HAGNER: Megan, if we can maybe take all of our chairs and put it on the inside closer, and then the interpreters will have to stand and those that need the CART and those that are hearing be behind us?

Yes, Karen?

>> KAREN GOLDBERG: Okay. This is Karen. While I'm all in favor of full inclusion, I think that we have to recognize that there are some limitations and that we're not perfect.

I think what would work best in the future, if we can look into the technology, is that we have the microphones for the phone built in somehow, I'm not sure if that technology exists yet or if I'm looking into the future, but I think that we have to be realistic about what we can do.

I think most of us are using our computers, so it's going to be hard to run back and forth and -- I mean, I think, you know, we have to acknowledge that there are still limitations.

>> DEBBE HAGNER: John, yes?

>> JOHN JACKSON: Lisa, what time do you clock on when you -- do you start clocking on at 9:00 when the meeting starts? I was thinking maybe in future meetings, we should think about think about doing a CART practice run for 30 minutes before the meeting starts, because that's what's really Darlene's problem, she can't see the CART.

>> DARLENE LAIBL-CROWE: I was thinking about recommending that too, John, because I actually got on about 30 minutes early so I can make everything and worked and all that.

>> JOHN JACKSON: But I'm not so sure --

>> CINDY SIMON: She was typing it earlier, she was going test test test.

>> DEBBE HAGNER: Okay, Megan?

>> MEGAN CALLAHAN: I just want to make a suggestion, feel free to shoot it down. Considering Darlene can hear John the best, because he's closest to the polycom, is there a way that when we are requesting -- like, if Darlene requests to speak or if there's a question that we have for her, can John repeat it to her into the polycom? And then that way -- because we can still hear her, she just can't hear us.

>> JOHN JACKSON: I'm fine with doing that, if you need a middle man, communicator, whatever, I'm fine with that, just keep the phone by me, that way I can sit down.

>> DEBRA KNOX: I'll bring you your chair.

>> JOHN JACKSON: I need a barstool.

>> DEBRA KNOX: Do you want to sit there?

>> DARLENE LAIBL-CROWE: I bought brand new hearing aids and everything.

>> LISA (CART CAPTIONER): I'm having a hard time hearing.

>> DARLENE LAIBL-CROWE: I know it's not the phone or my hearing aids.

>> DEBBE HAGNER: Okay --

>> LASHAY: Is Darlene the only person having a problem with the hearing through -- she hears him fine.

>> JOHN JACKSON: Mary's on the phone. Mary, are you on the phone? This is John.

>> MARY HODGES: I am on the phone.

>> JOHN JACKSON: Do you hear me or can you hear everyone else while they're speaking?

>> MARY HODGES: I can hear everyone else but there's feedback and echo, which probably makes it difficult for Darlene.

>> JOHN JACKSON: Do you get feedback or echo --

>> DARLENE LAIBL-CROWE: I can hear --

>> JOHN JACKSON: Do you get feedback or echo when I'm talking?

>> DARLENE LAIBL-CROWE: No.

>> MARY HODGES: No, I don't hear feedback when you're talking, just when somebody else is talking.

>> JOHN JACKSON: Maybe you are the one that needs to be by the spider phone.

>> DARLENE LAIBL-CROWE: [Speaking]. I hear John's voice really well.

>> DEBRA KNOX: Brilliant!

>> DEBBE HAGNER: Darlene, we're going to take another 15 minutes to rearrange the room a little bit, okay? And then we'll try it again. Okay? We're going to do everything we can to get it right for you.

>> JOHN JACKSON: Darlene, what we're going to do is make sure that you can hear Debbe speaking, so we're going to put the spider phone by her, because if everyone is speaking, that seems to be the most important person for you to hear. I would suggest you keep working on the CART, keep troubleshooting. So 15 minutes --

>> DARLENE LAIBL-CROWE: I tried to work on the CART, but it's still not working.

>> JOHN JACKSON: We're going to take 10 or 15 minutes, Darlene, so we can rearrange things.

>> DARLENE LAIBL-CROWE: Okay.

>> MARY HODGES: This is Mary [indiscernible].

>> JOHN JACKSON: Thank you, Mary.
Mary said she's going to dial back in in 15 minutes.

[Pause].

>> DEBBE HAGNER: Okay. Let's get started.

>> MEGAN CALLAHAN: Hang on; wait.

[Pause].

>> DEBBE HAGNER: Okay. Let's get started.

>> MEGAN CALLAHAN: Are you ready? We have the computer set up.

>> DEBBE HAGNER: We're running out of time.
Okay. We're going to.....
My name is Debbe.

>> I'm Tina Morris.

>> DEBBE HAGNER: Okay. Okay. Darlene, can you hear us better now?

>> CINDY SIMON: It's not you --

>> DARLENE LAIBL-CROWE: Yes, I can hear you.

>> DEBBE HAGNER: Okay, great. All right. We rearranged the room a little bit, so we're going to try with this, and we're going to let the -- since we've lost quite a bit of time, we're going to go ahead and let the speaker speak now. Her name is Tina? Am I correct? Tina Morris and she will be talking about the Florida Coalition For Spoken Language Options. And she is a parent volunteer. And welcome and thank you so much for coming! And we apologize for the delay.

>> TINA MORRIS: That's all right [laughs].

>> DEBBE HAGNER: Hopefully we've got it working now. Are we doing okay, Darlene, for you? Everybody else on the phone?

>> DARLENE LAIBL-CROWE: I'm still on the phone.

>> DEBBE HAGNER: Okay, great.

>> DARLENE LAIBL-CROWE: I can hear Debbe very well, but everybody else I can't hear.

>> DEBBE HAGNER: Well, nobody else is talking yet, just me. I'm the boss today.

[Laughter].

>> DARLENE LAIBL-CROWE: Yes, ma'am!

>> TINA MORRIS: Do you know what drive it is, like E?

>> CINDY SIMON: If you go to computer and then scan down computer, it will give you options.

[Pause].

>> DEBBE HAGNER: Darlene, am I -- is my voice okay now?

>> DARLENE LAIBL-CROWE: Yes, is your voice okay? Is that what you said?

>> DEBBE HAGNER: All right, we're turning up the volume. Okay. So, I'm going to turn it over to Tina and thank you very much for coming.

>> DARLENE LAIBL-CROWE: You're echoing again.

>> DARLENE LAIBL-CROWE: You're echoing again.

>> DEBBE HAGNER: I'm echoing again? Maybe we can turn down the volume? Is that better, Darlene?

>> DARLENE LAIBL-CROWE: That's a little bit better.

>> TINA MORRIS: Do you want to test my voice?

>> DEBBE HAGNER: Okay, go ahead.

>> TINA MORRIS: This is the speaker, Tina Morris. I am testing my voice. How can you hear me?

>> DARLENE LAIBL-CROWE: I heard "testing my voice, can you hear me." Yes, go ahead.

>> TINA MORRIS: Okay. So we're doing pretty good.

>> LASHAY: I have a wireless microphone for you so you can walk around.

>> TINA MORRIS: I think I need to stand near this.

>> MEGAN CALLAHAN: He does have a microphone to use.

>> DARLENE LAIBL-CROWE: I'm going to try to mute my phone, if you hear that, that's what's going on.

>> TINA MORRIS: All right. First of all, thank you for inviting us to come speak at this meeting. My name is Tina Morris. I am a parent volunteer for the Florida Coalition For Spoken Language Options.

Just to give a little bit of history, that we are constituent driven, we are 100% volunteer organization. We've been around for a little over a decade. We have in the Coalition speaking deaf recipients, children and family and professionals.

Really, the Coalition came about because we wanted to look at leveling the playing field for options, whatever method or methods parents chose, that there was a level playing field, equal funding, that they were able to get access to the services that they wanted.

Right now, this past year, we just keep growing with parents and professionals who are interested in our work. We had over 600 volunteers visit the legislative session this past year.

We had somebody there everyday who was able to speak about the matters that were on our agenda, on our slate.

We do have a volunteer pro bono lobbyist who really helps these volunteers. This is not what we do, some of us are housewives, some of us are lawyers. This is not what we do in passing legislation, but we had a volunteer lobbyist who has been really good in guiding us as far as what we need to do on the ground, because this really is a grassroots effort that grew out of it.

And I think it's really important to note that all of the funding that we get, all of the matching grants that we get, go to the cause. Nobody is paid.

We travel on our own expense, so it is all of the money that we get goes to actually funding what we're asking for.

A little bit of history. I think to kind of start with the history, I should tell you a little bit about myself.

I am a parent to a child who is deaf who uses cochlear implants. Shortly after his first birthday, he got very sick, and took him to an ENT and he was diagnosed with hearing loss.

Through the journey, afterwards, I was not really told very much. We had to do a lot of work ourselves and investigation toward programs, towards Florida School for the Deaf and Blind, learn about cued speech and all of the options out there and was not told about many choices from anybody. So it was very frustrating.

Our son got a cochlear implant and we ended up choosing -- we really felt like we needed to take advantage of his young brain and we chose spoken language and he attended the Clarke School in Jacksonville.

There I met other parents that was as frustrated as I was. The more we share our stories, the more we're finding out, we weren't really told options, we were thrown out there to figure things out for ourselves.

At Clarke at that time, it was a tuition of \$18,000 a year to attend, you know, and there was other options that were free.

So, just kind of through these years of going through the journey together, we decided, you know, something needs to be done. It may not benefit us and our children right now, because they were getting older, but we really felt like it needed to be a level playing field.

I had to put a second mortgage on my home to afford Clarke. We had parents that went into bankruptcy. Moving in with their parents. And I just.... we, as a group of parents, just felt like that shouldn't be necessary for parents to do and make that choice.

So through those efforts, we came into contact with our lobbyist and she really helped guide us into forming a group and giving us guidance as far as what to do.

It was really important to us, you know, that we didn't hurt any children along the way, any deaf children, no matter what parent choice that they had made, whether it was signing and so forth, and we really needed help to guide us how to get funding to do that to support families so they didn't have to go into financial ruin for this choice, or not choose anything at all, you know. We were seeing a lot of that, because they couldn't make things work.

So, you know, through the years, we passed the Parents Right to Know Law, we felt like that was very important, really working to get the medical professionals to tell parents of all the options.

I think it's still a struggle today, you know, in getting the medical professionals, first of all, to say "Don't worry about it, just let's see what happens," getting them to diagnose the kids and get them to pass some swift legislation.

We passed some legislation for funding so parents don't have to pay for all of this for their child.

And we feel like we're getting a little bit closer to leveling the playing field.

So, you know, right now our focus is on listening and spoken language, but we have partnered with all facets of the Deaf community. This past year there was a hearing aid legislation that was introduced, you know, it benefits the whole community, so we do partner with other choices out there.

But our focus is really on leveling the listening and spoken language, so that all families have the same rights.

And I think what's also what I think really neat is we're starting to track our children, you know, and 90% of them are going into the mainstream, so from the listening and spoken language options.

So, how is the funding used? We received \$500,000 this past year in funding. It assisted 600 children under the age of three all throughout the whole state.

It helps support preschools, home visits, T visits, which is teletherapy, you know, so we're reaching families in those rural areas.

And what's really neat about teletherapy is more of a coaching session for families, so we're seeing the families become more involved because of teletherapy, and we know who's the best teacher for these kids? It's their parents.

So we're seeing really good success with the teletherapy.

We're doing consultation and we're paying for diagnostics.

And we also had a van that went out, an audiological van with an audiologist that went to preschools all throughout the state in rural areas, 20,000 children were screened this past year with that van, and also there's an auditory oral classroom that opened up in Orlando.

So, I think we're volunteer organization and we're making really great strides in reaching children and families.

We're estimating that we really need \$875,000. We are able to get some matching funds that helped us this year with that \$500,000. But really our estimate is that we need \$875,000 going into this year.

Just to give some perspective on numbers, the Department of Education reports that there is a little less than 5,000 kids who are deaf in Florida. Florida School for the Deaf and Blind serves about 600 children and this year we served about 600 children as well.

So our report shows that FSDB gets \$45 million but they're a residential program and doing a lot more things than we are necessarily doing with the money that we receive.

How can you help? I think, you know, we are really a small pog in the community. You know, we are volunteers. This is -- doing this is our passion, but we do have other jobs, so we can use all the help that we can get.

Hopefully those here that heard me speak today, you know, will see the work that we're doing, and the need for us to increase our funding, so we can keep doing that work and keep reaching more children and families throughout the whole state.

I hope maybe you'll consider joining us in Tallahassee, you know. Our goal is to have somebody there everyday.

We do operate on an all for one, one for all. You know, sometimes we'll say if you're going to Tallahassee and you're going to speak about the Hearing Aid Bill but there may be some kind of need that we need to talk about the funding happening in education, so we really try to train our volunteers to be prepared, you know, to speak on those matters.

And I will say for the Hearing Aid Bill, you know, we're working with really the whole Deaf community on this.

We had a really good -- we were received very well this year. We had a press conference, we had some media. It's a great step for kids in Florida to have that Hearing Aid Legislation. It's the first step. It's opening the door to that conversation.

And it didn't pass this year, but from the research that we've done, usually a new bill, and especially because we're dealing with insurance companies, we're expecting it to take 4-6 years. So we're going to need a lot of support over these next few years to get that legislation passed.

So, you know, we're already organized for this coming legislation session to still work on the Hearing Aid Bill and, of course, to keep our funding.

And if you really have any questions or suggestions, there's an e-mail address up there, info@deafkids.org, that's monitored by some of our volunteers. If you have a question, they'll answer it or find somebody that can.
Questions?

>> KAREN GOLDBERG: Do I need to come closer to the --

>> DEBBE HAGNER: Yes, Karen, yes, please step up and so you can be close to the mic.

>> KAREN GOLDBERG: Darlene, this is Karen. Are you able to hear me?

[No response].

>> TINA MORRIS: I think she said she was on mute.

>> KAREN GOLDBERG: Okay. So, my question -- this is Karen from Hearing Loss Association of America. So one of the things that you had said was that you think that parents should have information about what are the options when their child is diagnosed with hearing loss or deafness.

So, in the law you passed, you said is the right to know or --

>> TINA MORRIS: Mmm-hmm.

>> KAREN GOLDBERG: Okay, because I didn't -- I was looking for it, maybe you have a link for me, right to know from the medical community. This is a hot topic in treating deaf and hard-of-hearing children right now and different views on what are parents given information about, okay.

So, and I think it's partnering into this Council to discuss as well.

I'm a physician. I treat children and adolescents and I specialize in treating kids who are deaf and hard of hearing from a psychiatric perspectives and mental health.

And I'm often concerned about what are parents and children being told and what are they being exposed to, and what rights do they have.

Now, I think many people within the Deaf community has been talking about that many times when parents go to an ENT or another type of doctor and told their child is deaf, they're oftentimes informed on the option of fix it and oral language, more so than they're told about growing up deaf and access to sign language.

So, how do we balance it so that parents are, in fact, given all of the options, is my question.

And does your Coalition support that? Giving the parents that information as well and helping them to find resources to choose which way they'd like to go?

>> TINA MORRIS: I think parents should be offered all options, because not every child is a candidate for a cochlear implant. Not every family wants that for their child.

I think we're really fortunate here in Florida that we have such excellent schools. You know, we have an excellent school for sign language, we have an excellent school for spoken language.

But, the information that goes out to parents from the Department of Health or wherever it comes from, it should list all those options for families.

And, you know, I also feel that, you know, when, you know, doctors are diagnosing children and putting them in hearing aids, you know, if the parent wants that spoken language outcome, you know, guiding them to the right places. Not just, you know, putting them on the kids and sending them out the door.

You know, that there needs to be rehabilitation, you know, no matter whether you're going to learn sign language or, you know, you need to train that brain to hear and process language.

>> DEBBE HAGNER: Cindy or -- do you have a question or comment? Yes?

>> CINDY SIMON: This is just a comment and it's more so for Karen, but a number of years ago, Early Steps came out with rules, if you're seeing children and the information you have to give them and you are required to give all information and do it impartially, and then -- and everyone I know gives them on everything.

>> DEBBE HAGNER: Okay. Julie?

>> JULIE CHURCH: My question is why does your funding need to be different than the stream coming through the Department of Education and funding for other types of deaf students in Florida?

It seems like either through a charter school or a charter school funding or through the Department of Ed funding that -- or through the Florida School for the Deaf, that those needs should be taken care of as well.
I guess that's my question.

>> TINA MORRIS: Are you talking about children under three?

>> JULIE CHURCH: I'm talking about what services are provided to all deaf children in Florida and why there needs to be a separate funding stream for spoken language when there's not a separate funding stream for sign language or cued speech or some of the other options? I don't understand why it has to be done independently of what the state's already doing.

>> TINA MORRIS: It was really important to us that we were able to set guidelines to who could access that funding and to really have the best outcome with listening and spoken language. It's having access to listening and spoken language specialists who go and get the certification from the A.G. Bell organization, spend an additional five years getting that certification, to understand that -- not necessarily every speech-language pathologist in a school or charter school or even out there in the medical community understands the deaf child and that language loop. It's not just being a parent and being able to say a word back, but it's that whole language loop.

So it's very important to us to make sure that we were able to get funding and set those parameters to access that, that the children had -- were able to access those specialists.

So, I know there's laws that, you know, have funding out there for these other organizations. We didn't want to go in there and then take away money from those people and then hurt other children, so that's why we went after different revenues or different streams of funding.

>> DEBBE HAGNER: Okay, Megan, I really wanted to recognize Gina but I'll let Megan go ahead.

>> MEGAN CALLAHAN: This is Megan, I want to let everyone on the phone to please mute your phone when you're not speaking. Thank you.

>> JULIE CHURCH: I just wanted to have a minute to respond. I have a deaf son who's 25 and I've been -- and I run an agency that works with deaf and hard-of-hearing children in Pinellas County and it seems to me that so many groups in Florida that work with deaf and hard-of-hearing children and adults have such a hard time getting funding, including this Council, which is only funded at \$100,000 or not funded at all, right? We're not funded at all right now.

>> DEBRA KNOX: Not as a line item.

>> MEGAN CALLAHAN: Yeah, not as a line item.

>> JULIE CHURCH: So it just seems divisive to me to have funding going straight to one methodology as opposed to all methodologies.

>> DEBBE HAGNER: Okay. Gina?

>> GINA HALLIBURTON: Hi, this is Gina. First of all, thank you, Tina, for coming. It's great information to hear the perspective from parents like that.

My question is I appreciate the comments you said that you guys don't want to hurt any other group. I really appreciated hearing that.

Can you give me a little information about how do you go about doing that? How do you go about promoting and equalizing the playing field without hurting people who perhaps don't have language options? You know, like, use sign only, for example. Do you have a particular area that you guys....

>> TINA MORRIS: I mean, our focus is on the parents that choose that. And giving them access to those services.

And, you know, as you can see, we're going throughout the state through the televisits and van visits.

When we went after funding, it was for us to not go after funding, you know, that was, let's say, going to the Florida School for the Deaf and Blind because they need that money there and we didn't want to cross the paths.

And for us, we wanted a listening and spoken language specialist so we had to create the Coalition to, you know, to set that up, that if parents wanted the listening and spoken language, that there would be the funding there, there would be the professionals who truly, you know, understand that listening and spoken language that were certified and had experience in it so that they could have access to it.

>> GINA HALLIBURTON: Thank you.

>> DEBBE HAGNER: Go ahead, Debra.

>> DEBRA KNOX: So if a parent is interested in what the Coalition is doing, how does a parent go about learning? Are there meetings or how do they learn about getting involved with the Coalition?

>> TINA MORRIS: It's mostly face based, we go to meetings and train volunteers who are going to be going to Tallahassee to speak. There's information, that e-mail address is really the best way to access us, for you to get connected into what we're doing and to get training to speak and go to Tallahassee.

>> DEBBE HAGNER: This is Debbe. I would like to see a better collaboration with all of the organizations. I mean, I think that HLAA, A.G. Bell, FAD, should be under your organization and be able to have a better collaboration, sharing information.

I hope that you share that HLAA has a support group for parents who can come and talk about hearing loss and things like that.

On chat? Okay, I have to read what's in the chat.

Darlene said: Is there a consideration for providing both the oral and sign language training at the same time? For me personally, I wish I had incorporated both communications as a child and I have to agree with Debbe about collaboration efforts. And... let me see who else.... if there's anything else that I missed.

>> CINDY SIMON: Darlene had one prior to that.

>> DEBBE HAGNER: Oh, yes, I see that. Never mind, I was going to tell Tina that the accommodation, what they are doing for the kids, I wish there was.... oops....

>> CINDY SIMON: More.

>> DEBBE HAGNER: I wish there were more organizations who are willing to help the adults to be a better combination to hearing loss and combine the loss and vision and hearing.

Okay. Karen?

>> KAREN GOLDBERG: This is Karen. I don't even know if our speakers are turned on. Why am I talking into this?

[Laughter].

>> CINDY SIMON: Push the button. They're on.

>> KAREN GOLDBERG: Oh, okay, because I can't hear it. Sorry.

I think it's interesting, I think you're -- thank you very much for what you're sharing. I think it's beautiful, I'm learning a lot. I'm looking up some things as you're speaking so I can educate myself more.

I think in the past it's been very polarized and I think it still is in many ways.

There are groups that think all deaf and hard-of-hearing children should be taught to hear and to speak orally, okay.

There are groups that are -- that feel very strongly the other way, that a deaf individual has the right to be deaf and to learn and to have communication access in their natural language of sign language.

So, I guess, you know, I'm sitting here trying to think about how do I formulate this.... I want parents and kids to have total access to communication.

I want them to know what is available. I would not want my deaf or hard-of-hearing child to be sent to a school that would reject one or the other, okay, if that makes any sense.

I would not want to send my deaf or hard-of-hearing child to a school that says, "You are not allowed to sign," which has been the traditional view of oral schools in the past.

Now, that may not be the current view, but I think that's where as a parent and as a physician, I worry that it's not a balance playing field.

And I think that's also the case when, if I were to send a deaf or hard-of-hearing child to a Deaf school that does ASL, that they would be discouraged from using any kind of oral or spoken language.

So, is that the intention of the correlation -- I'm sorry, the Coalition that you work with?

>> TINA MORRIS: Our goal is to.... [Sighs].... as a parent, let me.... I chose spoken language and having to go to a different school, because that's what they specialized in. They weren't trying to be all things to all people.

And I realized to really have the best language development, how critical that 0-3 window is for the brain, that really had to go gung ho into that.

So, we are providing that option for parents to have access to those specialists.

You know, we're seeing children being mainstreamed into pre-K, you know, if they want to pursue going to a Deaf school, if they want to pursue spoken language.

I know many of these children at auditory oral schools, you know, the parents go to sign language classes, you know, after school. There's no discouragement from any of that. It's really parent choice.

And that if they want to pursue spoken language, they have the professionals that know it best and access to that.

I wish it was all in one place, but it just isn't.

>> KAREN GOLDBERG: A follow-up question to that. Is there any funding that to your specific Coalition that comes through A.G. Bell?

>> TINA MORRIS: No.

>> KAREN GOLDBERG: There is not. They're separate or they work in cooperation or....

>> TINA MORRIS: Yeah.

>> KAREN GOLDBERG: Just separate organizations.

>> DEBBE HAGNER: Okay. I would like to recognize Donna, please. Donna?

>> DONNA DRAKE: Hello, yes, this is Donna. Two things. And, you know, understanding, I'm from a sign language community, obviously, and I would like to make a clarification between what's happened in the past, yes, there has been a polarization in the past but things have improved greatly.

But now to this time that's related to attitudes of the people who support one side or the other, and that makes a difference.

Suppose a person who has a great attitude could support both sides of the coin. For me, for example, having oralism involved does not bother me a bit. However, my family background, of course, I have to use sign language, because my whole family is Deaf generations back.

That doesn't mean that I'm against any oral system or program or whatever, but I do get upset with people who support oral only and who aren't treating them equally. That is still going around and things have not improved 100%.

For example, at the legislative meetings with other bills that are introduced, like in the basement of the room, for example, one of the leaders of the other spoken language stood up in front of me and they said, "Oh, it sucks to be deaf," is what they said to me. That's the kind of attitude that I'm talking about that I don't tolerate and support.

But, however, I do support oral programs. And if it's fit for that family and their needs and meets that child's needs and it's working fine for them, I support it 100%.

However, historically there has been a polarization and that polarization needs to stop, we need to work in unison together.

So, we need to choose those that we know who have a bad attitude and avoid them leading programs and those that have a better attitude, who become better teachers.

So, I work with both sides and I find it a great -- it's great to have teachers who are well rounded who are able to do both.

Second point I would like to make, just to clarify, at FSDB, we do use ASL. However, we do also have an oral program there too. And I don't want to misunderstand, just because FSDB is only an ASL only program, no, it's not. We support bilingual, English, and sign language. And of course there's many oral students who transfer from a mainstream program into FSDB, just to make it clear, that FSDB serves both oral and ASL-based education.

And, you know, we're trying to make the best of two worlds here is my point. So I appreciate you listening to my comments.

>> TINA MORRIS: I think it needs to be welcoming on all sides. And, I mean, really, it comes down to parent choice and giving parents the access to professionals who will

help those children on the path to have the best lifetime -- opportunities for a lifetime of success.

And, you know, we are here to support that journey.

>> DEBBE HAGNER: Go ahead, John.

>> JOHN JACKSON: Your funding, is it completely private-based? Is any of it from -- I didn't understand that or I missed that maybe. Is all your funding private?

>> TINA MORRIS: We get some from the Department of Health and we got some matching grants that are private.

Our grants are managed by the Sertoma Foundation who has access to the money, and they've been able to get some private funding matching grants.

>> DEBBE HAGNER: Anybody else?

I would like to say one thing. I was raised hard of hearing, I was in the oral program. When I was a sophomore, I learned sign language.

I am so grateful that I learned sign language, because at some point, my hearing got worse. And now that I have the cochlear implant, I have the best of both worlds and everything.

I think that all of us, those who are oral need to at some point realize that your hearing will get worse at some point and that you will -- it wouldn't hurt to learn sign language as a backup.

I hope that you share that with the organizations so they can prepare themselves for the future.

>> TINA MORRIS: And we're not against sign language. We're about providing access to the best opportunities for spoken language.

>> DEBBE HAGNER: Okay. Karen -- or John, I recognize John first. Oh, I'm sorry.

>> JOHN JACKSON: Cindy.

>> CINDY SIMON: Well, John can finish.

>> DEBBE HAGNER: I called John first, and then Karen, and then Cindy.

>> JOHN JACKSON: Oh, I just lost my question....

[Laughter].

>> DEBBE HAGNER: Karen?

>> KAREN GOLDBERG: This is Karen. I think the question at this point is how can FCCDHH Council support this idea, make recommendations to the Legislature about access to information, such that it is a balanced and leveled field of information?

Which sounds like it's in line with your goal as well.
So how can we support that as a Council? And I'm asking all of us.

>> DEBBE HAGNER: Okay. Cindy?

>> CINDY SIMON: So that is, and anyone who was here years ago, Debra, maybe you know, when they came out from Early Steps and they have a list of providers, one of the things on there was requiring you to provide equal information, you know. I tell people, go look at it, go look at the different people, don't just look at the stars, look at the average person.

But I think it goes back to what Donna said, and I think it's attitude, okay. It's attitude of the person you're seeing who's giving you this advice. You're entitled to all aspects.

Anyone who was here for that meeting in St. Augustine when we had all those parents and one was in tears because she was only told about manual programs and found out about another way to go for her second child, and she was in tears that her first child didn't sound as good as the second because she wasn't given an option.

In the community, and I say this as someone who deals with all aspects, from capital D Deaf through just hearing loss, we have so many children who fall through the cracks, because the truth is, even though they're supposed to get something in school, it is an invisible problem.

And since these kids sound normal and look normal, they miss so much, because you lose, just from the teacher to the first row, so much information that kids who have otitis media and ear infection lose stuff.

We do need things more traditionally, and no offense to Donna, but FSDB has had a roller coaster reputation. Sometimes they push primarily sign language and sometimes there's both.

I've seen children from there, when they go home and they say yeah, I stopped wearing my hearing aid because everyone ignores that.

But I don't think it's the school's fault, it's the kids you're with and how are we teaching them to be all accepting and the same thing, a kid in the Deaf community who gets a cochlear implant is often shunned for that. And I've seen it with many when they come into my office.

We need, I think, to teach acceptance of all areas. When they're in school, trust me, those kids with less hearing loss receive next to no services. And then you get separated.

I went with my daughter's class where they were volunteering in a classroom of children who are primarily deaf and they have auditory systems in there to hear, and the teacher did not have a single system on any one of those children. Not one. And they discouraged it.

When I asked her, she said "What for? They're going to sign anyway." And this was in a public school, in a specific hearing loss program.

So, they really separated the kids out as deaf from the other kids with hearing loss, where, well, we need more total communication. We should not, A, be underestimating these children. Too many people out there think because you have hearing loss or may sound different, they don't expect you to come up to the standards of others.

Because you have hearing loss, just like because you wear glasses, doesn't mean you're any less capable of doing what anybody else does. And maybe more. Because of what you've had to go through.

So, what we really need, maybe, is more total communication, in the school system, of the classes, combining both groups, so that class can go along and children learn respect for each other.

At the same time, remember, the parent can have everything. You can say all you want, yes, why aren't the parents getting sign language? Not every parent is going to want to learn sign language. And they're a hearing family and their choice for their child is they want them to be aural/oral, period. That's it.

And if that's what they want, and that's the environment, they are entitled. Just like a Deaf family may prefer their child to stay within that community.

So, I think we need to have a good mix, as well as options for both, and maybe bring them closer together so there's more understanding.

>> DEBBE HAGNER: I want to recognize -- do you have a comment on that? Or otherwise I'm going to recognize Gina.

>> TINA MORRIS: No, go ahead.

>> DEBBE HAGNER: Gina?

>> GINA HALLIBURTON: Okay, Tina, one of the things I want to piggyback on what Karen was saying in terms of what we can do in terms of support and part of my responsibilities is I'm the education and mental outreach kind of activities, and you mentioned about having the information available.

One of the things that came up in another group was that how parents don't get the information, like when the child is tested at birth, they don't know their options.

And so I'm curious, does the Coalition get involved with the hospitals at all when they go meet a family, you know, like when they do the birth testing and they give them their options?

My understanding is parents don't get that information.

Is there anything in your organization that we could do to perhaps make that information available?

You know, like you said, endorsing the goals of the Coalition, can we do something like more locally in terms of making sure even the hospitals know that you exist and perhaps you could send representatives?
I don't know, I'm asking.

>> TINA MORRIS: We're volunteers.

>> GINA HALLIBURTON: Okay.

>> TINA MORRIS: And I think really being here is, first of all, to educate you on what we're doing, the kind of outreach that we're doing, the numbers that we're reaching, so that you are -- we are aware as a community of what's being done out there and the children and families being impacted.

I would really like you to walk away excited that children are getting access and families are getting access to the best services based upon their choice for their child or choices.

You know, because, it's not all -- it's not always going to be one, it might be two, it might be three, it might be spoken Spanish. I mean, it goes beyond just, you know, the deaf communication options.

And I also want you to recognize, we are a volunteer organization. We are trying to put the best things in place for families, but our bandwidth is only so big as volunteers.

That, you know, we need to work with other organizations and professionals out there that can really help us implement what we're trying to get in place, so that families, you know, when they're diagnosed, they get swift information and they understand that auditory emergency when they walk away and that language emergency, because it really comes down to making sure these kids get access to language so they have the best chance for literacy, which is what drives, you know, being a human being, and being able to work and live in this world.

So I just want you to recognize what we're doing as a volunteer organization and we still need support, we need help and understanding with what we're trying to achieve. And we're doing it in small increments.

We've been around for a decade and we're just finally starting to see these things happen. And we would just really love your support in what we're trying to do.

>> DEBBE HAGNER: A couple things. I want to read what Darlene said first. I agree with Debbie. Even with the vision loss issue has come when you age. Can we make the communication harder if we have a hearing loss?
Yes, to what Cindy said.

Okay. And then she said also, parents have a good intention, but from their perspective of a child who has hard of hearing as a child. I know that my life wasn't similar to hearing culture nor Deaf culture. I was in the middle within the culture.
Okay. I would like to recognize Debra. Gina, did you have --

>> GINA HALLIBURTON: She answered it, that's fine.

>> TINA MORRIS: I'm a volunteer, I'm not an expert by any means!

[Laughter].

>> TINA MORRIS: I'm an expert in raising a child who is deaf, but I'm a parent and a volunteer, and I'm doing my best here.

>> DEBBE HAGNER: I would like to recognize Debra.

>> DEBRA KNOX: You're doing great!

This is Debra, I want to say the question has come up as a coalition or as a council, what can we do to support the Coalition, and I think about it, as a professional, I'm a speech-language pathologist, I work at UCF and I work with families of children who have hearing loss all the time, and I think when I look at, you know, what I hear about professionals who don't give all the options, who don't give unbiased information, you know, that's the thing that really gets me upset, because I think it comes down to you have to be knowledgeable, but you have to provide all of the options to all of the families so that they can make a decision.

And sometimes the decision that they make at a particular point in time is what's good at that time, but it doesn't mean that's the decision that is forever, because sometimes there has to be changes that are made based on the success or changes in status or changes in family or what have you.

But I think we have to also keep in mind that 90-95% of children who are born with hearing loss, if I'm not mistaken, are born to hearing parents, and hearing parents, just as any parents, you know, are often comfortable in what they're comfortable in in terms of how they were raised and how they choose to raise their children.

And so no judgment about any of that. But I think that's a big factor. And with the increases of technology today, you know, there's more access to sound that these young babies have or children, even adults, that they've never had before.

So the landscape for this whole issue has changed because of the technology.

Now, we had a speaker.... hmm.... last year maybe in Tallahassee from Early Steps, and when I think about how can we as a Council impact what happens in our state and related to this in support of all options, we really need to make sure that our state providers or our state agencies ensure that their providers are following guidelines that are set forth.

You know, ASHA has position papers on guidelines for working with families for children who have hearing loss, and all of that requires that they include all of the options.

And so I think it comes back to us as a Council ensuring that our state agencies are informed and that the providers that are in their network are following through with the best practice guidelines for all of the professions.

>> DEBBE HAGNER: Okay. I need to make a correction here. I misspoke what Darlene said.
She said with no culture and not within culture. I apologize, Darlene.
Okay. Karen?

>> KAREN GOLDBERG: Hi, this is Karen again. Tina, I want to say that I am in awe of your passion and what you have done for deaf and hard-of-hearing kids over these past ten years. And you've done a lot, it sounds like! With the work that you've been doing up in Tallahassee.

I want to piggyback on what we've been saying, is without a doubt, the Council here, the goal is to include, to be inclusive of any and all smaller coalitions, right, that make up this larger council.

That's important, is to know what is out there and how can we of support to that.

And one thing that Debra said that I also want to comment on is that the decision a family makes today may be different from the decision they make in five years, either based on technology or how the child is doing, and that's important too.

My question to the Council is: How can we, as a Council, make a recommendation to the Legislature on what is needed within Florida that is inclusive of this Coalition's missions, as well as other coalitions' missions so that we are on the same field.
That's one thing.

I did some research and it looks like the last bill was 2013 on.... um.... the right to access, was my question, right to access for the deaf and hard of hearing.
And I think things are changing. And this is even already out of date at 2013 [chuckles].

They said requiring Department of Education to develop a model communication plan to be used in the development of an individual education plan, IEP, for deaf and hard-of-hearing students.

I cannot find anything that goes earlier than the DoE's talking about schooling, in the Legislature, talking about what is the right to access information and access communication even prior to that in this Legislature.
Maybe somebody else has a link.

>> DEBBE HAGNER: Okay. Cindy?

>> CINDY SIMON: All right. Again, this goes back, and I don't remember where it was from, but I believe if you check Early Steps first, when these kids are born, to answer Gina's earlier question, it's not the hospitals who recommend the programs. The hospital, if you fail your screening and you do it twice, it's going to recommend you to see an audiologist who deals with this.

There is a list from the state when you are registered with Early Steps which tells you all the professionals that they are supporting. In fact, we had issues, because some of them weren't so objective and we went through that before.

And from that list is where you would usually go because you become part of Early Steps at that point.

So, this takes care of, I believe 0-3, if you're in part C, and then you switch over at part B.

So it may not be there, but there are rules that you're given as one of the people on the list who they have approved to work with these children. And part of that is giving.

I mean, they're supposed to give all, you know, information on everything and give it objectively. It's part of the rules in there.

We all receive this as audiologists. And I think Debra just acknowledged remembering from speech. Because speech pathologists are on that list too.

>> DEBBE HAGNER: I would like to recognize Donna. Go ahead, Donna.

>> DONNA DRAKE: Yes, Cindy is right. I agree with what you're saying. The Department of Education from 0-3 for parts -- and then there's the IEP, there's supposed to be an IEP plan that focuses directly on communication and offering students through there, so from oral to sign language. So it's supposed to be discussed every year and included during the IEP meetings.

So, if the child is still wanting to use sign language and they're supposed to be asked and the IEP should be addressed and whether it should be readjusted, whether it's a mainstream or residential school, that is the point of the 2013 amendment, to adding the IEP to recognizing the communication page that was added to that.

>> DEBBE HAGNER: Okay. Is there any other comments or questions? Megan?

>> MEGAN CALLAHAN: This is Megan. I think one of the things that we could do now to kind of maybe assist as a Council would be to put on our website your contact information, because we do have that birth to three years section of our website and, you know, other sections as well, that we could put your contact information on, if obviously [chuckles].....

But I have your e-mail written down, the e-mail address, and I know that you said is lot of it is phone based, so if you could give me y'all's phone number and if that's okay with you guys, we can do that.

>> TINA MORRIS: It would be based on which volunteer calls you back.

>> MEGAN CALLAHAN: Okay.

>> TINA MORRIS: We filter through the e-mail and decide who is the most knowledgeable, we all have kind of little tasks that we've taken on and who's available too.

>> MEGAN CALLAHAN: Okay.

>> TINA MORRIS: But there's a lot of work that needs to be done. You know, I -- and you guys are sitting here, you know, discussing it, you know, just two years ago we moved to a new school and I had to fight our school district for five months because the FM system was out of date, it wouldn't work with my son's current technology. So technology is moving so fast. I mean, whether we're talking about parent, I mean, there's so much work to get people to understand, you know, how to serve these kids, how to help adults and, you know, employment. I mean, the list goes on and on and on and on.

So, this is just a small part of it. I feel like we're all working towards the same goal to make sure these children are successful and to be able to support that.

>> DEBBE HAGNER: Donna, go ahead.

>> DONNA DRAKE: Yeah, just a question. Do you have your own website or information? Because we could add that on to what Megan was referring to, on to our page?

>> TINA MORRIS: We don't. It's been on the agenda to do.

[Laughter].

>> DONNA DRAKE: Well, it's a good idea! It's a good one.

>> TINA MORRIS: Like I said, we're all volunteers and nobody has really stepped up to say "I can do that!" So....

>> DEBBE HAGNER: I was wondering, is there something that the Department of Education should take a little bit more responsibility as to make sure that the parents have everything?
I'm just questioning....

[Pause].

>> DEBRA KNOX: That's our next presentation.

[Laughter].

>> TINA MORRIS: Yeah, it sounds like inviting more speakers, for sure!

>> CINDY SIMON: It seems to me they tried to do that when they created the list. And short of going to every individual or picking out the patients that go to that professional and quizzing them, "Did you get everything?" That -- oh, okay, that's better [microphone now on] -- that could be a question.

The only thing I can think of that they could do is maybe with the help of everyone on the Council and the contacts that we all have, is to create a packet with information from all of it, that would automatically go out to parents that they could have for further discussion when they see their professional.

>> DEBBE HAGNER: Yes, the floor?

>> AUDIENCE MEMBER: Hi, my name is Victoria Gaitanis, I'm from the Florida Department of Education. There's already previously existing statute that requires IEP teams to disseminate information about options for students with sensory impairment yearly.

Usually it happens with the IEP. And currently that document is in the editing process, because it's about four-years-old. The document they currently use, the packet they currently use.

So that's being edited currently and is expected to be republished probably beginning the next school year.

But that is a current statutory requirement.

>> TINA MORRIS: That's good to know. Thank you! Because we just had the IEP and I was told no, I have that paper.

>> AUDIENCE MEMBER: Yeah, in addition to your procedural safeguards, they should also be giving you a packet that's publicly available on the department's website called educational opportunities for students with sensory impairment, and that one is the old one until we get this new one out and about and it has to go through, like, multiple layers of review with the legal department and the commissioner has to sign off before it's published and made available to districts, and then who are then required to share that information.

Now, they don't have to use that booklet, they can create their own because districts have local control.

But that booklet is publicly available and is intended for use for that.

>> TINA MORRIS: Okay.

>> DEBBE HAGNER: Thank you for sharing that information. And I would like to recognize Gina.

>> GINA HALLIBURTON: This is Gina again. Tina, I want to say that you all should be commended having helped 600 children, you all are volunteers. That is commendable! Volunteering is not easy. And you all have other professions and to help 600 children and families as volunteers, that's amazing.

And like Cindy was saying, maybe if you can feed us information that we can disseminate, that's great.

>> TINA MORRIS: And I would like to commend Sertoma and doing the screenings this past year, it's getting help to the children that we identified. They're doing big things.

>> DEBBE HAGNER: Any more questions?

[No response].

>> DEBBE HAGNER: Okay. I want to thank you so much for coming.

[Applause].

>> TINA MORRIS: Thank you.

>> DEBBE HAGNER: We really appreciate it. Thank you.

[Applause].

>> DEBBE HAGNER: Okay. It is almost -- it's 11:17 and we can go back to the topic of discussing a little bit more about the Family Café. And it is a deaf themed event discussion.

>> DONNA DRAKE: I thought we already finished our discussion about the Family Café. What more do we need to discuss about the Family Café at this point?

>> DEBBE HAGNER: I'm just asking if there's any more that we need to elaborate or discuss. Go ahead. Megan?

>> MEGAN CALLAHAN: This is Megan. If we could discuss the specific items that you all would like to use for the exhibit table so I could gather all of that and get it sent to Debra as soon as possible.

>> DEBBE HAGNER: Okay. Debra?

>> DEBRA KNOX: I guess about whatever the banner, that pop-up banner that we're going to try and get, we definitely need one of those.

>> MEGAN CALLAHAN: Right.

>> DEBRA KNOX: Check and make sure the pens are working.

>> MEGAN CALLAHAN: Yes.

>> DEBRA KNOX: Um....

>> DEBBE HAGNER: Karen?

>> KAREN GOLDBERG: This is Karen. Yeah, I sent a message to you that I looked at the -- at that trifold thing a little closer and I agree with Chris, that the pictures are really difficult to see and don't look like they were done professionally, maybe they were, I'm not sure.

But I can enlist the services -- my husband is a photographer, so I can enlist his services if he needs to look at those pictures, maybe fix the pixelation, we can probably do that.

But the other thing is, we were talking about having some things to hand out that has FCCDHH information on it and I've already started doing some lookings, so I'll be happy

to speak with you, Megan, about some ideas.

I think we want to have handout information, not just little trinkets and candy, but we want to have good information.

We had talked about these brochures and having the biennial report available and full glossy color may be expensive and I'm wondering if there is another option, and maybe there isn't a cost option, I'm not sure.

Thoughts?

>> DEBBE HAGNER: I would like to recognize Gina, please.

>> GINA HALLIBURTON: Thank you. This is Gina. We had mentioned at one time having a little video at the table, like on an ongoing loop of information. Is that still an option?

>> DEBBE HAGNER: Megan?

>> MEGAN CALLAHAN: This is Megan. Are you talking about the PSA that we.... Cindy would have to speak about that, her and James have been in contact about filming the PSA and stuff like that, so I would let her speak on that more. I'm hoping that we'll have it all finished and ready to go for Family Café.

>> DEBBE HAGNER: Okay. I would like to go back to Chris and then Donna and then Karen. Chris, go ahead.

>> CHRIS LITTLEWOOD: This is Chris. I'm just a little concerned with about a month, I believe, until the Family Café. It's in June, correct?

Well, purchasing anything for marketing, supplies, whatever, banners, everything, going through the process through the State, that can be very cumbersome, so I just want to make sure that as a backup, the simplest thing to do is make sure that you have a repeating, rolling PowerPoint slide and a laptop at the table.

We do have the tablecloth with the correct FCCDHH logo. That needs to be used with a laptop and scrolling information and printing some color handouts that should be regulatively inexpensive to give out to people. Last year -- was it last year or the year before?

>> MEGAN CALLAHAN: Two.

>> CHRIS LITTLEWOOD: Two years ago when Debbe and I went, we wound up using a whole bunch of different leftover holiday candy from my children to give out, and clearly that was the key to getting people to come to your table, is having something to take away.

They want some cutesy little toy or something, you know, a treat, a sweet, something like that.

So, I would strongly recommend doing that.

And, again, with budgetary restraints that we may have and the time that we have, I

want to make sure that we consider backups to make sure that we have things like the PowerPoint in line first.

>> DEBBE HAGNER: Donna?

>> DONNA DRAKE: This is Donna. I believe that we did have at one point the trifold brochures. Do we still have any of those or is there any update on that?

>> MEGAN CALLAHAN: This is Megan. So I did find some of those that we had leftover. However, they have a sticker in them that advertises a meeting from a few years ago [chuckles] that I can't really tear off, because it will tear the paper, because it's been on there for so long, so unfortunately there aren't any brochures that don't have that.

I don't know how long it would take to create new ones.

>> DONNA DRAKE: I wonder if we can develop them for the future and just to have those ready for future events to pass out.

>> MEGAN CALLAHAN: We can certainly look into printing some brochures if you all can kind of figure out what you would want in it and then we can look into printing it for future events.

But I think for Family Café, we won't really have any brochures.

>> DEBBE HAGNER: Okay. Karen and then Debra.

>> KAREN GOLDBERG: Okay. So I wanted to add to that, I think it's important to have information like a take away brochure explaining what the role of FCCDHH is.

I also think it may be a useful opportunity to have information from the groups that have representatives on the Council, so that we can provide additional information to the community.

And what Tina was just sharing about, about offering information about communication options and what is available, I mean, this is an opportunity to do that and educate.

I suspect we're going to get people coming to the table and asking questions, and so I think we have one opportunity to provide a lot of information.

>> DEBBE HAGNER: Okay. Debra?

>> DEBRA KNOX: This is Debra. We do have the biennial reports and if we can maybe take a stack of hard copies of those, that would suffice, as something to give out, because those were created, they're recent, and that would be a nice take away to be able to distribute. That's what I was thinking.

>> DEBBE HAGNER: Gina, go ahead.

>> GINA HALLIBURTON: What about if we had like a swag bag with information from each representatives -- each organization that's represented here and just have swag bags to give out so everybody has the information about what we offer?

Each organization would bring their own information. So it wouldn't cost anything to the State to print it, because every organization already has their own information. That's one.

The second thing is could each member just donate a big bag of candy, you know? Just a thought.

>> DEBBE HAGNER: Chris? Chris, did you want to say something? Chris? Did you want to say something?

>> CHRIS LITTLEWOOD: Not really, but since you called on me, I'll just reiterate what I said before.

[Laughter].

>> CHRIS LITTLEWOOD: That most of the stuff that we brought the last time was stuff that we made ourselves, and with the short timeline, we're not going to get, although I fully agree that we should have a new color brochure with lots of information for all of our agencies, and bags of stuff that people can walk away with.

Unless we make it ourselves and have it there to present, I think the short timeline that we have is not going to be very realistic.

>> DEBBE HAGNER: Julie?

>> JULIE CHURCH: Piggybacking on that, am I on?

>> MEGAN CALLAHAN: Mmm-hmm.

>> JULIE CHURCH: If the -- does the brochure that we have now, does it have council members' names on it?

>> KAREN GOLDBERG: Yes.

>> JULIE CHURCH: So that's inaccurate too, I imagine. Because I was going to say, if it was just a matter of date, that you could just stick another sticker over the one that's there.

>> MEGAN CALLAHAN: [Laughs].

>> JULIE CHURCH: But, yeah, if it doesn't have the current council members on it, it probably shouldn't be used. I don't know if there's an easy way, just to take the information from there and put it on another document.

>> MEGAN CALLAHAN: This is Megan. We do have the official Council letterhead that has all of the current members on the letterhead, on the side, so if there's something that we could maybe even just type up, like a take away, like --

>> JULIE CHURCH: That's what I was suggesting, just take the verbiage that's in the

brochure and as long as it's still -- most of it is still accurate, just put it on to maybe a piece of letterhead with a photo or two and just give that out.

>> MEGAN CALLAHAN: Mmm-hmm.

>> DEBRA KNOX: There you go.

>> DEBBE HAGNER: Donna, did you want to say something?

>> DONNA DRAKE: This is Donna, I was going to basically say what Julie said. Basically using the stationery and the letterhead and to put our purpose and what our mission is, just to kind of have that out there with all the council members' names on it and maybe a link to our website, just so we have something to give out.

>> DEBBE HAGNER: Based on Chris and my experience, one thing we did have was a sign-in sheet, where if people had some questions that we did not have an answer for, we made a notation of it so that Megan can get back with them with the answer. Yes, Megan?

>> MEGAN CALLAHAN: This is Megan. That's the reason why I created the kind of public comment form that we use for these meetings. But instead of it saying that it's for a specific FCCDHH meeting, we put Family Café 2018 and then they can write their contact information.

And if they have a question that you may not be able to answer, or if they want to be contacted, they can write that out in the comments, so that's why I created that public comment form.

>> DEBRA KNOX: That's great.

>> DONNA DRAKE: That's a good idea.

>> DEBBE HAGNER: Okay. It is now 11:28. Yes, Chris?

>> CHRIS LITTLEWOOD: This is Chris. Just adding on to what you said about the sign-in sheet, I do remember that we tease people that they could have candy after they give us their e-mail address.

[Laughter].

>> CHRIS LITTLEWOOD: Just so that we had contact information to reach out to people in our community that might be interested, if they expressed a reason to be involved with the deaf and hard-of-hearing community, that was a way that we got a list of information.

>> DEBBE HAGNER: Okay, great. Thank you. Any other comments or suggestions? Yes, Megan?

>> MEGAN CALLAHAN: Yes, I just wanted to ask real quick. The magnet, the pens, if they work, and the Post-Its, would you like those as well to be sent for Family Café?

>> DEBRA KNOX: [Nods head].

>> MEGAN CALLAHAN: Okay. I just wanted to make sure, and I know we talked about whether the pens work and got on other subjects. Okay, sorry.

I do have handouts from other organizations that were sent to me two years ago when Debbe and Chris went to Family Café, I still have those.

If your organization has updated the brochures or flyers that I have, please send them to me. Otherwise, we can just print the ones that I have and use those.

>> DEBBE HAGNER: Okay, great. Debra?

>> DEBRA KNOX: I have two ideas. One shall don't worry about the candy. Between Karen and I, we'll figure out the candy part.

But secondly, if you don't necessarily have materials from all the organizations and we're not sure if we would get them all, another idea on the letterhead that we have is if we listed all of the organizations with their websites, that could be part of what's on that piece of paper that, you know, then gets handed out too.

So, that even if they don't have a handout or a brochure, they would still have a list of all the websites of all the council organizations that are represented.

>> MEGAN CALLAHAN: Yeah, I know underneath your names, it has what you represent, the organization that you represent, or, like, when Rosie was on the council, she was a parent of a deaf child, and I know it has it on there, but I can also include the organization websites as well, because I have those.

>> DEBBE HAGNER: Okay. It is almost lunchtime, so let's discuss about lunch real quickie.

The options are for lunch is we can go to Market Kitchen and Bar, Arthur American Bistro, and Cracker Barrel. And let's see what else is on the list.

>> MEGAN CALLAHAN: There's also a Steak -n- Shake down the road and a Chili's; there's a place in the hotel. There's lots around here.

>> DEBBE HAGNER: There's ice cream, fine dining, and Gator's Dockside. So, where would you all like to go? And we have exactly.... hmm.... we have exactly.... until 1:15 for lunch.

So, do we have a motion to break for lunch now and then we'll resume at 1:15? Anybody would like to make a motion?

[Hands raised].

>> DEBBE HAGNER: Okay, Debra.

>> DEBRA KNOX: I move we break for lunch.

>> GINA HALLIBURTON: Second.

>> DEBBE HAGNER: All right, Gina seconds, okay. We'll go for lunch and we'll see you all back at 1:15 on the dot.

[Break].

>> DEBBE HAGNER: Darlene, are you on?

>> DARLENE LAIBL-CROWE: Yes, I'm here.

>> DEBBE HAGNER: Great. I just wanted to make sure you could hear us before the meeting started.

>> DARLENE LAIBL-CROWE: Yes, I'm still not able to do the CART.

>> DEBBE HAGNER: You're still not able to see the CART?

>> DARLENE LAIBL-CROWE: It won't let me change the font size.

>> DEBBE HAGNER: Okay.

>> DARLENE LAIBL-CROWE: If I change it, it doesn't change the text style, it changes the space in-between the text lines, the line spacing. I'm not sure what to do there.

>> DEBBE HAGNER: Okay. Maybe you want to take your computer to a computer gig?

>> JULIE CHURCH: There is some --

>> DARLENE LAIBL-CROWE: I've done everything I can think of to see why it was doing that.

>> JULIE CHURCH: Did you try going to the themes on the left-hand side? She might have had on a theme.

>> DARLENE LAIBL-CROWE: Has anybody tried changing the font size on their screen?

>> DEBRA KNOX: Yes, we have. I can do it.

>> KAREN GOLDBERG: What family does she have? What family?

>> JULIE CHURCH: Or what theme?

>> KAREN GOLDBERG: It says font family.

>> DEBBE HAGNER: Darlene, what family, font family do you have?

>> DARLENE LAIBL-CROWE: What was that again?

>> DEBBE HAGNER: What font family are you using on your computer? The second one, the third one, the middle one on the top of the screen?

>> DARLENE LAIBL-CROWE: I'm sorry, font? The font window?

>> DEBBE HAGNER: The font family.

>> DARLENE LAIBL-CROWE: The font family?

>> MEGAN CALLAHAN: Yeah, Darlene, right next to the font size is a dropdown box for font family and that's the -- I believe it's the font type.

>> KAREN GOLDBERG: It doesn't matter. I'm practicing.

>> DARLENE LAIBL-CROWE: I see the dropdown at the top.

>> MEGAN CALLAHAN: Right, it's to the right of font size, it's right next to font size.

>> DARLENE LAIBL-CROWE: The font size, yes, I use the font size on there and I tried to change that.

>> MEGAN CALLAHAN: So, you do try changing that.

>> DARLENE LAIBL-CROWE: But the lines between the text changes.

>> KAREN GOLDBERG: Can she zoom in?

>> DARLENE LAIBL-CROWE: I'll be right back.

[Pause].

>> DEBBE HAGNER: Good afternoon, everybody, this is Debbe Hagner. Welcome to the Florida Coordinating Council for the Deaf and Hard of Hearing. It is 1:15. I would like to do a roll call and we'll start on this side and then we'll take the people on the phone and the staff.

So, again, my name is Debbe Hagner, I represent HLAA.
Debra?

>> DEBRA KNOX: Sorry. I'm Debra Knox, I represent A.G. Bell Florida and I am from Oviedo, or Orlando.

>> JULIE CHURCH: Julie Church, I'm from Dunedin and I represent the Deaf Service Center Association of Florida.

>> KAREN GOLDBERG: Karen Goldberg representing Hearing Loss Association of

Florida.

>> JOHN JACKSON: John Jackson representing the Department of Children and Families.

>> DONNA DRAKE: I am Donna Drake from St. Augustine and I represent Florida Association of the Deaf.

>> CHRIS LITTLEWOOD: Good afternoon, this is Chris Littlewood representing the Association of Late-Deafened Adults.

>> GINA HALLIBURTON: Good afternoon, this is Gina Halliburton from Jacksonville and I'm representing the Florida Registry of Interpreters for the Deaf.

>> CINDY SIMON: Hi, everybody, Cindy Simon and I represent audiologists.

>> MEGAN CALLAHAN: Welcome back, everyone, this is Megan Callahan representing the Florida Department of Health from Jacksonville, Florida.

>> DEBBE HAGNER: And we have Lisa.
And now -- do we have anybody on the phone?

[No response].

>> DEBBE HAGNER: Darlene, are you on the phone?

>> DEBRA KNOX: She left the room.

>> DEBBE HAGNER: Okay. Anybody on the chat?

[No response].

>> DEBBE HAGNER: I don't see anybody listed on the chat.

>> CINDY SIMON: Lynn Miskiel entered.

>> DEBBE HAGNER: Other than Lyn....

>> CINDY SIMON: Miskiel.

>> DEBBE HAGNER: -- Miskiel entered the room.

[Sneeze].

>> ALL: Bless you.

>> DEBBE HAGNER: Anybody else?

[No response].

[Sneeze].

>> DEBBE HAGNER: Should I go ahead?

>> MEGAN CALLAHAN: Yeah.

>> DEBBE HAGNER: I would like to introduce you to Victoria and she will be talking to us about the Florida Department of Education, the deaf and hard-of-hearing program, and welcome!

>> VICTORIA GAITANIS: Thank you. So, my name is Victoria Gaitanis, I work for the Florida Department of Education K-12 in the bureau of exceptional education and student services, and I'm here to provide an update on K-12 services for students who are hard of hearing, give you some data on numbers and performance on some of the statewide standardized assessments that we give throughout the state for all of our school students.

[Telephone beep].

>> VICTORIA GAITANIS: So, of course the mission of K-12 is to have all of the students college career and ready and that's the shared goal.

I'm super happy to hear that you all are attending to -- that you are planning to attend Family Café which is funded through our dollars and coming through our bureau, so we're super happy to hear that.

So before I talk about how many deaf and hard-of-hearing students we have K-12, I wanted to put it in context of how many students with disabilities statewide we've had in Florida.

And this is a graph kind of going back to 2008 and 2009 and it talks about the percentage of students.....

[Using microphone].

>> VICTORIA GAITANIS: All right. Is that better?

>> LASHAY: Hold on.

>> Sorry. What's SWD stand for?

>> VICTORIA GAITANIS: Students with disabilities. So as of 2017, 2018, we --.

[Microphone feedback].

>> DEBRA KNOX: Move away from the speaker!

[Laughter].

>> VICTORIA GAITANIS: As of 2017-2018 preliminary data, we're still going through that data. 13.6% of our students in Florida public schools K-12 are students with any

disability, so they can be a student with autism, a student who is visually impaired, and this includes students who are deaf and hard of hearing. So that's total. And then this is -- oh, lord....

[Laughter].

>> VICTORIA GAITANIS: I'm going further away from the speaker. Is this better? Can everybody hear?

Okay. All right. So this pie talks about of the 13-14% you have a disability as of 2017-2018, and this is where they fall and 10% are OHI, or other health impaired, the large majority are SLD with a specific learning disability which includes disabilities like dyslexia.

Where DHH and visually impaired and we are in other, we're in that other 9% all lumped in there together, and I'm going to break that down a little bit further in the next slide.

SI speech impaired and LI is language impaired, in case you had a question.

So this is the deaf/hard of hearing enrollment numbers duplicated. What duplicated means is even if they have any other disability categories, so if they have autism spectrum disorder and deaf and hard of hearing, they should appear in this count.

And so we can see from 2011-2012, up until 2016-2017, which is the last verified numbers that I have, we increase every year our students who are deaf/hard of hearing.

And this is only K-12, it doesn't count our pre-K population, student served through part C services, so that would be early intervention program, and it also doesn't count students who are served who are in their 20's. Because students with disabilities can be served up until 22.

This gives you a breakdown of where age-wise those 5,000 or so students fall. The majority of those students fall within the age ranges of 9-13 and this is pretty typical for any disability category, we see a spike in identification during those -- during that age bracket.

These are our numbers for students who are dual sensory impaired, so for deaf-blind. Those numbers also increase slightly every year. We have about 164.

When I'm looking at preliminary numbers, it looks like this number for both deaf/hard of hearing and dual sensory impaired are quite a bit larger this year and that's why they're doing an extra layer of verification for that.

Some say that that may be due to the influx of students from Puerto Rico, due to the hurricane, but we're still in the process of verifying, which is a little bit more difficult for this year [chuckles].

And you'll see that same spike in identification in the same age bracket, 9-13, which is typical for all disability categories.

All right. So, this is lag data and this is the number of interpreters that districts report, and now they are supposed to also include in this number interpreters that they hire through contracting agencies and staff interpreters that they hire as district employees, although we're working on technical assistance to improve that number every year, so that's about 539 in '15-'16. And in '16-'17, we should see lag data soon, very soon.

>> DONNA DRAKE: I have a question. I want to make sure I didn't miss something. This does not include interpreters for other agencies, only interpreters that work in public schools, is that what you said?

>> VICTORIA GAITANIS: Yes, that's correct.

>> DONNA DRAKE: So really, in reality, it's a higher number than this.

>> VICTORIA GAITANIS: Yes, yes, these are only interpreters who are working within the school system.

>> DONNA DRAKE: Thank you.

>> VICTORIA GAITANIS: And this is teachers of the deaf/hard of hearing and they are reporting that they are hired, they are hiring, and have worked through the school districts that you see below. '14-'15 --

>> JULIE CHURCH: Does that include vacancies?

>> VICTORIA GAITANIS: No, these are just bodies. And going through contracted agents or through hiring directly --

>> DEBBE HAGNER: John has a question.

>> JOHN JACKSON: How are you guys defining "teacher"? Four year degree?

>> VICTORIA GAITANIS: Yeah, the definition, in order to report in this category, they have to be a -- they have to have their certification, so sometimes -- some of our beginning teachers aren't captured in this yet because they don't have their full professional certification until their first year, but, yeah, these are our fully certified teachers of the deaf and hard of hearing.

>> JOHN JACKSON: Okay.

>> VICTORIA GAITANIS: They are supposed to report to fields that are serving in those roles, but we haven't had -- we've had some difficulty getting correct reporting from that. We're working on it [chuckles].

[Telephone beep].

>> VICTORIA GAITANIS: So Florida is a part of what's called seven pack and it's the seven largest state as far as student population. We're in the top three or four, depending on how you measure that for student population and student population with disabilities.

And this graph right here talks about regular class placement, which means 80% or more of their day, they're in their regular education classroom setting.

Florida, currently 71.9% of our students with disabilities -- actually the number is higher this year -- but 71.9% in 2015-2016 of students with disabilities were served in regular education classroom settings.

>> DONNA DRAKE: Another question for you. Does that include people in self-contained classrooms, like if a school had a deaf-only classroom?

>> VICTORIA GAITANIS: So those students would not be counted as being served in a regular education classroom setting.

>> DONNA DRAKE: Thank you.

>> VICTORIA GAITANIS: In general, Florida outpaces the nation or the national average for students with disabilities served in regular education placements.

And this is what it looked like last year for our students who were deaf/hard of hearing. So 63% of our students who identified anywhere on their IEP as deaf/hard of hearing served in a regular education classroom setting.

11% were served in a resource room, so they may spend 50% of their day in a regular ed classroom and then they'll go to a resource room for a part of that day.

16% were in a separate class, so they're in a regular school and they have their own classroom, 3% in a separate school, 6% in a residential school, which is SDB (sp) for Florida and 1% is searched privately in private schools.

Interestingly enough, I think I didn't show it on this graph, but about .3% are in correctional facilities. But it didn't make it on this graph because it was so small, the sliver was so small.
Okay. So --

>> DONNA DRAKE: I have another question for you. I'm sorry to bother you again.

>> VICTORIA GAITANIS: No, no.

>> DONNA DRAKE: What about home schooled kids? Are they identified on this list at all?

>> VICTORIA GAITANIS: They would be, but none showed up for this year. So when I look for other years, they do, but they didn't show up this year. Which means either districts didn't report them or there truly weren't any registered in home school districts.

Okay. So now that we've talked about where these students are being served as far as their education, I just wanted to go over some data that I had about how we're doing our statewide standardize assessments.

We are statutorily required to assess every student in the state of Florida, with the exception of those who get waivers and/or exceptions because of extraordinary services.

And this graph kind of tells you what assessment options we have. We have the Florida standards assessments or FSA, we have the English, language arts, or math, and then also in that, we also have social studies and, of course, exams.

And then for students -- only for students who have significant cognitive disabilities, we have the Florida standards alternative assessment. The most common alternative assessment is the performance task and then for those students who have the most significant disabilities, there is the option of the FSAA data folio which is a portfolio assessment for students who have very significant disabilities.

So this is the past three years for our students on the FSA, Florida standards assessment, English, language, arts, grade three assessment.

The green line is all students, so this is all students, including students with disabilities.

[Telephone beep].

>> VICTORIA GAITANIS: The blue line is students with disabilities in general, and then the orange line is students identified who are deaf/hard of hearing.

Now, for this particular graph, the deaf/hard of hearing had to have been selected as the primary disability. So this is not all students who are deaf is -- who are deaf hard of hearing but those who are primarily.

And these are students who score a level three or above which is considered passing or proficient.

>> DEBBE HAGNER: John?

>> JOHN JACKSON: How does it work as far as the primary disability and how that determination is made? Is that made by the person filling out the form for the student or the student's parent or is there -- I'm curious about that.

>> VICTORIA GAITANIS: So primarily disability is selected by the IEP team, so that includes parents, sometimes students, teachers, therapists, whoever is on that team at the local level. They develop that plan and determine what the primary goals of that plan are, and then determine which disability they're going to select as that student's primarily disability.

>> JOHN JACKSON: And that's what I'm curious about. And a follow-up, what goes in -- do you know what goes into the criteria in selecting?

>> VICTORIA GAITANIS: So there is general guidance that should be the disability that is the most impactful for the student, but it is at the end of the day according to the Feds, an IEP, those team of experts come together and determine that based on what

they know from the students, based on their assessments, and based on what they think most impacts that student's learning, so....

>> JOHN JACKSON: I'm just curious how much -- I don't know, the influence of the child or parents would have over that team.

>> VICTORIA GAITANIS: My experience is it really depends on the team.

>> JOHN JACKSON: The team.

>> JULIE CHURCH: And the parent.

>> VICTORIA GAITANIS: That's true. One of the commissioner's role is to address this gap and achievement for students with disabilities in general that exists also for our students who are deaf/hard of hearing and we're working on those to move forward with that.

This is English, language, arts, grade four, and here you'll see our students who are deaf/hard of hearing, they're the orange line, they are doing slightly better, last year than our students who were -- students with disabilities in general.

And moving towards closing that gap between students with disabilities and all students.

This is ELA 10, English, language, arts, grade ten. And we can see a significant drop in our students, and this time the line is blue, but who are deaf/hard of hearing and working with some of the projects that I'll talk about next or in the future in this presentation about that.

Although again, you see our students are deaf/hard of hearing and doing a little bit better than students with disabilities in general.

I don't have three years' worth of data on that, I'm still waiting on them to provide that data for me on the data shop in FDOE and I have '16 data, and in general, especially in algebra I, that makes sense, which is a difficult test to pass.

And then they really are improving, you know, closing that gap, so props to our teachers of the deaf and hard of hearing who are working this.

So this is the exceptionality of students taking the Florida standards alternative assessment and these students should have a significant cognitive disability and that gives you the numbers, 101 students who are identified as deaf and hard of hearing and taking the Florida standards alternative assessments in 2016, and these students also have a significant cognitive disability. Yes?

>> DEBBE HAGNER: What's the difference between speech-language impairment versus language impairment?

>> VICTORIA GAITANIS: So language impairment has to do with language processing and speech impairment has a different set of eligibility criteria that is solely based on speech outlet.

Although sometimes you'll see them lumped together and assessed and sometimes they're co-reported.

Yes?

>> DEBRA KNOX: I'm sorry, the green pie chart there, is that --

>> VICTORIA GAITANIS: Hospital --

>> DEBRA KNOX: I wondered what the HH is.

>> VICTORIA GAITANIS: There isn't a disability label associated with those students and that could be data error recording, but the field wasn't marked at all.

>> JOHN JACKSON: Okay.

>> VICTORIA GAITANIS: So this is graduation rates for Florida and it's a federal measure, federal uniform high school and standard graduation. We know that the special diploma for Florida went away this year, so we don't have that option anymore.

And this talks about students with disabilities is the orange line versus all students which is that blue line at the top.

So we're closing the gap, but slowly.

And our statewide drop out rate is dropping -- oh, sorry -- is dropping every year as well.

This is exit data, so how our students who are deaf and hard of hearing left us for the past five years.

Diploma means, you know, they achieved a standard diploma. Special diploma, which we should see more of next, so the next 16-17 report will have this.

Certificates of completion and which I hope to change and we saw a drop in 15-16 of students dropping out who identified as deaf and hard of hearing and also a very small uptake in students graduating with a special diploma who identified as deaf and hard of hearing and I'm working with my teachers of the deaf and hard of hearing in district contacts to address that because we know that having a special diploma or dropping out really limits what students can do once they leave the school system, and post-secondary outcomes.

If Cecil is on the line, he and I have been meeting together with the National Deaf Center for post-secondary outcomes in Austin working together to craft a plan between Voc Rehab and the Department of Education together, some plans and outreach to improve those outcomes.

All right.

>> DONNA DRAKE: Question for you. This is Donna. Just to go back a slide for me. So they stopped offering the special diploma. What's the state's plan going forward to replace that for those particular students that ordinarily would have had -- or would have qualified for the special diploma, what are they going to get when they finish school? Do they leave with nothing and just get considered a dropout at that point?

>> VICTORIA GAITANIS: So we are working with districts, we want all students to have access to that standard diploma. Now, there are multiple -- we have increased the ways they can obtain a regular diploma and we're working on improving our technical assistance to districts regarding this.

And we're also reaching out to districts about -- so CTE courses, so these courses will give them certifications, industry certifications that will assist students in increasing their post-secondary outcomes once they -- and they can use those CTE courses or industry certifications towards graduation, so.... with their standard diploma.

>> DONNA DRAKE: So basically demonstrating their skill areas where they would be able to find their job in the future? Is that what you mean?

>> VICTORIA GAITANIS: Yes, yes, so they have options, they don't have to do the college preparatory route if that's not something that's going to work for them. They can also achieve a standard diploma using industry certification classes. Yes? Sorry.

>> JULIE CHURCH: Where do charter schools fit into all this?

>> VICTORIA GAITANIS: I don't want to stand too close..... So charter schools are public schools, with public funding and they have access to the same type of school systems.

>> JULIE CHURCH: I just meant the numbers. So when you're reporting, that includes kids in charter schools and the public schools.

>> VICTORIA GAITANIS: Yes, yes, it does.

[Pause].

>> VICTORIA GAITANIS: Okay. So this is FETPIP data and this is data on how students are doing two years after they leave our K-12 public schools. We are statutorily required to collect this data in order to track how well we're doing with our students with disabilities, in either in their post-secondary outcomes.

And here you see the percentage of students who are in higher education, who were in higher education, who graduated in '14-'15, who were either in higher education or compensatory employment, or who were in any kind of education, post-secondary education, or any type of employment two years after they graduated. And this gives you -- this is just for students who are deaf/hard of hearing.

This is where deaf/hard of hearing fits with other categories in post-secondary outcomes based on that same FETPIP data. So kind of in the middle of the pack.

All right. A part of my job, a portion of my job is to manage projects that are funded through IDEA dollars that specifically go to assisting students who are deaf and hard of hearing, visual impaired, auditorily impaired and I want to share with you some of those projects that are especially focused on students who are deaf and hard of hearing.

The largest one is the resource materials and technology center for the deaf and hard of hearing. It's located in St. Augustine. They provide a lot of professional development to our teachers of the deaf and hard of hearing, they provide support to districts, sometimes they go into districts and observe and give them recommendations on how to better design classrooms and instructions for compensatory deaf and hard of hearing and access issues, so if they need captioning, if they need evaluation assistance, referral assistance, those types of things.

The physical agent is the Florida School for the Deaf and Blind.

Clarke School in Jacksonville is an auditory oral school and they serve students age 3-7.

The Debbie School is also a school that receives grant funds.

[Banging at the door].

>> VICTORIA GAITANIS: And then our educational interpreters project, it has just moved this year from the University of North Florida to Pasco County Schools and they train and provide technical support and professional development to our K-12 sign language interpreters.

They also reimburse and offer stipends to assist in improving their certifications as educational interpreters, and in achieving higher education.

This is a federal project, not one that I manage, but I just wanted to add, the Florida Virgin Island, I work with them on several things, including the deaf-blind census.

And then these are additional projects who may work with our students who are deaf and hard of hearing and also working with students with disabilities, Project 10, Florida Inclusion Network, our pre-kindergarten training program, our TATs program, and TLC and Bookshare.

All right. So, any questions?

>> KAREN GOLDBERG: Wonderful John I've got one. Are you related to Jason?

>> VICTORIA GAITANIS: Yes, he's my husband. Do you know Jason?

>> JOHN JACKSON: Yeah, he works over at DCF. It took me a little while losing him.

>> VICTORIA GAITANIS: He's the bureau chief of accountability and reporting. So, yeah.

>> JOHN JACKSON: I don't know if he remembers me.

>> VICTORIA GAITANIS: I'll have to tell him. Yes? Anymore questions?

>> DEBBE HAGNER: Gina?

>> GINA HALLIBURTON: Yes, this is Gina. You are a busy lady! That's all I can say. But you answered the question about how do you determine the success potential of a student with disabilities in a mainstream and regular environment.

My question is, how do you maintain the integrity of the interpreters? What is your credentialing process that you know the interpreter you have in the class can give language acquisition and stuff like that?

>> VICTORIA GAITANIS: So, this is a question that is ongoing. Currently.... um.... so currently districts have local control, which means that there is no statewide standard for educational interpreters.

And that districts are given that power to determine. And so what a district considers acceptable can change from district-to-district on what their level of credentialing for educational interpreters are.

I know that there's work in progress to try to create a statewide standard, but it's not complete. We have to be given authority from the Legislature in order to set one -- as a department as an agency.

>> GINA HALLIBURTON: Okay. I just have a quick follow-up. I'm stepping out of my server here and throwing stones, but I know there's a statewide standard, but there's a moral obligation that we have to make sure that the students get the very best that they can get, and I'm just wondering, have there been any consideration or thought to even though the Florida Registry of Interpreters for the Deaf no longer offer credentialing, they absolutely have the skillset to determine the obligations and I'm wondering, has there ever been any thought to maybe contact and say hey, when we get together, can you look at our interpreters and give us feedback as to whether they are really qualified to do the job?

Understanding there's no state requirements and nobody can say, you know, you're no good, but just as a person and a mother who -- I'm not a mother of a deaf child -- but as a person who cares, you know, has there been any thought about that from the Department of Education?

>> VICTORIA GAITANIS: So most of our work with educational interpreters is handled through the Educational Interpreters Project, the EIP, which moved from the University of North Florida to Pasco, and so in general, they are the go-to support service for districts who are seeking to either improve the level of qualifications or seeking to establish or evaluate the level of qualifications for their interpreters.

And because this is a project that I manage, I can definitely recommend to Aaron Izzo who is the director of that project that he reach out to you.

I know they're planning -- they have a summer institute every year for the education of interpreters and they go and receive training -- they bring in speakers from all around the country to provide -- they're providing ongoing training related to interpreting, discussions with regard to STEM interpreting and in math and that's been a focus on several districts this year, and including one story telling for the younger kids, but I can tell him.

>> GINA HALLIBURTON: Thank you.

>> DEBBE HAGNER: Julie?

>> JULIE CHURCH: I had two questions. One is regarding in the statistics that you showed, how does Florida compare to the other states with deaf and hard-of-hearing children? Have we looked at that?

>> VICTORIA GAITANIS: So this is an interesting conversation that I had when I had the opportunity to go to Austin and talk to other state education leaders in regards to the performance of students who are deaf and hard of hearing.

What I discovered was that Florida does a really good job of keeping data, so when I was presenting my data to other state leaders, they were, like.... wow.... you have data on this!

[Laughter].

>> VICTORIA GAITANIS: Some states don't, you either qualify as a student with a disability or they don't. They don't use disability categories and therefore have no way to track student individual performance by category, and some states do have disability categories, but don't do any tracking by disability categories.

So, I think it was me and my California cohort colleague that weren't presenting any data at all and student performance was pretty aligned among our two states, and since we represent two of the, you know, largest states, aside from Texas and New York, I guess that's all I can say about that.

>> JULIE CHURCH: My other question was do you see a larger proportion of students who graduate from the Florida School for the Deaf going on to higher education as opposed -- as compared to kids who are educated in their district, or do you not know?

>> VICTORIA GAITANIS: I don't know currently.

>> JULIE CHURCH: Just something I'm interested in.

>> VICTORIA GAITANIS: Yeah, I definitely can pull a data request down to see. If you're interested in that kind of data, they do, I think FSDB doesn't get a school grade, they get a school improvement rating, because they're a school, they can elect to get a school improvement rating for their school, but a component of that school improvement rating is post-secondary options for students, so if you're interested in that, that's public record and available on the FDOE website and you can look at that.

>> JULIE CHURCH: Okay, great.

>> DEBBE HAGNER: Okay. Debra?

>> DEBRA KNOX: I'm curious to know if within the deaf and hard-of-hearing population we know that there are many different options for communication and do you have any outcomes, data, or any achievement data on any of the differentiations between the educational options that occur?

>> VICTORIA GAITANIS: So because districts aren't required to report differentiating data to us, they just report a category, which in Florida is lumped together. I don't have any discrete data on that.

>> DEBBE HAGNER: John.

>> JOHN JACKSON: I'm curious, what was behind moving the program or whatever you call it from a college or a county, and number, Pasco? Now I understand that Pasco is part of USF, I don't know if that has anything to do with it.... I'm from there and I'm asking the same question, why the heck didn't you move it to my area?

>> VICTORIA GAITANIS: So, the long-term director at UNF had been for several years ready to retire, wanting to go, but she had stayed on because she was afraid what would happen to the project and finally she was, like, okay, I have to go sometime, getting into my -- I'm getting up there, I'm not going to last forever, and she finally did retire, and then the university elected not to renew, which then -- so they changed, and then Pasco -- and they do have various partners from USF coming to assist them with that, stepped up with that.
They also have --

>> JOHN JACKSON: [Away from microphone and unable to clearly hear].

>> LISA (CART CAPTIONER): I can't hear John; I'm sorry.

>> JOHN JACKSON: Was it done through like a bidding process? Or throw out, hey, can anyone help us? It went from there?

>> VICTORIA GAITANIS: Yeah, it went from there, anyone? Anyone?
So Pasco County currently has a virtual school in Pasco and they offer sign language courses, sign language I, II, III, and IV, and so in the discussions on where the grant was going, they were discussing offering online sign language courses for parents of K-12 students who are deaf/hard of hearing and so they have -- they already had an established online forum for that. We are currently in the process and it's going to be a long one, to kind of set funds aside and develop an online -- so it's online for high school schools to assess the sign language program to kind of tweak that to develop online sign language programs and make it accessible to parents of students who are deaf and hard of hearing and that's in development currently and that's a platform and that's one of the points of, okay, we need to move it here.
Yes?

>> DEBBE HAGNER: Debra?

>> DEBRA KNOX: Go ahead.

>> DEBBE HAGNER: This is Debbe, I was just curious why 9-13 was the spike increase of identifying --

>> VICTORIA GAITANIS: Students with disabilities in general?

>> DEBBE HAGNER: Yeah. Why that age?

>> VICTORIA GAITANIS: Typically enrollment numbers increase at that age and also I think it's because we have that mandatory third grade assessment around that age, and so the push to have students identified with a disability tend to access accommodations for those standardized assessments that are required in that timeframe, motivates that increase in identification around the same age.

>> DEBBE HAGNER: To not be pulled in, a student?

>> VICTORIA GAITANIS: They should be.

>> DEBBE HAGNER: Any other questions?

>> DONNA DRAKE: I have a question. I've been away from the schools for a while, but I'm wondering if they still use the matrix?

>> VICTORIA GAITANIS: Yes. So, yes, matrix of service is required for all students with disabilities. It's our -- it determines funding.

>> DONNA DRAKE: And is there a way to use that matrix to gather some data regarding how many students actually use sign language and how many are in the oral program and how many have interpreters? Could we extract the data from that matrix?

>> VICTORIA GAITANIS: So currently matrix points, elevated matrix points, which you get matrix points aligned to the level of student need in different domains, and they're scored out with points and that determines the funding level of a particular student based on their level of need and/or severity of disability.

But because some of those level of needs are co-associated, auditorily and sign language, it would still be difficult to extract discrete data.

>> DEBBE HAGNER: Okay, Gina?

>> GINA HALLIBURTON: Okay, this is Gina again. I'm somewhat new to Florida and may be known at the table, at the Department of Education, do you guys determine when you need an interpreter in a school setting? Do you decide when an interpreter is needed for this class or not this class, do you decide what services are provided? Or is that something that the parent can require?

>> VICTORIA GAITANIS: Those are IEP decisions, but they're not -- well, they're not only IEP team decisions, but they're IEP team decisions that should also be informed by the requirements of the ADA, which are somewhat separate from our IDEA requirements, and those are made at student level districts.

>> DEBBE HAGNER: John?

>> JOHN JACKSON: A two part question. Going back to the 9-13, what did you just -- why did you choose or whoever choose or decided to break it into those age categories? That's the first question. What is the age category, the 9-13, who came up with that?

>> VICTORIA GAITANIS: That's federal reporting.

>> JOHN JACKSON: Do you have the ability to go into the 9-13 individually, say, every year do a 9, 10, 11, and compare from 9-13?

>> VICTORIA GAITANIS: Yes, I believe I might be able to. I might also be able to request it by grade level, which may be -- if I can't do the screen agents, which I think I might be able to, I might be able to do it by grade level, which will give you more information around the specific --

>> JOHN JACKSON: I'm wondering, I just got a theory as to whether or not, like you said it spikes around the third grade, but I'm wondering if it would be a situation if you look at it, the line where it spikes around 9 and starts to go down and pops back up again at 12, 13, and the reason I'm asking that or curious about that, in all very serious about that, is puberty, because a lot of things come out in kids that parents don't know until the fact hits, and I would be curious about that.

>> VICTORIA GAITANIS: So for deaf and hard of hearing and specifically students with disabilities.

>> JOHN JACKSON: Yes, yes.

>> VICTORIA GAITANIS: Yeah, I can definitely look at that. I think we may have it recorded by specific age, but I'll have to check to make sure.

>> JOHN JACKSON: I was just curious.

[Pause].

>> DEBBE HAGNER: Any other questions?

[No response].

>> DEBBE HAGNER: Thank you so much for coming.

[Applause].

>> DEBBE HAGNER: Thank you so much!

>> VICTORIA GAITANIS: No problem. Megan has my PowerPoint and she can share it with whoever wants it.

>> KAREN GOLDBERG: Excellent.

>> JULIE CHURCH: Megan, I would like, if you would, distribute that to us, please.

>> VICTORIA GAITANIS: Additionally, I had the opportunity to speak briefly a couple weeks ago that was held in a conference in St. Augustine for State Schools for the Deaf and OPTION Schools and they were co-located at the Casa Monica in St. Augustine a

few years ago. Johnny Collette was also there and it was co-hosted by a group right in the middle and it's a stakeholder group whose purpose is to look at deaf, hard of hearing, auditorily enrolled, and sign language, and I was really encouraged by the level of cooperation that I saw at that conference.

I wanted to share that.

All right. Thank you very much.

>> ALL: Thank you.

[Applause].

>> DEBBE HAGNER: Okay.

[Pause].

>> DEBBE HAGNER: Okay, yes --

>> CINDY SIMON: I just want to say, I'm watching poor Lisa here, if we can all speak a little bit slower so she's not working so hard to keep up, I think that would be a very courteous thing to do.

>> DEBBE HAGNER: Okay, great. Thank you for the reminder, Cindy. Okay. We're going to do something a little bit different. We want to -- Megan had asked that we have elections for the --

>> MEGAN CALLAHAN: No.

>> DEBBE HAGNER: Go ahead.

>> MEGAN CALLAHAN: This is Megan. I just wanted to discuss the elections will be officially voting tomorrow, but I know that some people aren't able to attend tomorrow's meeting, so I just wanted to discuss who will be running for the Chair and Vice Chair for this upcoming fiscal year, so that way the members who won't be able to attend tomorrow can either write it out on their ballot and hand it to me and I can put that in the votes tomorrow, or they can let me know via CART chat or whatever. I just wanted to have a discussion of who will run.

>> DEBBE HAGNER: Okay. So we're going to do that now, have the discussion?

>> MEGAN CALLAHAN: Yeah.

>> DEBBE HAGNER: Okay. Anybody have any comments on the -- about who they want for chairperson?

>> MEGAN CALLAHAN: Sorry, this is Megan again. I know that Glenna mentioned that she wouldn't mind being Chair again or Vice Chair, if someone else wanted to be Chair, so she just threw her name in there.

>> JULIE CHURCH: Can you tell us who is cycling off in July?

>> MEGAN CALLAHAN: Um.... I believe Chris and Donna, their terms will expire in July.

>> DONNA DRAKE: I believe it's August -- this is Donna -- I thought -- well, I guess technically I don't know if it's July 31 or if it's August?

>> MEGAN CALLAHAN: It's July 31.
Also Julie, I'll mention hers will be expiring.
Cindy, her term will be up --

>> JULIE CHURCH: Here, I think I have it. Thank you.

>> MEGAN CALLAHAN: Yeah, and some of you may have reapplied. I know Cindy mentioned that she has.

>> JULIE CHURCH: Debbe, Chris, Donna, me, Cindy; yep, you're right.

>> MEGAN CALLAHAN: [Laughs].

>> JULIE CHURCH: You did it perfectly! Good mind.

>> MEGAN CALLAHAN: Thank you.

>> DEBBE HAGNER: Okay. Gina?

>> GINA HALLIBURTON: I just have a question, has there been any thought or considering in cycling off alternate years?

>> JULIE CHURCH: They do.

>> GINA HALLIBURTON: Okay.

>> DEBBE HAGNER: Chris, do you want to say something?
I saw your hand go up.

>> CHRIS LITTLEWOOD: This is Chris. I just wanted to say that yeah, my term does end, it's the end of July, but after discussion with our Board and our membership, we're a small group, we don't have anybody else that's willing to step into the role at this time, so because we don't want to see the seat go vacant and it's been a pleasure to advocate and be part of the Council, I am going to, you know, apply to continue. So hopefully that can occur.

However, until I get my teaching schedule and everything in the early fall, I can't commit or say that I would be willing to be Chair or Vice Chair next time around.

[Pause].

>> CINDY SIMON: Just a reminder, if you are cycling off, whether you reapplied or not, sometimes it takes a while for the Chair to be filled or for them to appoint someone, so if you're already on, everyone would love it if you continue to attend meetings until

that position is definitely filled. You're not obligated to, but that's a good thing to do.

>> DEBBE HAGNER: Okay. Chris?

>> CHRIS LITTLEWOOD: That brings me to my next question, do I plan to attend the August meeting with application beginning if we don't hear anything before that?

>> CINDY SIMON: I've had an application for, what, two months already, maybe? A month and a half. So -- and I haven't heard yet. So, just assume unless --

>> DONNA DRAKE: Mine's been two years.

>> CINDY SIMON: Huh?
Let's assume unless they filled the position, plan on attending.

>> DEBBE HAGNER: Karen, go ahead.

>> KAREN GOLDBERG: This is Karen. I guess I have a question. I know there are other people who may be interested in serving on the Council. How do we advertise to let people know that there are seats available? Is it just by luck that they stumble on it?

>> MEGAN CALLAHAN: This is Megan. It's listed on our website, if they were to go under membership, they can see the vacant spots that need to be filled. I can't recall if there's a link to our Florida statute as well that lists out the organizations and spots for our Council.

>> CINDY SIMON: And a lot of times, especially with FAD, they go and let everyone in the membership know and open it up or go to someone and say, you know, we'd love if you would do this, do you agree, and then the Governor's office gets whatever applications they get and then they decide who to appoint. So you can go back and let your organization know, they can disseminate it to everybody.

>> DEBBE HAGNER: Donna, go ahead, Donna. Donna?

>> DONNA DRAKE: This is Donna. So if you look at the list, some of them have specific organizations, if you know what the vacancies are, you could possibly reach out to that organization.

And, you know, it would be important that the person lets the organization know, because I know that there was some issue with that, with people getting appointed without the organization's signoff, because basically the Governor is just going to appoint whoever the application comes in from. Like some of them, like the parent of a deaf child could just be anyone, they're not tied to an organization.

As for me, the current president of FAD is Lisa Rose. I already checked with her and I guess there have been two applicants already, so they have people waiting in the wings to replace me, so they're being more proactive about that.

That's if the Governor will get to it and do the appointment.

[Pause].

>> DEBBE HAGNER: Okay. Karen?

>> KAREN GOLDBERG: This is Karen again. So I think that's a really good point, Donna, that the organizations that are represented here, do they get ample knowledge that a seat may be opening up and that there may be somebody who is interested in applying for that seat? How do we make sure that that is -- that they're informed?

I took it on myself to inform them as being a representative of them. And I imagine that's how the other organizations, that's what Chris and Donna has been doing. Is that how it is for other people's organizations?

>> DEBBE HAGNER: This is --

>> DONNA DRAKE: FAD routinely puts the information out there so the membership can be aware of what's going on.

>> DEBBE HAGNER: I would like to read what the CART -- Darlene said what is happening? I am not able to follow the conversation.

>> MEGAN CALLAHAN: This is Megan. I'll e-mail Darlene and let her know that we are discussing vacancies and Chair and Vice Chair elections.

>> DEBBE HAGNER: Any other comments?

One thing I would like to see, I would like to see another -- we go back to the Legislature and ask them if they could have a position available for people who have cochlear implants, a representative of that.

Because I was on the HLAA Florida, I was asked to resign and because I am representing that organization, I cannot continue -- continue to represent that organization even though I'm a member of HLAA National or the local, I either have to switch into another organization, which I am happy/delighted if you find that I am worthy, valuable to continue to be on the Council.

If not, that's okay, too. I just thought I would share with you my feelings and position of where I'm at.

Gina?

>> GINA HALLIBURTON: I think you're valuable.

>> DEBBE HAGNER: Thank you very much, thank you, I appreciate that.

>> GINA HALLIBURTON: How do we determine, is there a list of people who are nominated for Chair and Vice Chair? Or do we write in? How -- this is my first time around, so I need to know how it works.

>> MEGAN CALLAHAN: This is Megan, I remembered the last time we had elections, we -- whoever was willing to run, we would write down their name and then I think it was

probably, like, three people for each was normally what it was, and then we would write the names down and then have the ballot in your binder, so tomorrow whenever we're casting these elections, you just write it out and then I'll count up everything and that's how it's done.

So if you wanted to be the Chair or Vice Chair, you can just throw your name out there.

>> DEBBE HAGNER: You know, if the issue of the problem with the HLAA Florida, I have no problem of being -- continuing the Chairperson, become the Chairperson. But now with the situation, we have to find another way around it.
Karen?

>> KAREN GOLDBERG: This is Karen. I'd like to start by saying you are very much valued. I think your service is wonderful.
In both HLAA, in Tampa and now Pasco, all of the different ones you are involved in, as well as National, I think that we probably should bring this to the Council here, that as far as HLAA is concerned, it is now in their bylaws that the person they would like representing them is somebody that the Board feels is in the position to represent the state of Florida. And I do know that there's a couple people, I think, who will be applying for the empty seat.

I think it would be really interesting -- really important to have you still serve, and I don't know how -- why is it -- is it my hearing or is this thing going in and out?

>> LASHAY: No, I'm adjusting some things because I'm hearing a loud --

[Laughter].

>> KAREN GOLDBERG: Okay. I'm hearing that correctly, I thought oh, am I losing my voice or my hearing?
Okay. So I think that's something that has to either be looked at and be examined.

>> DEBBE HAGNER: I have no idea if Linda, if Linda, the new president, is willing to have me come back and serve on the Board as a representative of HLAA Florida.
That's one option.

>> KAREN GOLDBERG: That would be a good question for the president of HLAA Florida.

Can I say, I'm still relatively, I guess about a year and a half, maybe it's the two year mark already, is it the two year mark? Year and a half. Is there a time limit? I would be interested in running for a position.

>> MEGAN CALLAHAN: Yeah, this is Megan, to my knowledge, I don't believe it's written in the bylaws, that there's not a time limit as to how long you've served on the Council whether or not you can be a Chair or Vice Chair, so if you would like to put your name out there.

>> JOHN JACKSON: She already has.

[Laughter].

>> KAREN GOLDBERG: That's a vice, I have many vices, I am sitting next to one of them, but I have many vices.

[Laughter].

>> DEBBE HAGNER: This is Debbe. The only other option would be to ask the Legislature to change from HLAA Florida to HLAA, period. And I would like to know, how do they determine if it's why some organizations have two representatives and another organization has one representative? Is there a history behind that? John or Cindy? Or anybody?

>> CINDY SIMON: What was the name of that person who --

>> DEBBE HAGNER: Chris Wagner?

>> CINDY SIMON: Weren't you there when they did it? The way they figured it out actually precluded any professionals at all and then they were forced to include a couple, because they didn't want to have anything to do with audiologists or hearing aid specialists.

>> JULIE CHURCH: Actually the whole idea for our Council came from a summit of deaf people from the different organizations that came together and said isn't there a way that we could get everybody in some kind of a forum, it was called the summit, the deaf and hard of hearing summit, back in the early 2000's.

>> CINDY SIMON: And somewhere, if you go all the way back to CART or you can Google the summit through CART, you will find the individual who wrote it and got it through the Legislature came and spoke to us, I think it was in Tampa.

>> JULIE CHURCH: Was it Chris Wagner?

>> CINDY SIMON: No, it wasn't Chris, it was this other woman who was really pushing, she was at the meeting in 2008, if you say her name --

>> JOHN JACKSON: She's a tall woman --

>> CINDY SIMON: She is a blonde --

>> DONNA DRAKE: She was with Chris.

>> CINDY SIMON: Julie Shaw, that's it.

>> JULIE CHURCH: There was a group of people that had been saying for years it would be great if we had this, and I think Julie at the time was working in Tallahassee for whatever that disability --

>> JOHN JACKSON: The disability rights now, but I forget what they were called back then.

>> JULIE CHURCH: Right, right, she was working there and then she met with that group and helped to get the legislation through, and at the time, I don't even really think they thought much ahead of having just deaf and hard-of-hearing people represented as opposed to professionals, and that came in the statute.

>> CINDY SIMON: They actually did think about it and she didn't want anyone, in fact she was talking about not needing it because we asked her very specifically, the few times she was at a meeting, but they were told they had to, and then so they narrowed down the stakeholders, and that's how they came up.

In terms of how they came up with the numbers, I think they looked at the biggest groups and gave the extra representation -- and don't forget, some of them are the group nationally and then the group in the state.
So, you have both.

>> DEBBE HAGNER: My -- this is Debbe -- my thinking was it's great that Karen with represent HLAA Florida. I represent the national level or the local level. But I am still a member of HLAA Florida.

>> CINDY SIMON: But you would still be representing nationally based on the title versus HLAA Florida. They separated that. Same thing with Florida Association of the Deaf, deaf versus National Association of the Deaf, and they did that on purpose and I think that's how they got extra members.

>> DEBBE HAGNER: Karen?

>> KAREN GOLDBERG: Yeah, this is Karen. I think that right now we're trying to think of a way that Debbe can continue to serve, but we have to be careful not to burn our bridge with HLAA Florida who is very much invested in this Council.

And it's about an organization versus some issues that happened at the board level, we don't want -- I'm not pointing fingers or anything like that, because I don't know all the details, but I just -- I think we want to be clear not to make a change -- first of all, I think it's going to be impossible to make a change at the statute level [laughs], but we have to be really clear that we don't burn a bridge with any organization.
Everybody who is here is very much valuable, very much committed.

But it's also about the organization behind these seats. The question comes down to do they or do they not have any voice as to who they think is the best representation for this state level.

And it's okay if the seat isn't HLAA, the seat could be something else. There's other spots to serve, and that's -- and that would be important to keep that in mind.

>> DEBBE HAGNER: Okay. Chris?

>> CHRIS LITTLEWOOD: This is Chris. To be clear, we don't have to make a change at the statute level. It's the bylaws.
And the way it's written in the bylaws is that it's HLAA Florida. Why that was selected there and, like, for example, we are the only existing state chapter for ALDA, it does not

say under number three in the bylaws, it does not say a member representing the Association of Late-Deafened Adults Suncoast, which is a chapter in Florida. It doesn't say that.

So there seems to be some mix of apples and oranges here. And we as a Council have not clarified who the most appropriate representatives need to be.

There are members of HLAA that have nothing to do with HLAA Florida or the state chapter. But I do think Karen's point is well taken, that HLAA Florida has a strong vested interest in this Council and we don't want to burn any bridges with them or cause any problems, but we also do want to make sure that we are getting a good representation of the people that are in HLAA in Florida.

To my knowledge, Karen did not have an involvement with HLAA Florida before you came on this Council, isn't that correct?

>> KAREN GOLDBERG: That is not correct, but that's okay.

>> CHRIS LITTLEWOOD: You weren't?

>> JOHN JACKSON: Explain.

>> KAREN GOLDBERG: I was not on the Board. But I was a member.

>> DEBBE HAGNER: Okay. Then comes Gina. And then Julie.

>> GINA HALLIBURTON: Okay. I have a glowing question, when we do our votes, is the Vice Chair determined by, like, second most votes? Or -- it is? Okay. Is it the second most votes or can you put a person's name as Chair or Vice Chair? You can do both? All right.

Then my last question [chuckles] is in terms of the persons who may not express interest, would you think they're a good fit, then do you bring it up openly or do you just write them in? Or how do you do it?

>> DEBBE HAGNER: Wait a minute. I would like to have Julie -- I would like to recognize Julie to speak, please. Julie? And then Cindy.

>> JULIE CHURCH: I'm along the same lines of what Chris was saying, but not really. In the bylaws it specifically says two members representing the Florida Association of the Deaf, two members representing the Hearing Loss Association Florida. It doesn't say anything about the national organizations in our bylaws. Now, I don't know what the statute says.

>> CINDY SIMON: No, it doesn't. That's my error, because at one point we had one on behalf of national. Someone does filling that.

>> DEBBE HAGNER: Okay.

>> CINDY SIMON: But I think between the two on population and the most people.

>> DEBBE HAGNER: Okay. Gina?

>> GINA HALLIBURTON: I was just pointing, John had his hand up.

>> DEBBE HAGNER: Okay. John.

>> JOHN JACKSON: This is John, I was just going to say, does someone have the statute? It's the statute that matters.

>> JULIE CHURCH: I'm looking at it.

>> MEGAN CALLAHAN: I have it.

[Pause].

>> DEBBE HAGNER: Okay. Cindy?

>> CINDY SIMON: So in the past, and I'm going way back --

>> JULIE CHURCH: It's in the statute.

>> MEGAN CALLAHAN: Yeah, that's what I was going to say. Two members representing the Florida Association for Self-Help for Hard of Hearing People, which is now --

>> KAREN GOLDBERG: It's changed its name.

>> MEGAN CALLAHAN: Yeah, and HLAA Florida is responsible for the members that apply.

>> JULIE CHURCH: The statute is --

>> MEGAN CALLAHAN: It's HLAA Florida who represents them.

>> JULIE CHURCH: The statute is 413.271 and it's section 2b.

>> CINDY SIMON: So, in the past, there are some people who don't want to say something out loud or don't want to feel like they're competing.

People have gone and asked them privately, "Would you run?" I think it would be good, which one? You can run for one, you can run for both.

My suggestion would be anonymously so no one knows who said what or if someone else nominated you or you nominated yourself, give a piece of paper, if you are nominating someone and they agree, to Megan, she will figure out who is going to run for president or vice president or both.

And then the top one of each of those categories is who gets the job. And it's all done anonymously.

>> DEBBE HAGNER: Okay. I have to apologize, I need to catch up on the CART.

Cecil said: One thought, if there is no candidate, we should postpone the elections until August meeting.

And then Darlene said: Is it possible to add an organization that supports the deaf and blind?

And Darlene said: Like the Florida Deaf and Blind Association?

[Pause].

>> DEBBE HAGNER: Megan?

>> MEGAN CALLAHAN: I just know what's in Florida statutes and an organization like that is not written into Florida statutes, and I don't believe we can change Florida statutes.

I mean, if you guys really wanted to look into it, that would have to be a question for the Department, I'm really not sure, but I'm thinking that we can't change Florida statutes.

>> DEBBE HAGNER: Okay. Cindy?

>> CINDY SIMON: And the bylaws for the election were changed. It used to be in August, but then someone stepping in without any experience at it wasn't ready until the November meeting, so the thought was if we do it now, they're prepared when they come in August for those positions, and that was specifically changed, I remember the meeting when we did it.... Sherilyn was Chair at the time and it was her idea to have it changed.

So, we're going back three.... about five or six years.

>> JOHN JACKSON: I was going to say six or seven.

>> CINDY SIMON: Yeah. And it is in the CART, by the way, from back then.

>> DEBBE HAGNER: Okay. John?

>> JOHN JACKSON: We should probably not put too much time on discussing changing the statute, because we can't even propose it, let alone lobby for it, so, I mean, it would have to come from the outside.

I think, you know, and I just don't see it, it's not a good use of Council time to discuss changing the statute, I mean, now, when you're independent -- if you're in your individual organizations, on the other hand, maybe so.

But it's not going to happen, at least not from us.

>> JULIE CHURCH: I just have --

>> DEBBE HAGNER: Julie?

>> JULIE CHURCH: I just had a question. What happens if one of the organizations here ceases to exist?

>> JOHN JACKSON: I'll give it a shot. I mean, I'm 90% certain that what that would mean, just like it would be really no different than when one of the organizations changes their name, you know, the intent is still there, it's the same organization, it only requires a technical change to the statute and you could arguably say the same thing with that, when an organization ceases to exist, if someone even bothers to put it forward to make a technical change in the statute, otherwise it would stay in the statute and given that the statute is full of examples of that, like the Florida Advocacy Council, they're still in the statute but they haven't existed in ten years because they weren't given any money.

And what it amounts to, the statute would have that organization in there and it wouldn't exist and it would be something irrelevant and require a technical change.

Now, if they wanted to replace it with another -- slowing down, John -- replacing it with another organization, that would require amending the statute and that would require something to be technically involved.

But if an organization ceases to exist or change its name, it does nothing to retain the rest of the statute.

>> JULIE CHURCH: But does that seat remain vacant then?

>> JOHN JACKSON: Yeah, there's....

[Pause].

>> DEBBE HAGNER: Okay. Any -- Megan, go ahead, Megan.

>> MEGAN CALLAHAN: There's a CART chat from Darlene, that says Debbe, I also commented above that I would like to participate as Chair or co-Chair or I think she means Vice Chair, but not sure if it is possible due to the challenges.

>> DEBBE HAGNER: I apologize, Darlene, not reading that part. Donna?

>> DONNA DRAKE: This is Donna, I have a question. I'm not sure why, after all, you know, with all this conversation, it sounds like maybe we should just go ahead and do the voting today instead of tomorrow. It seems like we're discussing it now, we're going to vote tomorrow.

But if, you know, pick who we want for Chair and Vice Chair and do the vote today while we're all here and participating today.

>> DEBBE HAGNER: Go ahead, John.

>> JOHN JACKSON: This is actually not a comment about what Donna is saying, so if you want to -- I want to bring up something different, so if we want to discuss what Donna just said, let's finish that before we move to what I want to say.

>> MEGAN CALLAHAN: This is Megan. I just wanted to comment on what Donna said real quick. The reason why I had it at the end of the agenda tomorrow was because back when we had the election with Debbe and Glenna taking Chair and Vice Chair, it was told to me that we have it at the end of the last day so that the new Chair and Vice Chair would start the fiscal year, the new fiscal year, instead of having the election, you know, the day before, and then you're still having the old Chair and Vice Chair run the meeting.

If that makes sense.

So that's why I had it on the agenda for tomorrow, towards the end of the meeting.

I mean, if everyone wanted to do it earlier, that's different. I mean, if we wanted to make a motion to change that part of the agenda, that's fine.

>> DEBBE HAGNER: Okay. Debra?

>> DEBRA KNOX: This is Debra, I just wanted to say that in other organizations, usually when there's a change of, you know, leadership or what have you, the voting can take place, but then it's established that whoever those people newly voted in would not immediately take office, it happens in the following, you know, whatever that, like, term, you know, president-elect or what have you, it has a time span, so it doesn't have to be, like, that minute.

>> JOHN JACKSON: It may be addressed in our bylaws.

>> DEBRA KNOX: Maybe. They're in our binder for reference.

[Laughter].

>> DEBBE HAGNER: Okay. Cindy?

>> CINDY SIMON: When they did it that way, it's because they were switching for the next day, if we did it the first day, who was running the meeting to the new Chair. I'm just saying what happened and the rationale there.

And in terms, I just want to comment to Donna doing it today, I would see no reason, but if people were uncomfortable speaking up and wanted to hand names over to Megan, then I would probably suggest doing it during a break, and then we can vote later on and she can announce it at the end, if you want to do it today. Or you come in tomorrow, give her your sheets, and she tallies it then.

>> DEBBE HAGNER: Okay, it is right now 2:30 and we are overdue for a break so let's take a -- oh, I'm sorry, John.

>> JOHN JACKSON: That's okay, I didn't get to address what Cindy said a couple minutes ago, I take a different perspective than you, Cindy, on the anonymous voting. If you give me two names and I'm choosing between two names for the Chair, I enjoyed in the past when we had the conversations, because if I knew one of them had had their heart set on this for a long time and the other was kind of delved into it and kind of hesitant to do it, I won't pick up on that hesitation and figure it out and that could impact who I vote for and I might say hey, wait a minute, he/she is a little reluctant, he/she

doesn't want to go, and I understand the open conversation, I understand where you're coming from, absolutely, but, you know, I just want to throw a different perspective out there.

>> CINDY SIMON: So what they did is they asked them, would you be willing to? Are you sure you want to? That's how Joan would do it. And then there would be conversations with Joan and then all the names would come in. So, they really kept it to people who really wanted to and weren't pushed into it in oral conversation.

>> DEBBE HAGNER: Me -- Debbe -- I have no problem continuing to be the Chair or to be the chairperson for the next term. But if it's an issue with representing who, what, I can change to ALDA or change to FAD or.... I don't know.

>> DONNA DRAKE: So I'm just trying to -- what you're saying there just sounds a little fishy to me, I'm not.... I'm not able to pinpoint it. I'm not saying -- I'm not sure. Continue.

>> DEBBE HAGNER: John?

>> JOHN JACKSON: From a lawyer term, maybe, you know, it's like we as counsel would be looking for a loophole or something like that. Fishy is almost too.... um..... I don't still understand the issue. I mean, I would be tickled if you stay as the Chair.

>> DONNA DRAKE: I second -- I agree with that. I want you to remain.

>> JOHN JACKSON: I don't understand the issue that's going on here and kind of wish I could be informed about it, because I may have a suggestion after that. As anyone else who is sitting here who may not understand the issue.

>> DEBBE HAGNER: Megan, do you want to explain?

>> MEGAN CALLAHAN: The only thing I was going to say is with you, Debbe, stating that you would stay on as Vice Chair or put your name in for Chair, if your term is up July 31 and you're wanting to be reappointed to the Council as a member of a different organization, it's not really guaranteed from that organization if you're going to be on the Council.

>> JULIE CHURCH: Or even from your own.

>> MEGAN CALLAHAN: Right.

>> JOHN JACKSON: And isn't that the issue or something? I don't know....

>> MEGAN CALLAHAN: That's all I wanted to say, was just that.

>> DEBBE HAGNER: Karen?

>> KAREN GOLDBERG: This is Karen. And I am on the Board of HLAA Florida and

I'll be honest with you, I don't know all of the details either. And I know that she's my co-representative of HLAA and I am saddened that things have fallen down with her board status.

I do know that HLAA Florida is very clear that they want representatives that represent the entire state of HLAA, not just bottoms of it, or the national level, and this is something that they have voted on for the bylaws, and so I would love as a psychiatrist and maybe there's a lawyer in the room to help facilitate [chuckles] a coming together again with HLAA Board.

I just don't know how to do it.

And I don't want to put anybody on the spot. I don't want to do any of that.

It's just a very awkward position to be in right now, to be honest.

>> DEBBE HAGNER: Julie, go ahead.

>> JULIE CHURCH: Did something happen within HLAA? That's the question.

>> ALL: Yeah, we don't know.

>> JULIE CHURCH: What happened?

>> JOHN JACKSON: Yeah, explain. At this point, you know, we're dancing around it. I mean, I'm sorry to just bring up bad feelings, but --

>> DEBBE HAGNER: I'm okay.

>> JOHN JACKSON: What's up? What are you all talking about?

>> DEBBE HAGNER: Okay. I'll tell you what happened. I was the treasurer of the HLAA Florida. I was asked to step down as the treasurer. Because I also represent FCCDHH, the president asked me to sign a paper saying I must be removed from FCCDHH as well as the treasurer. Totally removed from the Board.

And it's not what I wanted. I just wanted to be removed as the treasurer, period.

But... it didn't happen that way.

Chris?

>> CHRIS LITTLEWOOD: This is Chris. I think this is somewhat of an inappropriate discussion for us to be having as a Council. This is something that needs to be settled by HLAA, either the State or the chapter level or National or HLAA and leave the Council as a whole out of it.

I think everybody in this room would be saddened to see you not part of this Council. You have been a wonderful advocate and a big part of what we've done in the past few years.

But we can't mix apples and oranges here and we just have to leave it as it is until it's decided how you can continue.

I don't think we should continue it as part of the discussion for Chair and Vice Chair, unfortunately.

It's very unfortunate, but it needs to remain a separate discussion.

>> DEBBE HAGNER: Karen?

>> KAREN GOLDBERG: This is Karen. I agree that we have to be very careful not to get too involved in this, in that sense, in that it is within the agency itself or the organization itself.

I think personally and professionally, Debbe's done a wonderful job and I would love to see her continue on.

But we also have to be respectful of the organizations that have representatives here and who do so much as well, that they're not, you know, you don't have the president -- I was going to say you don't have the president or the vice president of HLA, but you do, actually.... but you don't have the president, so we don't know all the details of what happened.

My going on as vice president of HLA Florida is relatively new and past some of the issues that came up, I know what the bylaws say and I'm trying to stick to what the bylaws say and be respectful.

So, I agree, I think it does impact the voting people are certainly asking, and we want to make sure that we give just the right amount of information without crossing boundaries.

>> DEBBE HAGNER: Any other comment?

[No response].

>> DEBBE HAGNER: I think that we should take a break, a ten-minute break, and then we'll come back, and then we will continue with the PSC/TASA bill discussion. Is that okay? Everybody come back at 10:49 (sic) -- I mean, excuse me, 2:50, we'll make it 2:50.

[Laughter].

>> DEBBE HAGNER: Okay? All right. Let's take a ten-minute break.

>> MEGAN CALLAHAN: Before the break, if anyone wanted to hand me a name and write it down, and then we can discuss it who all wants to run.

[Break].

>> DEBBE HAGNER: Okay. We're a little late. Let's get started rolling, please. And it is now 2:56, we'll get rolling. Let's have everybody take their seats.

[Pause].

>> DEBBE HAGNER: Okay, great. Thank you very much. We can do a quick roll call again. We'll start on that side, please.

>> MEGAN CALLAHAN: Good afternoon, Megan Callahan representing the Florida Department of Health.

>> CINDY SIMON: Cindy Simon, representing audiologists.

>> GINA HALLIBURTON: Gina Halliburton representing the Florida Registry of Interpreters for the Deaf.

>> CHRIS LITTLEWOOD: Good afternoon, this is Chris Littlewood representing the Association of Late-Deafened Adults.

>> DONNA DRAKE: Hello, this is Donna Drake, representative for FAD, Florida Association of the Deaf.

>> JOHN JACKSON: Good afternoon, this is John Jackson, I represent the Department of Children and Families.

>> KAREN GOLDBERG: Good afternoon, this is Karen Goldberg, I represent the Hearing Loss Association of America, Florida chapter.

>> JULIE CHURCH: Julie Church, representing deaf Service Center.

>> DEBRA KNOX: Debra Knox, representing A.G. Bell.

>> DEBBE HAGNER: This is Debbe Hagner. And we have Cecil Bradley representing the Florida Department of Education. Any others? Darlene is here. Anybody else?

>> SHAY CHAPMAN: This is Shay Chapman on the phone.

>> DEBBE HAGNER: Okay, great, Shay. Okay, great. Megan wants to say a few words.

>> MEGAN CALLAHAN: This is Megan. Now that the break is over, the time to submit a name is closed and I can -- oh, do you [laughs] -- you didn't submit a name? Okay, I guess, you have, like, 30 seconds. No, I'm kidding.

>> KAREN GOLDBERG: Would you write my name down?

[Laughter].

>> MEGAN CALLAHAN: Yeah, I have it down, whenever you mentioned it earlier.

With that being said, I just wanted to read off the names so you guys would know. I'm not sure when we're planning on voting, but so you guys can write it down.

So, for Chair, I have Debra Knox, Glenna Ashton, and Darlene Laibl-Crowe. And for Vice Chair, I have Karen Goldberg, Debra Knox, Gina Halliburton, and Darlene Laibl-Crowe.

[Pause].

>> MEGAN CALLAHAN: If you're on the phone, please remember to mute if you're not speaking. Thank you.

[Pause].

>> MEGAN CALLAHAN: I think we're okay now.

>> DEBBE HAGNER: Okay, great. Okay, Megan.

[Telephone beep].

>> DEBBE HAGNER: Do we turn in -- do we do it again?

>> MEGAN CALLAHAN: Oh, are we wanting to vote now? I don't know if that was decided upon. I was just reading out the names so everyone would know when it comes election time.

But if you do want to vote now, you have ballots in the back of your binders.

[Pause].

>> DEBBE HAGNER: Okay, Chris?

>> CHRIS LITTLEWOOD: This is Chris. I have one follow-up question. The folks that have been named for nomination for Chair are also willing to accept the nomination for Vice Chair? I think that's how we've done it in the past.

>> MEGAN CALLAHAN: Okay.

>> CINDY SIMON: Usually, no. Usually in the past, they said if they wanted one or the other or an either/or. That's why she announced two names that were either/or.

>> CHRIS LITTLEWOOD: Okay.

>> DEBBE HAGNER: Karen?

>> KAREN GOLDBERG: This is Karen. I didn't know if we put our name in for both.

>> MEGAN CALLAHAN: Do you want your name in?

>> KAREN GOLDBERG: Yeah. I just wasn't sure how it worked.

>> MEGAN CALLAHAN: Add Karen Goldberg to the Chair position too.

[Pause].

>> DEBBE HAGNER: Okay. John?

>> JOHN JACKSON: Do we need to discuss whether we're going to vote today or do

we just need to make a decision and move on?

>> DEBBE HAGNER: Okay. I think we should make a motion that we either vote today or tomorrow. Anyone want to second? Karen?

>> CINDY SIMON: That didn't....

>> KAREN GOLDBERG: I think we make a motion that we vote either today or tomorrow?

[Laughter].

>> KAREN GOLDBERG: I second that we do that.

>> JULIE CHURCH: The Chair can't make a motion.

>> KAREN GOLDBERG: I make a motion that we vote tomorrow and I also put out to the entire Council, do they want people running to write up something and send to Megan and disburse it and see if other people want to -- I don't know how it's done.

>> MEGAN CALLAHAN: You can. I don't think normally, but if you really want to tonight, you can [laughs].

>> DEBBE HAGNER: Anyone second? Gina?

>> GINA HALLIBURTON: I make a motion we go today.

>> JOHN JACKSON: Second.

>> DEBBE HAGNER: Okay, John seconds the motion. Okay.

[Laughter].

>> JOHN JACKSON: Let's do this.

>> DEBBE HAGNER: Any discussion?

>> JULIE CHURCH: My only comment is I'm not going to be on the call tomorrow.

>> JOHN JACKSON: And also Darlene's technical problems might get worse. And how are we going to handle those on the phone voting?

>> JULIE CHURCH: They can e-mail Megan.

[Telephone beep].

>> MEGAN CALLAHAN: Yeah, this is Megan, I'm sorry, I forgot to mention that. The ones on the phone I didn't include a ballot because obviously they're not here, so you guys can just e-mail your votes to me and I'll tally those in as well.

>> DEBBE HAGNER: Okay. So we're all in favor of voting today? Aye?

[Hands raised].

>> DEBBE HAGNER: Any opposed?

[No response].

>> DEBBE HAGNER: Pass. So it will be today.
Okay. John?

>> JOHN JACKSON: One more time with the list, Megan, please?

>> MEGAN CALLAHAN: Sure. For Chair, we have Debra Knox -- I don't know if everyone is trying to write this down -- Debra Knox, Glenna Ashton.

[Telephone beep].

>> MEGAN CALLAHAN: Darlene Laibl-Crowe, and Karen Goldberg.
Vice Chair, we have Karen Goldberg, Debra Knox, Gina Halliburton, and Darlene Laibl-Crowe.

[Pause].

>> DEBBE HAGNER: Okay. Darlene says sorry, my phone dropped.

>> MEGAN CALLAHAN: Yeah, I'm telling her.

[Pause].

>> DEBBE HAGNER: All right. It's 3:05 right now, so we're going to proceed with the PSC/TASA bill discussion with all the Council.

>> CHRIS LITTLEWOOD: Do we turn in our votes?

[Pause].

>> DEBBE HAGNER: Okay. Now we'll discuss the PSC/TASA bill discussion.

[Pause].

>> SHAY CHAPMAN: Hi, this is Shay, there's somebody listening to the radio or TV that's coming through on the phone line.

[Pause].

>> DEBBE HAGNER: Okay. Megan will announce the results now.

>> MEGAN CALLAHAN: This is Megan, I'm currently tallying them, so you guys can start your discussion.

>> DEBBE HAGNER: Okay. So anyone want to talk about the PSC/TASA bill discussion?

>> JULIE CHURCH: What's the issue?

>> MEGAN CALLAHAN: Glenna sent me an e-mail, I can forward it to you all so you all can read it.

[Pause].

>> DEBBE HAGNER: Yes, Chris, go ahead.

>> CHRIS LITTLEWOOD: Megan, the e-mail is not in our binder?

>> MEGAN CALLAHAN: This is Megan, no, I'm sorry, I'll forward it; I'm sorry [chuckles].

[Pause].

>> DEBBE HAGNER: What's the date that you sent that e-mail?

>> MEGAN CALLAHAN: I don't believe I sent it; I'm sorry. She asked whenever she sent it to me, she asked for it to be put on the agenda. I think maybe she was thinking that you all might have known, so I'm sending it now.

>> DEBBE HAGNER: All right. So we'll wait a few more minutes.

[Pause].

>> MEGAN CALLAHAN: Because she also -- I'm sorry, she also sent it to the organizations, is what she told me, so that's why I think she thought you all might know. But I'm sending it now; just sent.

[Pause].

>> DEBBE HAGNER: Yes, go ahead, Debra.

>> DEBRA KNOX: This is Debra. Maybe since we have someone in the audience, if that's what it's called, James, could you perhaps give some insight as to what the wireless component would do in terms of if it was included with FTRI? The impact of that?

>> AUDIENCE MEMBER: Good afternoon, everyone, my name is James Forstall, I'm with the FTRI, I'm happy to be here today, and I wanted to come here to be a resource for you to answer any questions you may have.

We did -- there was a survey conducted recently on wireless throughout the country and this is the follow-up survey that was done in 2013, so it was time to update it, and it got completed about three weeks ago.

And so I thought that was interesting information, there are a lot of state programs including wireless in their programs.

And right now, of course, Florida does not have it and so I thought that the survey would be good information for the Commission, for the Council to have.

>> DEBRA KNOX: So --

>> DEBBE HAGNER: Go ahead.

>> DEBRA KNOX: -- when you say wireless, you mean that would be the assessment on the bill, the wireless bill or is it the technology is different with the wireless?

>> AUDIENCE MEMBER: It would be both.

>> DEBRA KNOX: Oh, thanks.

>> AUDIENCE MEMBER: Some states collect from both wireless and landline and some, it depends on how the law is written to distribute the wireless, and some collect on both and it all depends on the state program, it all depends. But I do have a copy of the report to pass out, if you would like that.

[Pause].

>> DEBBE HAGNER: Any other questions?

[Pause].

>> DEBBE HAGNER: Chris? No questions, just a general comment based on Glenna's original e-mail. But it's talking about crafting a model bill. I don't think we can craft a bill as a Council nor lobby a legislator, but what we can do is go back to our representative organizations and ask them to follow-up and be aware of this, especially in light of the information that James is sharing with us.

[Pause].

>> JULIE CHURCH: I have a question for James. Who is currently on the -- I'll wait a minute, I'll wait a minute.

I have a question for James. I'm wondering who is currently -- who are the representatives on the TASA committee? Is that in the FTRI statute, the same statute that established FTRI?

>> AUDIENCE MEMBER: Yes, the current organization that are allowed to serve are the FAD, Florida Association of the Deaf, Hearing Loss Association of America Florida, Deaf Service Center Association, Florida Association for the Deaf-Blind, and I believe those are four consumer groups.

There are two telephone companies that are represented and at the last meeting, which

was held in April, only one consumer group was represented, FAD and the Deaf Service Center Association, that organization.

>> JULIE CHURCH: Does the Coordinating Council have a representative on?

>> AUDIENCE MEMBER: No, they do not.

>> JULIE CHURCH: Because it sure makes sense to me, it seems like all of these same organizations are represented on this Board, it seems like maybe we should have more involvement with this TASA committee.

>> DEBBE HAGNER: Chris?

>> CHRIS LITTLEWOOD: This is Chris. I resigned last year, I just shifted duties. My employment is such that I just could only wear so many hats.

As a result, Debbe was supposed to be stepping into that role. I don't know if this is going to be another issue as a result of the previous discussion, and I know we had also talked about Gina taking on that task as well, too, so we can move forward with that, but I guess the question is to Megan, if we had any communication with Mr. Williams, Curtis Williams at PSC, I sent you that I communicated that information several times.

>> MEGAN CALLAHAN: Yes, this is Megan. I did speak with Mr. Williams and I believe Debbe and Glenna also spoke with him about Debbe being appointed on to that committee.

Now, I'm not really sure how all of this works with, like you were saying, the previous discussion we had.

But I did reach out to him and so he was made aware.

>> DEBBE HAGNER: Go ahead, Megan.

>> MEGAN CALLAHAN: This is Megan. It seems that the CART has frozen and we're not seeing any text, so we might need to break for just a minute to see if we can figure out what's going on.

>> DEBBE HAGNER: Okay, go ahead, take a break.
[Please standby].

>> DEBBE HAGNER: All right. Lisa says we're up and running.
All righty.

>> MEGAN CALLAHAN: It's not coming up for me; it's not coming up for him again now. It's like it's going in and out.

>> JULIE CHURCH: Well, we have it on there.

>> AUDIENCE MEMBER: Lisa, I still have the green checkmark but it's just lagging.

>> DEBBE HAGNER: All I see is test test test test test, I don't see anything else.

>> LISA (CART CAPTIONER): The internet is having issues and not connecting. I don't know what to tell you.... I'm sorry....

[Pause].

>> AUDIENCE MEMBER: I just disconnected from the hotel WiFi and it's working well for me.
Whoops, I spoke too soon, I don't see my words.

>> LISA (CART CAPTIONER): My apologies, I don't know what to tell you. The internet is out of my control.

>> MEGAN CALLAHAN: This is Megan. Anyone who's having internet connectivity issues, you can go to attwifi and then use the promotional code FD2018 all lower case.

[Please standby].

>> LISA (CART CAPTIONER): Please standby. I am going to use the hotel internet with att and see if that works. Please standby.

[Please standby].

>> LISA (CART CAPTIONER): Let me explain. The internet is not working for remote CART, but the room is working.
What do you want me to do?
I cannot control the internet.
So we can continue with the room, but sadly, people on the internet -- we lost the internet.
That is out of my control.

>> DEBBE HAGNER: Megan, I suggest that we send a message to Cecil and the others on chat that the -- there are some issues with the internet.
I think that's the best way to handle it, so they're not -- and Darlene, that they're not wondering.

[Pause].

>> LISA (CART CAPTIONER): It's up to you. We can continue and you can follow the CART in the room, but there is no remote CART.
My apologies, but sadly, I can't control the internet.

[Pause].

>> DEBBE HAGNER: Okay. All right. We'll move on. Okay. So where we were on the discussion list, the TASA and James has explained about the wireless and that's where we left off.
So, go ahead, Debra.

>> DEBRA KNOX: Sorry. James, I just happen to see that you had some equipment with you that maybe has to do with the wireless. Perhaps you can share that

information?

[Pause].

>> AUDIENCE MEMBER: I brought -- I just got this demo in this past week and I just set it up yesterday, so I'm not 100% familiar with it.

But what this device does is allow a person with speech disability to be able to use both the software on this tablet, which will be transmitted through the phone, analogue, analogue land line phone with a special device here.

Now, this particular device was assembled by a company called TelTech and that's what they do, they work with a state program to find solutions that maybe, for instance, Florida doesn't allow for wireless devices, so because this is a landline, operates with a landline, this kind of makes it somewhat fit into the program.

So they would be a good vendor to have them come to a meeting and do a demonstration of all of the different devices they offer.

And they possibly work with 20 spots or 26 different state programs and this is not the only product that they do, they do others as well, and they really specialize in things, like I said, they customize in devices and programs.

They would be happy to come and make a presentation, and what they can do is share with you what other state programs they're working with and what other devices they have to make it available to them.

>> DEBBE HAGNER: Okay. Go ahead, Debra. I'm trying to get mine going.

>> DEBRA KNOX: This is Debra. To give everyone a little bit more background on what he's showing there, that tablet could be any type of tablet, it could be an iPad or what have you. Adults and children who have the difficulty producing speech on their own often have use of a tablet that has an app specifically on it.

The one that he's showing you has an app called prolo-to-go and that's a speech-generating app so they can code a message by pushing the different symbols to create a message, whether it's one or two or three words or a sentence or what have you, and then when they press that -- a certain button, it will speak for them.

And one of the challenges is is that that's often difficult to transmit through a phone and whether it's an emergency or something like that, the person doesn't have the ability to use that on a phone, but this connector device to the landline phone actually would allow them to use that speech generating app to communicate on the phone, which is really cool.

>> AUDIENCE MEMBER: Thank you.

>> DEBBE HAGNER: Any other questions?

[No response].

>> DEBBE HAGNER: Yeah, Donna, go ahead, Donna.

>> DONNA DRAKE: I do have a question about the wireless for people -- for those who, would it be the same, you know, I'm not going to say it's an Apple product, however, but another least expensive type, like a jitterbug, for example, or the flip phones from days gone by, those types of equipment, if you have allowed that to provide wireless type of phone service for those types of phones? Or what kind of phones do you give out as related to that?

>> AUDIENCE MEMBER: Currently FTRI does not restrict any wireless devices and if, we believe, and years ago, as you had mentioned there were cell phones that were jitterbug and cell phones that may do some amplification but they don't do enough to help people with hearing loss, that's been an issue and an ongoing issue.

However, there are accessory that you can work and connect yourself on. Bluetooth that allows people to hear on the phone much better, so those accessory devices you'll find are becoming available.

But, again, FTRI does not distribute it because it works with wireless.

>> DONNA DRAKE: I realize that, because I realize you don't provide that. But what kind of wireless products would you distribute in the future?

>> AUDIENCE MEMBER: That would all depend on the availability and what the rules are and the agreements and et cetera, so we would have to make that determination later.

>> DEBBE HAGNER: Okay. Debra?

>> DEBRA KNOX: This is Debra. So as council members, as representatives of the different organizations that represent, I think that it might be of great value for us to go back to our constituent organizations to, you know, discuss this and see if there's a way to generate interest and momentum to encourage the PSC to explore the ability of FTRI being able to offer the wireless options.

>> DEBBE HAGNER: Go ahead, Julie.

>> JULIE CHURCH: That has been done in recent years and the PSC's opinion was that the way our statute in Florida is written, it does not allow for wireless devices as it stands right now.

>> DEBBE HAGNER: Chris? Go ahead, Chris.

>> CHRIS LITTLEWOOD: This is Chris. James, what would be your suggestion for us to do as a Council and for our organizations moving forward, considering the PSC's position in whatever you're able to say?

[Pause].

>> AUDIENCE MEMBER: I can't speak on behalf of the Board of Directors, that's up to FTRI. The FTRI cannot preserve legislative changes to the law, it has to come from

the grassroots communities or organizations.

>> DEBBE HAGNER: Okay. Debra?

>> DEBRA KNOX: I think my biggest concern, being very familiar myself with the FTRI program and the equipment distribution that takes place, my biggest concern is that, you know, eventually then all of the equipment that FTRI is currently distributing is going to be obsolete and if the program is, you know, maybe not going to be able to sustain itself, and so that's of great concern to me.

>> DEBBE HAGNER: Julie?

>> JULIE CHURCH: It's already heading that way on the regional distribution center level. It's hard to even maintain the program with the amount of revenue that's coming in in the current limit.

[Pause].

>> DEBBE HAGNER: Okay. Any other comments?

[No response].

>> DEBBE HAGNER: Thank you so much, James. Should we move on with the committee updates? Okay. We had the Web Committee, Darlene, she wrote two pages and sent it to -- it was sent to everybody. Does anybody have any comments on what Darlene has to say about the Web Committee?

>> MEGAN CALLAHAN: This is Megan. It's also in tab five in your binders.

>> DEBBE HAGNER: Thank you.

[Pause].

>> DEBBE HAGNER: Go ahead, Julie.

>> JULIE CHURCH: I'm not sure it's appropriate for us to discuss this if Darlene is not fully participating in just this committee report. I think perhaps it should be either postponed or maybe tomorrow or when Darlene can be an active part of the conversation.

It looks like she put a lot of work into it.

>> DEBBE HAGNER: Darlene, are you online, on the phone?

>> DARLENE LAIBL-CROWE: Yes, I'm online and I'm on the phone.

>> DEBBE HAGNER: Okay, great, super. Okay, so we could continue on with the report, Julie?

>> JULIE CHURCH: Oh, sure.

>> DARLENE LAIBL-CROWE: Sure.

>> JULIE CHURCH: That was news to me.

[Pause].

>> DEBBE HAGNER: Okay. Julie -- Darlene, Julie has said that we would go ahead and discuss about your report, but we wanted to make sure you were online or available to answer any questions that we may have.

>> DARLENE LAIBL-CROWE: I'm here, yes, I'm here.

>> DEBBE HAGNER: Okay, great, super, Darlene. Okay, Julie?

>> JULIE CHURCH: That's all I said, that's all I wanted to say [chuckles].

>> DEBBE HAGNER: Okay. One of the things that I would like to see on the web page is the list of apps, especially now that June 1 is coming around the corner with the hurricane, I think that we should have something with a list of all what we should be preparing for, what we can do, not do, that would be my suggestion.

Especially for those who are deaf and hard of hearing and blind. What shelter is available for special needs. What can we do with -- we're talking about the Web Committee. Under tab five.

Donna? Donna? I was saying this was my opinion that we need to add something about the hurricane preparation since it's June 1, I like to see the list of apps that are available for specifically for the deaf and hard of hearing and blind, what shelters are available that handles special needs, et cetera.

Just my idea.

Chris, go ahead.

>> CHRIS LITTLEWOOD: On that front, we have to be careful about what recommendations we make, because it needs to be government agencies only and non-proprietary applications because they may or may not be acceptable for all use.

Also, the term "special needs" is supposed to only apply to people with medical special needs and we have to be very careful about using that term, because anybody that's deaf or hard of hearing is still permitted to use or be accepted into a general population shelter, if that city has it, so what I would suggest is if we add anything about hurricane season is hurricane season begins June 1st, consult your local city or county emergency management website.

We could put a list of them there, but that's 67 websites if we're listing them by county, and even more if we're listing them by city.

[Pause].

>> DARLENE LAIBL-CROWE: This is Darlene. I think that we could put like a button

on our first page that says hurricane preparedness and it would be to a separate page where they can go to, and like Chris says, it's very important that everybody within their certain community, they need to contact their local emergency service so that they know where they are and that way they can be aware of the cities.

>> DEBBE HAGNER: Okay. Chris?

>> CHRIS LITTLEWOOD: This is Chris. That's a really good idea. We could have a button that takes people to the state emergency management website and then that gives information about all the different kind of websites, different apps and everything, but it leaves us strictly to the state emergency management to disseminate the appropriate information.

>> DEBBE HAGNER: Okay. So we should tell Megan when she gets back that she needs to create a page, a link, to point to FEMA.
Okay. Any other comments on the Web Committee? Yes, Chris?

>> CHRIS LITTLEWOOD: Not to FEMA, to states Department of Emergency website.

>> DEBBE HAGNER: Yes. Sorry.

[Pause].

>> DEBBE HAGNER: Okay. I guess we will move on to the technology committee. Cindy, do you have any comments you want to say on the Technology Committee?

>> CINDY SIMON: I will. It's not a lot, so we can move very quickly. I have been in touch with James Feeney a few times. They were redoing the department and he was going to call me, I do have two actual vets who have job issues because of the hearing loss things that developed while in the service.

He also wanted videos and not pictures in the office and I have people that can do that, and he keeps holding off coming down.

So I spoke to him this past week, and he says there are changes of who has been in charge of what in his department. His boss changed. He promised me as soon as he gets it settled, he will call me and come so we can finish that. And get that PSA out.

>> DEBBE HAGNER: Okay, great. Thank you, Cindy.
Any comments on the Technology Committee?

[No response].

>> DEBBE HAGNER: Okay. I guess we will move on to the Education/Medical/Outreach committee. Gina?

>> GINA HALLIBURTON: Okay, this is Gina. Mine is going to be short also. Before we start, I want to go on the record and make a correction to something that was said earlier. I spoke to our illustrious president of FRID during break and he told me that FRID can't really be involved in the evaluation of educational interpreters because of a

lot of staff and that and et cetera but he would like to talk about what makes a qualified educational interpreter, he would love to be involved with us and DoE in terms of defining what makes a qualified educational interpreter.

For us, we have brought you copies in case you want it of the old news [chuckles], it's old now, regarding the certified interpreters in certain situations. You're welcome to read that. However, I have an update [chuckles] since that was printed in terms of being with FRID, of the two bills being discussed by the state emergency communications and warning system and the crimes evidencing prejudice did not pass, unfortunately.

However, even though FRID's disappointed, they are planning now in conjunction with FAD for the next legislative session and how we could have a stronger influence on public safety.

And as a side note, the National Association for the Deaf they are suing the state of Florida, along with Eddie Sierra of Miami, he is joining in that lawsuit regarding various defendants for violating the Americans with Disabilities Act. And that's all I have for us today.

>> DEBBE HAGNER: Thank you, Gina.

Megan, while you were out, we had decided Darlene made a recommendation that we have a page that points to the Department of Emergency, since June 1st is the hurricane season, which will list the apps and approved shelters, maybe explain what special needs is so that people don't take advantage of it.

>> MEGAN CALLAHAN: This is Megan. Is this something that the Council is wanting to write up or is this something that already exists?

>> DEBBE HAGNER: Um.... I think that's something that we would like to add to the page.

>> MEGAN CALLAHAN: Right, but I'm saying, is it, like, a link to something that already exists or is this something that, like, Darlene wants to draft up to add to the website?

>> DEBBE HAGNER: Go ahead, Chris.

>> CHRIS LITTLEWOOD: This is Chris. All we're proposing is the creation of a link to the Division of Emergency Management for the State's page, and a statement that says June 1st is the beginning of hurricane season.

>> MEGAN CALLAHAN: Okay.

>> CHRIS LITTLEWOOD: So that people will go to the state's division of emergency management for updated information. The site is pretty accessible and it should work for all people that are included in our target audience.

The other thing I was going to say regarding all the information that Darlene put

together, I guess I would like to ask, has this been forwarded to Dave Blodgett?

>> MEGAN CALLAHAN: Mmm-hmm.

>> CHRIS LITTLEWOOD: And I'm assuming that the Web Committee is going to move forward in having discussions with what can be done as she's suggesting?

Because, I don't see any problem with any of it and it's -- if we're making the site more accessible for people that are deaf-blind, so I think that's very important.

>> MEGAN CALLAHAN: Mmm-hmm.

>> DEBBE HAGNER: Okay. So, Donna, go ahead.

>> DONNA DRAKE: Yeah, I want to get back to Gina's point --

>> INTERPRETER: Is this on?

>> DONNA DRAKE: She mentioned NAD -- I'm sorry, I'm sorry, the suit in regards against the state of Florida.

[Telephone beep].

>> DONNA DRAKE: And not providing captioning. And they presented it on the legislative floor. There was no captioning there as well and that's also going to be a suit.

So, when I was in Tallahassee, there was no captioning at all on the television, nothing at all. Or any -- for any of the hearings.

So, there must be captioning included always at every meeting.

>> DEBBE HAGNER: Donna, do you want to have anything to say about the Legislative Committee?

>> DONNA DRAKE: Yes, no, right now, no. So all of those previous things didn't go through except for the driver's license, where you have an option to put on your driver's license an identification of being deaf or not.

But all the other ones are dead. That's the only one that passed.

So, you know.... I don't know, maybe we'll get it this year.

[Pause].

>> DEBBE HAGNER: Okay. All right. The next thing we have on the list, Darlene said can we -- can it be an icon or something like that?

>> MEGAN CALLAHAN: That was I think in regards to the discussion we were having about the emergency management.

>> DEBBE HAGNER: Yes. Okay. Cecil, are you still online or in chat? On the phone?

>> CECIL BRADLEY: Yes, yes, hello, this is Cecil, speaking through an interpreter, and I am here and I am ready to speak. Thank you very much, Debbe, Miss Chair. Hello, everybody, on the Council.

>> DEBBE HAGNER: Proceed, Cecil.

>> CECIL BRADLEY: May I begin?

>> DEBBE HAGNER: Yes, you may.

>> CECIL BRADLEY: Okay. Thank you, again, can you look in your binders to tab number four, in your binder, you'll see the budget. Basically I'll give you some updates. A few weeks ago --

>> DEBBE HAGNER: Hold on, Cecil.

>> LISA (CART CAPTIONER): Please move the microphone down.

>> DEBBE HAGNER: Okay. Go ahead, Cecil and interpreter.

>> CECIL BRADLEY: Okay. Thank you. A few weeks ago, Megan sent me the budget for review and upon reviewing it, I found a few oddities in the spreadsheet. I cleaned it up and I returned it to Megan and Megan mentioned probably 2-4 days ago that it had been submitted to the Department of Health budget manager, whoever takes care of that. So, again, I have some changes there with some new numbers. I don't know what chance you've had to review them, but the numbers should be there now. I just wanted to touch on a couple of things that are new for us.

For example, if you look at miscellaneous expenses, it's the seventh line on the spreadsheet -- no, I'm sorry, the miscellaneous state sales, that would be the one, two, three, four, five, sixth line, there's just some small amounts there, like \$5, \$6, \$8, \$7 and so on on that line.

That is something new to us.

I didn't understand what I was looking at when I first saw it, so I had Megan talk to Joyce about it.

Megan, are you on and can you comment on that miscellaneous state sales line item?

>> MEGAN CALLAHAN: This is Megan. I see right next to miscellaneous state sales, it says phones. I haven't had the choice -- the choice -- I haven't had --

>> CECIL BRADLEY: What does that mean?

>> MEGAN CALLAHAN: I haven't had the chance to talk with Joyce because she was out of the office yesterday, and unfortunately she hasn't gotten back to me. So once I do get into contact with her, I can let you all know what that means.

I want to assume it just means, like any conference calls that we may have had where,

you know, we had to cover the cost of that.
But once I get a definite answer, I'll let you know.

>> DEBBE HAGNER: Okay, great. Thank you.
Any more, Cecil?

>> CECIL BRADLEY: Yes, please, just a few more minutes here.
Based on the budget, we do have enough money to finish out the year, probably more than enough.

If you look at the last column, encumbered balance, we have enough encumbered to cover the next quarter and our last meeting in the final quarter.
Of course that's based on our year-to-date expenses projection, but moving well below those projected expenses, so we should be all right there.
Regardless, there was some earlier discussion too about buying a few items for the Family Café table.

If you look at the line, it's the seventh line down, it's titled miscellaneous expenses, I believe those items would be purchased from monies in that category.

The first column allocated is for board members but we only spent about 1,200 something on it so I guess we have enough money to purchase those items. Whatever we'll have there, some printed things, pictures and displays for the Family Café.
If I understand correctly, that's the situation.
I don't know if that's entirely appropriate. I don't know if we'll be able to use those funds.

Can you clarify? Can you ask Shay? Shay, are you there and can you speak to that?

>> MEGAN CALLAHAN: This is Megan, I don't believe Shay is on the line right now, but I can ask her real quick and I can let you know.

>> CECIL BRADLEY: Okay. That's all I have to report.
I think we're good budget-wise. We have more than we have spent and we're okay.

Also, keep in mind some of you will be traveling to the Family Café, but we should have enough to cover your travel expenses in June.
So, I think we're all right.

>> DEBBE HAGNER: Thank you so much, Cecil.

>> CECIL BRADLEY: Does anyone have any questions for me?

[No response].

>> DEBBE HAGNER: So far it looks like no one has any questions. But we'll give it a few more minutes.

[Pause].

>> CECIL BRADLEY: Okay.

>> DEBBE HAGNER: John? Go ahead, John.

>> CECIL BRADLEY: I'll be holding my breath.

>> DEBBE HAGNER: Go ahead, John.

>> JOHN JACKSON: This is John. I just wanted to, Megan, when you're trying to figure out exactly what the state sales or miscellaneous state sales phones columns is, ask them the significance of a negative number in one of those sales, because that's really throwing me off.

>> MEGAN CALLAHAN: Okay.

[Pause].

>> CECIL BRADLEY: Yes, John, I noticed that as well. And that's why we're trying to get some clarification from Joyce on this. I don't know if it's some sort of error? But Megan will talk to Joyce and then inform the rest of us of what that means. Thank you for your question, John.

>> DEBBE HAGNER: Okay. Any other questions?

[No response].

>> DEBBE HAGNER: Okay. So we will move on to the Biennial Report Committee. John?

>> JOHN JACKSON: We're beyond 4:00 o'clock now, so at least --

>> CECIL BRADLEY: Thank you.

>> JOHN JACKSON: -- so we should make an announcement or something, you know, we're into public speaking and we can continue our other business in that timeframe if nobody is here to speak, but at least let's open it up to public speaking in case there's someone on the phone.

[Telephone beep].

>> DEBBE HAGNER: Okay, great, yes. At 4:00 o'clock, we will open it to the public comment.

And I have one application right here, his name is Tyler James and he has an area concerned about medical education and other. One is regarding the audiology/SLP continuing education requirements and the Deaf culture class ASL. Two, the FCCDHH budget needs and what the general public can do.

Okay, Tyler, I'll turn it over to you.

>> AUDIENCE MEMBER: Thank you. Hi there, my name is Tyler James, I'm a Ph.D.

student at University of Florida and studying on deaf and hard of hearing health disparities.

So as you mentioned, I have two comments. The first is related to a discussion from this morning's presentation from the Florida Coalition For Spoken Language Options and I had a quick thought during that presentation.

Are audiologists and SLPs required to sit for CEUs? And if so, what is the task of those CEUs?

>> CINDY SIMON: That is a requirement for licensure. It's 30 hours every two years. That includes two hours of ethics. They divide up how much can be out of direct professional content versus professional content. But it can be anything.

>> AUDIENCE MEMBER: So the reason I ask the question is because you were mentioning how audiologists and SLPs have an ethical and legal responsibility to provide accurate and unbiased information to parents of deaf children.

However, if those CEUs that they're taking or not taking are related to ASL or Deaf culture, then how are we providing the most accurate and up to date information.

For instance, from the early 2000's up to 2015, the thought paradigm within the field of audiology was a hypothesis if a child was not implanted early in life, then sign language would actually -- thank you -- sign language would actually cause cochlear implants to not be effective later in life. There was approximately 16 publications done within the first 15 years up until 2015, however the visual takeover hypothesis is no longer considered the most linguistically accurate and it is not relevant.

>> DEBBE HAGNER: Debra?

>> DEBRA KNOX: In addition to our licensure, our certification by the National Speech and Hearing Association or other, AAAs, another one for audiology as well, so it is of professional.... um.... ethics, really, that it if that is the population that you're working with, that you seek out those continuing education opportunities that best suit the populations that you work with, and so it is our professional.... um --

>> CINDY SIMON: Judgment.

>> DEBRA KNOX: -- responsibility to ensure that the information that we have is current and that we are sharing the most recent and current information and accurate information with families.

So, I would say, you know, they are very -- I don't have statistics, but professionally, I mean, we are all out there to do the right thing, for the most part, and that is, you know, what our professional standards require.

And so there are continuing ed requirements, but it is very driven by the professionals themselves based, you know, on their interests, on the population that they work with, and what is best suited for the practice that they engage in.

>> AUDIENCE MEMBER: The reason I ask the question is because I remember there was a question coming from a council member to the entire Council of what potentially could be done and I wasn't sure what was happening with the CEUs of a person's professional responsibility for seeking out information and what I was going to potentially recommend was the Council to contact and work with the Florida board of speech-language and audiology to bolster and provide mission statements saying this is a good idea, but if that's already being done, then it absolutely should continue.

>> DEBRA KNOX: Yes.

>> CINDY SIMON: I agree with Debra. I think you'll find, it depends, if someone in audiology who works on vestibular issues, most of the continuing ed is vestibular and you'll find mostly the educational audiologists who are doing this, and then the rare person is, like, the old fashioned GP and does everything, takes a little of everything to keep up with it.
And that's your option.

What they technically, what they are told is that if you come across something that's outside of your knowledge base and you're uncomfortable giving advice on it, then you should go refer them to someone who can give them better information.

>> AUDIENCE MEMBER: Excellent. Thank you for answering that question.

>> DEBBE HAGNER: Okay. Karen, go ahead.

>> KAREN GOLDBERG: I was going to say -- this is Karen -- I was going to say, you know, it's similar in the medical profession, I'm required to take a certain amount of CMEs, continuing medical education, and what I decide to take it on obviously is in my area of specialty and any personal subspecialty interests that I have.

So, not every child adolescent psychiatrist out there is treating deaf and hard of hearing, but fortunately a good number of them show up at my presentations at the national annual meeting so they can get the latest information so they at least, you know, have a starting point, so I think that's pretty much how that is.

>> AUDIENCE MEMBER: Thank you.

>> DEBBE HAGNER: Okay. Anybody else have any comments before we move on to the second one?

>> AUDIENCE MEMBER: Thank you.

Okay. So my second comment is related to FCCDHH which we all know this is a very important Council which is why we all take time out of our days to come here, and having a Council that's representing the three-plus million deaf and hard-of-hearing Floridians is really important. Both of my parents are hard of hearing and I have a cousin who is culturally Deaf.

However, something that's most concerning to you as well is the lack of sustainable funding, not having it written in as a line item and not having funding consistently provided and not being on the annual renewal for funding.

So what can the general public be doing to really be advocating for sustained funding for FCCDHH? How can the public best serve you all?

[Pause].

>> DEBBE HAGNER: Okay, Karen?

>> KAREN GOLDBERG: This is Karen. I think that's a question for the Department of Health specialist, because I don't think that we can answer that question, without then be moving into the area of lobbying.

>> DEBBE HAGNER: Debra?

>> DEBRA KNOX: This is Debra. I think my response would be, you know, of course without overstepping any boundaries, is that we all represent different organizations and so what I would say as the general population, the most important thing for you to do is find one of the organizations that you might connect with so that you can engage in those types of organizations, you know, and garner support and things for, you know, bettering the quality of life and what Florida has to offer for our individuals who are deaf or hard of hearing.

>> DEBBE HAGNER: Okay. Gina?

>> GINA HALLIBURTON: This is Gina from FRID. What I would say you could really do is get the deaf folks involved, you know, just get them involved, have them come to these public comments. It's so seldom we get a cadre of people here that can speak out from their own experience. It's one thing to speak from our organization's viewpoint but a whole different Bali wag when you get them from their viewpoint. So if you get them from every organization and what they do and it would help a lot.

>> DEBBE HAGNER: Okay. Cindy?

>> CINDY SIMON: I don't know that "we" can do anything, but certainly individuals in the community who have a vested interest in this, anybody, not just the Deaf, but even, you know, our typical elderly person who goes to get their hearing aids and doesn't think twice about it. Writing to say hey, we really need this organization and numbers of letters could get attention.

>> AUDIENCE MEMBER: Thank you.

>> DEBBE HAGNER: Any other comments you want to make, Tyler? No? Questions?

[No response].

>> DEBBE HAGNER: Are there any other people here from the public who wish to make a comment?

[No response].
[Pause].

>> DEBBE HAGNER: I guess we -- I know from what I understand, the rules, we have to stay until 6:00 o'clock, so if there's no other public comments, we can move on back to discuss the Biennial Report Committee. Correct?

>> MEGAN CALLAHAN: Mmm-hmm.

>> DEBBE HAGNER: Yes, Chris?

>> CHRIS LITTLEWOOD: I have a backup question. And Gina, I apologize for putting you on the spot or maybe I missed something.

[Laughter].

>> CINDY SIMON: It was you and not me.

>> CHRIS LITTLEWOOD: The quarterly letters that we were going to be doing based on the public comments, what's the status of that?

>> GINA HALLIBURTON: This is Gina. The status is that we set up the OneDrive that we said everybody could send in their suggestions and review the letters and things and we have not had a lot of any activity, so I think that the issue will be, like, for example, with these public comments that we have today, putting it out there, because we were supposed to take the public comments and make them available to people who need to know, right?
Is that correct?

>> MEGAN CALLAHAN: Mmm-hmm.

>> CINDY SIMON: Yes.

>> GINA HALLIBURTON: All right. So if the public comments are to remain to educating the medical or educational field, then we're supposed to get together, I think Debbe and Karen and Debra and Cindy have all been involved in trying to draft a letter that we can get out, but we have to have due diligence on that and I take the responsibility of putting more fire on some bones.

>> DEBBE HAGNER: Okay. So we can go back to the biennial report. Anybody have any comments they want to say about the biennial report? We have to start that and get that ready for next year, correct?

>> MEGAN CALLAHAN: Mmm-hmm.

>> DEBBE HAGNER: And I guess -- yeah, Cindy?

>> CINDY SIMON: Don't laugh at me. I had a dream about this last night, okay?

[Laughter].

>> CINDY SIMON: No, no, seriously! I had a totally different format, creatively, that came to mind, because I was thinking about it and so many people don't understand how differently those who are mildly hard of hearing, those who have severe hearing loss, those who are deaf small d, those who are culturally Deaf, those who are deaf-blind, those who have some traumatic thing that makes them deaf later on.

Maybe an introduction of who we are and going through those different categories, along with anything we've done or accomplished within those categories, as in educational with positives to get their attention.

So, it's an educational piece kind of about us, but also we're doing something for it and try to light a fire under them to do something for it.

[Pause].

>> DONNA DRAKE: This is Donna. When you say, like, by groups, do you mean by organization, the organizations represented here? I wasn't following completely what you were getting at.

>> CINDY SIMON: Yes and no. You know, when not us, but people out there, they think of hearing loss, you're either deaf or you're not, it's black and white, period, okay.

Different degrees of hearing loss, like we said earlier, children with maybe a mild high frequency hearing loss who are educationally at risk are not recognized and probably can't because it pops up in third grade for that spike we saw in discovery on that 9-13 category.

Then you have the kids with moderate to severe with hearing aids who may be mainstreamed, but no one's doing enough for them.
Then we have those who are deaf but not culturally Deaf.

We have the culturally Deaf, which is a community in and of itself that's different, it's a different culture that they don't necessarily understand or bypass.
Then you have those who are deaf-blind who have other needs.

So, let's educate them. Each section would be the different type and different degree of hearing loss. What are those needs? What is their need of? And what have we accomplished or tried to push in for them via whatever bill, please support it the next time it comes up, or something. If we can't do that. Just letting them know.

This is what we've done. Oh, we've sent out letters to educate them. For example, and I've brought this up a number of times, so it's a bee in my bonnet and I have felt neglected on this and everyone pushes it off, and I will tell you, when you're in the situation, it's horrible.

When our elderly have to go into a rehab place, we have aides with accents or who are soft spoken and speak as they're walking, with their back to the person as they walk out of the room.

They have no clue how to do it. And when I brought this up two or three times now, including over the phone last time, what I was told is we don't need to do this. This can be found online, let them go do it. Well.... let's face it, they're not going to go do it.

What if the Educational/Technology Committee wrote a small thing to make them aware, could we not contact all of these type of rehab and even assisted living facilities and say you need to educate your people for the different degrees and how to speak to them for effective communication? Here are some suggestions, please review this with every new employee, as well as reminding them of this annually.

[Background noise on telephone].

>> CINDY SIMON: We would be doing something concrete. And as much as we like to say here, okay, I will tell you, I do not feel there is anybody who truly represents the elderly, which is probably our biggest population who don't even know they miss. I'm sorry, this is....

>> DEBBE HAGNER: Okay. Gina?

>> GINA HALLIBURTON: This is Gina. That is one of the things that came up a couple meetings ago about us having an informational piece to send out and we were supposed to be working on it, the EMO Committee, and the only one that sent in something was Debra. Maybe that's something we can revisit and put it back as an action item that we as a committee would have a little piece of informational piece that we could send out to these affected organizations to give them the information they need about how to address a person that may be hard of hearing or late-deafened. Just a thought.

>> DEBBE HAGNER: This is Debbe. I was thinking along the line that HLAA always says that it takes seven years before anyone realizes to do anything about their hearing loss. We need to find a way to educate the public and, say, shorten that time so they're not waiting seven years to get a hearing aid or do something about it. There has to be a way so that it's not a shame or.... it's no different from glasses. Get tested!
Go ahead, Cindy.

>> CINDY SIMON: A, there was just an article on this, which included a HLAA form which we're thinking we're going to ask to see if it should be on the website, where you fill it out and ask them to put it in your medical records, and this article told you what to do if you went to an emergency room and how to ask for it, and the HLAA form goes through everything, what kind of assistance do you need, if you need, you know, do you need an interpreter? Do you need CART? Do you need whatever? And you have them put it in your medical record. I thought that was really cool.

There is also, and this comes up from a letter that Mary Hodges received that I think went -- it came to someone else and then it got passed on by -- it was passed to Mary, then Mary passed it to Megan, Megan sent it out to everybody. Apparently I'm the only one who checked into it, it's called the Audiology Project and right now what they're looking at, it's not because of audiology, but they're looking at the comorbidity of hearing

loss that's associated with various typical diseases that our population has.

In this series and there's a series of, like, four or five sessions, one hour a month that we sign up for, they're going over diabetes and everything that affects the visual system and there is -- the doctors are being informed they should make sure their patient gets their vision checked, also affects the hearing loss.

So, they're trying to collect the information. They find that -- they're finding the individuals who have these are more likely to develop hearing loss.

Cardiovascular, you cut the blood flow to the ear, the ear has limited blood flow, it doesn't have collateral vessels that send it. You lose hearing right away.

So, they're trying to educate physicians that this is, when you give them a battery of professionals to see, this is part of it.

So, you know, this is something we could look at.

I think what she's really looking for is what was passed to everyone reads, I am a part of a nationwide state-specific cohort. The Audiology Project which focuses on the emerging issue with the CDC regarding fall risk and hearing loss links to diabetes. Right now it's diabetes, they're going to be going to cardiovascular.

I was wondering if there is ways to coordinate and gather more information and expand this cost.

So, again, to try to educate the public in this, I was just thinking maybe we can create a -- I asked her and I haven't heard back from her yet, because we've been e-mailing, because I was taking the course, so I already knew her when I got this, you know, maybe she wants to create -- I don't know if we can get the statistics from the state? But that could go in everything, including, you know, you know, elder care and all of those.

Again, something we can do to educate the public in it.

You know, I asked her if she wanted to do a survey where she could ask people, you know, do you have any of these conditions? And then she can further it with do you have hearing loss? Have you seen a professional? Have you not -- what are you doing and a bunch of choices.

Again, pushing it.

>> DEBBE HAGNER: Karen?

>> KAREN GOLDBERG: Hi, this is Karen. I want to thank you for sharing the very passionate about mental health -- that's me -- but about healthcare.

>> CINDY SIMON: But it actually has to do with mental health too.

>> KAREN GOLDBERG: Yeah, I was going to say that, there is so much data with hearing loss and psychological issues, particularly as they get, you know, there's a correlation between older age and mental health problems and depression, as well as some cognitive issues related as well.

So, that's one thing. But also the kids who have hearing loss, some of them have other types of learning challenges and mental health issues as well.

So, I think anything we can do to help educate or support the organizations or provide links is going to be important as well.

>> CINDY SIMON: And that, all of that is in here, it links with all of that.

Also, I think I mentioned it before, if you look at studies, you can go to Johns Hopkins, they have two studies linking cognitive issues, and that goes with who are deaf early on, but with the elderly who do not do something about their hearing loss because the brain just sits there. And you would think that they're, you know, this is what they do, so you can go to the Paquid Study from Bordeaux, France, where they were gerontologists and that came up and they were not looking at hearing loss.

You're up to five times more likely to get -- you are up to five years earlier to have dementia with untreated severe hearing loss.

And in Colorado, they're doing pupillometry studies and they were doing imagery and they found that those with developing hearing loss, if they don't catch it early, that area shrank in the brain and it shifted to the vision and that got bigger because they were depending more on visual, with lip reading than the others. So these studies are out there and they are going on now.

>> DEBBE HAGNER: Darlene has her hand up. Go ahead, Darlene.

>> DARLENE LAIBL-CROWE: Hi, this is Darlene. I agree with what Cindy says about the education, it's very important that we educate. But also when we meet others out there, they should also educate us.

For example, I would use this suggestion, Megan said there is somebody to call about some issues that she was having about her hearing, and I was able to talk to her and she was in her 90s and she lived in an assistive living facility and all she wanted to know is if there was a device or a venue where she could hear others talking when they meet in the day room.

[Poor telephone audio]. So, I told her about the accessories that I have and I asked her about their hearing aids and she had [indiscernible] and I don't know much about Starkey, and I don't know about these accessories and she was, like, and she didn't say anything and I said that's okay, you can go out and you can ask and then he will walk with you.

The other question that I have is I learned something from another deaf-blind individual who uses her GPS to travel around in her city, and the phone app, it's along with her phone app hearing aid, but for some reason the ComPilot delays every few minutes after you use it, so she loses the voice of the GPS and ends up getting lost.

At one point she was traveling and it told her to go right, she went right, and then it delayed, and it forgot and told her to go left, but she knew the traffic was going on the

other side and she wasn't going to hit that way.

So I told her to call the phone app or her audiologist so they could be aware of this situation and that she is blind and she relies on the GPS, and maybe they can develop something that will talk the line (?) but it's very important that we bring awareness and educate, and helping each other.

I'm done [chuckles].

>> DEBBE HAGNER: Okay. Cindy, go ahead.

>> CINDY SIMON: Darlene, the other thing to check is what phone she has. Without hearing loss, without using one of those accessories, like the ComPilot or the Streamer, my old phone, when we would use it, we were passed the turn before it told me to turn.

[Laughter].

>> CINDY SIMON: It doesn't just happen for that, it's a function of your company, your phone, and how fast it reacts.

>> DEBBE HAGNER: Okay, great.

Any other comments or anything? We still have about another hour and a half.

I guess if there's nobody else that has anything, we can talk about what happened this morning and get feedback on that.

We can talk about the community update wrap-up.

Yes, Chris?

>> CHRIS LITTLEWOOD: This is Chris. Maybe we could take a short break first?

>> DEBBE HAGNER: Sure. We can do that too.

All right. Let's take a ten-minute break and then we'll come back at 4:45.

>> JOHN JACKSON: Before we lose the interpreters, I have a really important announcement. The Happy Hour is 4:00-7:00, so if we go from 6:00-7:00, that's not enough time!

[Laughter].

>> CINDY SIMON: We can bring our libations back.

>> JOHN JACKSON: Your \$12 drink will be \$11.

[Laughter].

>> DEBBE HAGNER: Okay, go ahead and take your break and come back in ten minutes, 12 minutes.

[Break].

>> MEGAN CALLAHAN: Debbe, I have the final votes.

>> DEBBE HAGNER: Okay. Let's get seated, please. Let's get back. Would the interpreters? Chris? Come back to your seat, please. John. I'm sorry if I'm sounding like a control bee....

>> DEBRA KNOX: Buzzzzz.

>> DEBBE HAGNER: But I just like to have everything go smoothly, so forgive me for acting up. Okay. Go ahead, Megan.

>> MEGAN CALLAHAN: All right. The results are in. Our new chairperson is Karen Goldberg.

[Applause].

>> KAREN GOLDBERG: Oh, wow.

>> MEGAN CALLAHAN: And the vice chairperson is Gina Halliburton.

>> GINA HALLIBURTON: You have got to be kidding!

[Applause].

>> KAREN GOLDBERG: Well, the first thing I would like to do is start impeachment against the future president, Karen Goldberg.

[Laughter].

>> DEBBE HAGNER: Okay. Now we'll proceed with the committee updates wrap-up. We'll shorten what we plan for tomorrow into today. So, and our meeting tomorrow will be at 8:00 o'clock in the morning, but if we can finish all of that today, we may not have to meet tomorrow.

>> JOHN JACKSON: Hmm....

>> DEBBE HAGNER: So we have a committee update wrap-up, so I guess we can go around the room and have everybody give their updates. Yes, John?

>> JOHN JACKSON: No, we need to meet tomorrow, even if we come in and meet in 30 minutes, we still have to -- you can adjourn early, but since we've got it scheduled for two days, at the very least, we need to go.

I think we can get away with starting a little later, but one way or the other, we need to have the meeting.

>> DEBBE HAGNER: Okay, I apologize.

>> JOHN JACKSON: Just for, you know, the public.

>> DEBBE HAGNER: Okay. So let's see how we produce with today and then -- yes?

>> CHRIS LITTLEWOOD: Can we start later?

[Laughter].

>> DONNA DRAKE: 12:00 o'clock?

>> DEBBE HAGNER: It looks like everybody wants to start at 9:00 o'clock. Okay, so we'll start at 9:00 tomorrow.
Okay, great.

Okay. So we have the -- anybody want to talk about this morning's discussion or does anybody want to talk about this afternoon's discussion or presentation/lectures?

[No response].

>> DEBBE HAGNER: Go ahead, Karen.

>> KAREN GOLDBERG: This is Karen. I'm wondering, if we have some things on the agenda for tomorrow, one of them is a review of the upcoming meeting dates and locations, or if you want to wait until tomorrow for that then; sorry.

>> DEBBE HAGNER: Okay. Sure.

>> KAREN GOLDBERG: Can I just raise a question for everyone to think about?

The next meeting is scheduled for August 8-9, which is the first day of school in Hillsborough County. Is there any flexibility on date? I don't want to push anyone one way or another.

>> DEBRA KNOX: It's the 9th and 10th.

>> KAREN GOLDBERG: Yeah, school starts on the 10th and there's a preview day on the 9th. I don't know if anybody has flexibility. But if not, it's okay, I can make it work.

>> DEBBE HAGNER: I think that it's already been on the website, I think people are aware of the dates. I don't know if Megan, if we can change it.

>> MEGAN CALLAHAN: This is Megan. We can change it, especially because a hotel contract has not been finalized yet.
I would say if it already had been finalized, we wouldn't be able to change it. However, since it hasn't, if everyone agrees, we can change the dates.

>> SHAY CHAPMAN: This is Shay again. We could change it. I do want to comment, however, that we are just now in a hotel figured out and selected and it may delay that, and I know there's been some discussion about delays, so we do have a hotel selected and we're waiting on a contract, but, again, they may not have the date available if we change, so we'll have to start over with a hotel selection.

>> KAREN GOLDBERG: This is Karen. Let me withdraw that request. It's fine. I can make it work. I was just pondering, so.....
Thanks for the discussion.

>> DEBBE HAGNER: Okay. Megan?

>> MEGAN CALLAHAN: With that being said, I think we could knock out the review of upcoming meeting dates and locations really quick, because the August meeting, as we just said, will be August 9-10. And as Shay mentioned, we are in the middle of getting a hotel contract and everything, and that hotel that we've selected I believe is in West Palm Beach.

Again, nothing's been finalized. We were looking for Palm Beach County. And then the next meeting date is --

>> DEBBE HAGNER: November 7-8 in Sarasota.

>> MEGAN CALLAHAN: Mmm-hmm, and we do have that hotel already finalized. I just haven't sent the hotel details yet because it's really early and I don't want anyone to forget. But we have that finalized and that's in Sarasota November 7-8.

>> DEBBE HAGNER: Okay, Chris, did you have something? I remember your hand was up. Or Donna? One of you?

>> DONNA DRAKE: I didn't raise my hand.

>> CHRIS LITTLEWOOD: This is Chris. I was probably just holding my head up.

[Laughter].

>> DEBBE HAGNER: Okay, Donna.

>> DONNA DRAKE: I was going to say that it didn't matter, you know, the August date, you can't make everybody happy because schools open at different times, we move it and then somebody else would be opening school that week that we move it to, so I was just going to suggest that we leave it.

>> DEBBE HAGNER: Debra, did you have anything?

>> DEBRA KNOX: No.

>> DEBBE HAGNER: Okay. Okay. Do we want to review the public comments on what Tyler had to say about the CEUs and the FCCDHH budget?

[No response].

>> DEBBE HAGNER: Yes, Cindy?

>> CINDY SIMON: I don't know that there was much to comment on. I think it was more looking for information from us for something that he's doing rather than

something to comment on.

>> DEBBE HAGNER: Okay.

[Pause].

>> DEBBE HAGNER: I guess we can move on to the updates and sharing of each of the organizations.

[Pause].

>> DEBBE HAGNER: Cindy, do you have any announcements you want to make about what's happening with the audiology world?

>> CINDY SIMON: Just more and more stuff. But I will make a comment, and I don't know if John has seen any of this, there is someone who is now suing because he doesn't think we -- that the -- that hearing instrument specialists, and I think he included audiologists in that, need a license. That was the question.

The Licensure Board doesn't need to be there, because in the hearing world, we have found out, much to our dismay, and with them getting rid of the medical -- the FDA has eliminated the medical clearance required for hearing aids and they, as of not this past December, but the year before, I think it takes place next year, they.... [Sighs].... I, myself, wrote and was fighting Walmart and went to the Attorney General and we were in all kinds of stuff, and what it turns out, because they are the only company out of all of the companies that were involved, I found this out, usually when it's between the Government and the State, the stricter laws apply.

In the case of hearing, the FDA overrides. If you don't know this, in the original FDA for hearing aids, there was never a requirement even for a hearing test.

So technically under that, no one has to have a hearing test before being fit with hearing aids.

And the rationale behind that was that everybody was going to go to an ENT and the ENT would automatically get a hearing test before deciding.

So, for my HLAA friends, where they love this over-the-counter stuff, also realize they don't get set for the individual. If the individual has a severe loss, they will not work. If you have a flat hearing loss, they're all set for sloping mild to moderate hearing loss, and someone has to train you. There's no counseling to realistic expectations.

And if you think anyone's going to sit down online and do it on their own, you will have some of those who will. But especially men, they don't even read instruction manuals. They like to figure it out on their own. Are they really going to go?

[Laughter].

>> CINDY SIMON: Yes! And are they going to go and do this?
And so in our opinion, it's a disservice. You don't know if someone had an acoustic

neuroma that they found or if a child or a parent that will save money by buying a hearing aid for their child this way.

When they came out with those that you can mail in for, there were two lawsuits because when they stuck it in their ear, no one knew they had wax and it went all the way through and busted the eardrum.

So, this licensure law is strictly that he's been in trouble a number of times, if I'm not mistaken, and they just don't want to have any regulation.

>> DEBBE HAGNER: I want to recognize Darlene. Darlene has her hand up for a while, so go ahead, Darlene.

>> DARLENE LAIBL-CROWE: Yes. I was just going to make an announcement, is that okay? Is that what you're doing? I'm sorry? I'll wait.

>> DEBBE HAGNER: Yes.

>> DARLENE LAIBL-CROWE: Okay. This is Darlene. I want to share a little bit about the Florida support service providers program. The Division of Blind Services sent out their informative grant.

[Telephone beep].

>> DARLENE LAIBL-CROWE: And we are in the process of applying for the grant and hopefully it will come through to sign to the SSPs, and we know it won't be as much as we like, given it is statewide. However, there is a lot going on in the country about SSPs.

And in Pennsylvania, the Department of Labor gave funding of \$42,000 for their SSP program, and then in Oklahoma recently, their Legislature passed -- has a bill on the table that is called the Jeri Cooper Act and it is to help fund SSPs statewide in Oklahoma and the state will provide funding up to \$300,000.

And so this comes from the community, about 35-40 SSP programs across the country and some are small, some are large, but it's definitely coming forth the need for statewide, and we hope here in Florida that we can do that. And we are -- the board is trying to approach legislators and hopefully we can get that started.

>> DEBBE HAGNER: Thank you, Darlene. Okay. Karen, go ahead.

>> KAREN GOLDBERG: This is Karen. I wanted to respond to something that Cindy was sharing. She brings up some valid points about, you know, what is our role as a Council, what I think she was coming to.

And understanding what this new law about the over-the-counter hearing aids. And while saying that the issues are complex and there are some pros and cons on both sides, I just want to make sure that we're all respectful of each other's organizations.

I think that HLAA, from a national point of view, had its own reasons for why they have supported this notion for over-the-counter hearing aids, good, bad, or indifferent, there were some very strong views, and it may be of benefit for some people, I think with mild hearing loss, I think there's still some debate about what it will mean in terms of is it helpful? Is it something just similar to amplification and that's it, kind of like what you can already get?

I must say, I was a little bit confused about what the over-the-counter hearing aids were going to do compared to what they advertise on television for, you can buy them at the stores already anyway, so.....

There are some concerns that as a medical professional I have about misuse of the over-the-counter hearing aids, but I think time will tell. And, you know, we'll go from there.

>> DEBBE HAGNER: Okay. Cindy?

>> CINDY SIMON: I just want to give you the positive, is that those hearing aids do have limitations, so that nobody can get overamplified and develop -- oh, sorry -- no one can get overamplified and develop a hearing loss from overamplification because they're meant for mild to moderate.

>> DEBBE HAGNER: Okay. Thank you, Cindy, for providing -- sharing that information that you had to offer.

Gina, do you have anything you want to share about your organization?

>> GINA HALLIBURTON: Oh, I'm sorry. Yes. Well, not really. Watch your e-mails, I'm going to send out a request for us to get together on the information we shared here so we can get it out to the public.

>> DEBBE HAGNER: I meant about the FRID, what's happening in that world.

>> GINA HALLIBURTON: No, thank you. Okay, Chris, do you want to talk about ALDA?

>> CHRIS LITTLEWOOD: This is Chris. I don't know if I announced, but I am now the immediate past-president of ALDA Suncoast. Tammy Carrier is the new president of ALDA Suncoast, elected in February.

So I'm still on the Board as the immediate past-president, along with a new vice president, who is Tracy Kasch, who also works for SCV working with Julie, and Debbe is our treasurer with ALDA.

And we have another member, Judith Greaves who has been appointed as our secretary. So a new board of officers. I don't have anything else major to report.

Our National Convention is on the West Coast this year, so probably pretty far for

anybody in Florida, but I'll certainly have more information on that in August, if anybody wants to consider that, or they can go to the ALDA National website at www.alda.org. That's it for me.

>> DEBBE HAGNER: Thank you, Chris.
Okay, Donna, do you want to talk about FAD?

>> DONNA DRAKE: FAD has currently new officers this coming fall in the vote, so the plan now is that there will be several town hall meetings all over. I believe this next week of May, it will be the third or fourth, and it will be in St. Augustine and the graduations are also that weekend at the same time we'll have the town hall.

Additionally there will be a number of people attending and that will increase the town halls, we're hoping to.

I believe in Tampa, we had over 40-50 and those who are on the commissioner, the mayor were also invited for local governments to come and attend the town hall meetings.

So St. Augustine will be next week. And like I said, we're traveling all over the state. And if you notice anything posted in your area, please go and join, if it's possible.

>> DEBBE HAGNER: Thank you.

>> DONNA DRAKE: And that's what we are currently doing now.

>> DEBBE HAGNER: Thank you, Donna.
John, do you have anything you want to share? No? Karen? HLAA?

>> KAREN GOLDBERG: Just in -- um.... a couple of things. We just had our board meeting and we elected new officers. Linda Tossoonian was the president, I was asked to be interim vice president, and they elected me to be the vice.

We talked about some of the upcoming activities. I'm going to go going to the HLAA convention in Minneapolis, that's going to be coming up the end of June. It will be my first time going and I'm pretty excited, I'll be talking with Debbe about what I should expect up there and who to connect with and that sort of thing.

The chapters, from what I understand, are doing really well and I want to commend Debbe for taking over the Tampa chapter, which did not have a president for a long time, and hopefully she can speak a little bit to that when it comes around to her.

The HLAA Florida is planning a Hearing Loss Extravaganza, let's make hearing loss visible, for April 2019, so that's in the very early stages we're starting to work on that.

>> DEBBE HAGNER: Okay. Debra?

>> DEBRA KNOX: This is Debra. A.G. Bell, again, is supporting the listening and spoken language track at FLASHA and that is continuing education for professionals working with children with hearing loss, so that will be FLASHA this year is typically

Memorial Day weekend, but this year it's in July, so it's -- the date has changed and it's also location is going to be in Naples this year, so that's in July over the summer.

>> DEBBE HAGNER: This is Debbe. I'm the president of the HLAA Gulf Coast, also I'm the temporary president for the Tampa one.

We are experimenting with different times and places with the Tampa chapter. We're also going to be setting up where we have a support group for people who are spouses of those who have hearing loss.

So they have a chance to talk among themselves about some of the issues themselves separately from those who have the hearing loss.

And they're welcome to discuss it with the people with hearing loss, and they'll have their own, we are going to experiment with that. So we'll have some more activities at nighttime for people in the communities and can join and learn about the organization. Okay. And any -- yeah, Chris?

>> CHRIS LITTLEWOOD: While we have a lot of time here, so I'm going to make one more announcement, switching hats if you will, to my role at St. Petersburg College and center for public and safety innovation.

I think I mentioned in February that we received a grant from the Florida State Attorney General's Office and we are providing training to first responders and healthcare workers for effective strategies for communication for people with hearing loss, people that are deaf or hard of hearing and other access and functional needs.

The target audience for this course is hearing professionals that work with people that are deaf or hard of hearing; so, police officers, firefighters, paramedics, ER nurses, psychologists, social workers, all those different professions that are so very, very important, that people that are deaf or hard of hearing are included in what they do.

I teach the class myself with another certified deaf interpreter and so far we've gone to four cities around the state. We've got four more scheduled classes.

One of the hurdles that we still have to overcome is getting larger numbers of public safety and healthcare worker professionals to come to the training.

Because I do know personally that it is difficult for them to leave their job for two days, and it's a two-day course from 8:00-5:00.

So, we still have, in June, we're going to Bay County, which is Panama City, and we're also going to Jacksonville in June.

And then hopefully in August we'll be going to St. Augustine. I'm trying to reach out to FSDB to go there.

And then we will finish out the grant contract in September back in Tampa. We did our first class in St. Petersburg.

What I know has been a challenge is because I am located in the Tampa Bay area is having boots on the ground, if you will, for making connections and communications

with local agencies to get the people participating in the class that we need.

So, I may be reaching out to some of you. If you can think of anybody that you might want to pass the information on to about any of these classes, I do have a flyer and an announcement about the classes. So I'll be glad to share that with you.

I will certainly give it to Megan. Keep in mind, it's not for the deaf and hard-of-hearing community themselves, it is for hearing first responders and healthcare professionals. So, we do have plans and hope to in the future have more classes where we will work with both parts of the community.

But for this particular class, it's geared towards the target audience of safety professionals.

>> DEBBE HAGNER: Thank you, Chris. Darlene, you have your hand up, you're next.

>> DARLENE LAIBL-CROWE: Yes, I have one more thing. I just put something out Busch Gardens in Tampa is having a deaf-blind awareness weekend and the deaf-blind, there will be a lot of deaf-blind there, and their SSPs, the groups, when they interact with the deaf-blind individuals, and so that is awesome. So if anybody goes, be sure to communicate with deaf-blind individuals.

>> DEBBE HAGNER: Darlene, I will be going to that. Hopefully I'll see you Saturday.

>> DARLENE LAIBL-CROWE: Awesome.

[Telephone ringing in background].

>> DEBBE HAGNER: Anybody else?

[No response].

>> DEBBE HAGNER: Okay. We did the Chair/Vice Chair elections. Any other comments? We still have about 45 minutes to talk about anything we wish to discuss. Debra?

>> DEBRA KNOX: This is Debra. So I looked at the link that was sent about materials for Family Café and the ear stress balls, if they can come in another color, because I don't know, to me, the beige ones are creepy.

[Laughter].

>> DEBBE HAGNER: Karen?

>> KAREN GOLDBERG: This is Karen, I have the exact same feeling and I have searched about four other websites. I don't know why they think it's so cutesy to have that in a weird, like, you have to actually cut it off a person's head.

The idea was to give a cute little thing away that's not too expensive. They do have brains that come in different colors, rainbow colors, and they can still put our logo on it.

[Laughter].

>> KAREN GOLDBERG: And they're cheaper by a lot, so we can do the brain, but the brain is part of hearing and part of communication, a big part, but it isn't that cutesy wootsy little ear or that creepy weepy little ear.

If you guys want to take a break, I can get the brains for about 35-40¢ an each, as opposed to \$1 for, you know, the ear.

We were thinking of something unique to give away that people can have it so it's not just in their mouth and it's gone.

>> DEBRA KNOX: Definitely not the ear!

[Laughter].

>> DEBRA KNOX: In their mouth, that is.

[Laughter].

>> DEBBE HAGNER: Anything else anybody wants to talk about? Do you have anything, Shay? Do you have anything, Megan?

>> MEGAN CALLAHAN: This is Megan, I was just going to say, I don't believe Shay is on the call anymore or on chat.

>> KAREN GOLDBERG: It was the ear, the ear did it.

[Laughter].

[Pause].

>> DEBBE HAGNER: Go ahead, Gina.

>> GINA HALLIBURTON: Okay. I just wanted to, since we have a few minutes, could we lock down a date where we can get together and talk about this information, I know not physically get together but on the phone get together to talk about the information for the EMO communication letter? There's been a lot of great information shared and I want to capture it all and get it out in a timely way is really important, so looking at the last week of Wednesday, Thursday, Friday, June 27-29, like, at 6:30, will we be able to get services then, CART and all of that? Oh, we can? Ooh.... I heard a no.

[Laughter].

>> GINA HALLIBURTON: Well, if Megan can kind of look at that and see if we can schedule that and Mary said she wanted to be involved. Maybe we can lock this down while we're here.

>> MEGAN CALLAHAN: I just know I get out of the office at 4:30. I know it's early. And I also don't know how the conference call lines.... you know, if you start at 6:30, I don't know.

>> GINA HALLIBURTON: We could move it to 3:00 or 3:30.

[Pause].

>> DEBRA KNOX: I just know that the 29th, I'm not available at all.

>> MEGAN CALLAHAN: Oh, I'm not either!
Yeah, so I'll be out of the country on the 29th.

>> CINDY SIMON: Ooh! Where are you going?

>> MEGAN CALLAHAN: I'm going to Costa Rica, so just so everyone knows, that's May 27-June 2.

>> DEBRA KNOX: No, she said end of June.

>> MEGAN CALLAHAN: Oh, I'm sorry.

>> DEBRA KNOX: I was going to say, that's a very long trip!

[Laughter].

[Room chatter].

>> CINDY SIMON: Don't wait until that date, do an earlier date.

>> DEBRA KNOX: Why can't we do it next week?

>> MEGAN CALLAHAN: Oh.... hmm.... we need eight plus one days.

>> JOHN JACKSON: For notice and everything.

>> MEGAN CALLAHAN: Mmm-hmm.

>> GINA HALLIBURTON: So let's look at June 19th.

>> DEBRA KNOX: We're in May now. Isn't today May 10th?

>> CINDY SIMON: She's talking May.

>> GINA HALLIBURTON: You're talking May?

>> DEBRA KNOX: Yeah, don't we want to get something out quick?

>> GINA HALLIBURTON: May, we only have -- what do we have left?

>> DEBRA KNOX: We've got three weeks.

[Pause].

>> GINA HALLIBURTON: May 30?

>> MEGAN CALLAHAN: I will be out of the country. And that's also a holiday. No, never mind, sorry.

>> GINA HALLIBURTON: Okay.

>> DEBRA KNOX: What about the 23rd? It's a Wednesday. When do you leave?

>> MEGAN CALLAHAN: The 27th. So that would work.

[Pause].

>> MEGAN CALLAHAN: Yeah, that gives us 13 days.

>> DEBRA KNOX: Is it eight business days or just eight days?

>> MEGAN CALLAHAN: I think it's just eight days. John?

>> JOHN JACKSON: Posting, I think it's eight days.

>> MEGAN CALLAHAN: Yeah, I think it's just eight days, not business days.

>> GINA HALLIBURTON: Do you want to do it at, like, 2:00 o'clock?

>> DEBRA KNOX: Sure, works for me.

>> CINDY SIMON: I don't know what my schedule looks like. I'm usually with patients at that time, so I don't know, I'll have to look at my schedule.

>> GINA HALLIBURTON: Okay.

>> CINDY SIMON: Usually at 3:30, I'm okay. 2:00 o'clock would be early for me.

>> DEBBE HAGNER: What's the scoop, you guys?

>> DEBRA KNOX: 3:30's fine.

>> CINDY SIMON: Okay. 3:30.

>> MEGAN CALLAHAN: May 23 at 3:30.

>> DEBRA KNOX: May 22nd.

>> MEGAN CALLAHAN: May 22nd at 3:30.

>> DEBRA KNOX: Okay. It's on my calendar.

>> CINDY SIMON: Someone send it to me, because I'll never know. I don't have my calendar with me.

[Pause].

>> MEGAN CALLAHAN: Do you want me to send it to you or text you?

>> CINDY SIMON: Either one. I still have a paper calendar book.

[Pause].

>> MEGAN CALLAHAN: We're just -- Gina, I'm sorry, we're just discussing the EMO quarterly, right?

>> GINA HALLIBURTON: Yes.

>> MEGAN CALLAHAN: I can go ahead -- oh, wait.

>> KAREN GOLDBERG: What's the day of the week?

>> DEBRA KNOX: Tuesday.

>> KAREN GOLDBERG: And the time is 3:30? Okay.

>> DEBBE HAGNER: Okay. So you have decided at 3:30 on what date?

>> GINA HALLIBURTON: May 22nd.

>> DEBBE HAGNER: May 22nd, okay, that's for the EMO. Great. Yes, Karen?

>> KAREN GOLDBERG: Oh, Debbe, you did not just roll your eyes when you said Karen, did you? Oh, God, Karen has something again?! I saw that! [Laughs].

Okay. So I wanted to ask a question. Is there any possibility of us meeting by Zoom? Or by video conferencing where we can share some ideas and see each other?

>> GINA HALLIBURTON: For the EMO, you mean?

>> KAREN GOLDBERG: Yeah, sometimes it's hard for me to hear on the phone, particularly if it's a conference phone, and we have a computer to share the screen.

>> DONNA DRAKE: Yes, after the public announcement, as long as it's after the public announcement, that's fine, right? You can't just meet without telling the public how you're meeting.

>> MEGAN CALLAHAN: I'll have to ask about that. I really don't know. And I also don't know, would Darlene be able to do that?

>> CHRIS LITTLEWOOD: Won't you set up CART?

>> MEGAN CALLAHAN: Yeah, I guess that's true. I was just thinking the face-to-face stuff, but.... yeah. Um....

[Pause].

>> DEBBE HAGNER: Debra, go ahead.

>> DEBRA KNOX: Do you have Zoom?

>> KAREN GOLDBERG: Yeah.

>> DEBBE HAGNER: I recognize John.

>> JOHN JACKSON: I don't know how Zoom works but I expect if you set up a normal meeting for a phone line for the public, at least one place for the public to call into and you have basically a normal meeting, I can see where, like, the council members may be Zoomed in or whatever it is, and I don't think that would violate the Sunshine Law if they saw each other face-to-face, but the phone line, would still need to be made accessible to anybody in the public that would want to listen in, so.....

We open up this phone line not just to council members, this is to the public as well.

>> MEGAN CALLAHAN: Mmm-hmm, that's publicly noted too. I was just trying to think of Sunshine Laws.

>> JOHN JACKSON: As long as there's no Zoom talking council business if the phone isn't being operated at the same time.

>> DEBBE HAGNER: Debra?

>> DEBRA KNOX: With Zoom, there's a call-in number, too, like for anything that you set up for Zoom, there's an alternative just phone call conference call.

>> JOHN JACKSON: You're probably with the technology have to look and see what it could handle or whatever.

Again, I don't know how Zoom works, but as long as the people had access to the meeting, what was going on in the meeting, it doesn't necessarily mean the council members couldn't be seeing each other face-to-face from a distance at the same time. I don't see how that could be an issue.

Again, it's not -- the idea is just if there's any council business discussed, it must be open to the public, so if that keeps it open to the public.

>> DEBBE HAGNER: I was just wondering if the Technology Committee can experience using Zoom with Darlene to make sure that it would be accessible for her and with CART.

[Pause].

>> DARLENE LAIBL-CROWE: This is Darlene. Can I speak?

>> DEBBE HAGNER: Yes, you may, please, Darlene, I'm sorry.

>> DARLENE LAIBL-CROWE: Okay. In the past, there are companies called icebreakers.com (sp) and they are partners with Freedom Scientific and Optula (sp) and the software that I use, and I've used it for years, and it magnifies the words so I can see it and plus it allows me to change the mouth so that I can change it to a bright color and see it, about the size of -- so it's not the size of a dime, and it will have a ring around the mouth, the corner, and I can adjust it on the screen and put where it's at.

There is software [indiscernible] it does work with JAWS, but JAWS does not provide magnification, so that is the difference between JAWS or screen readers and using that for magnification.

But Zoom also comes with screen readers, but it's not as compatible as JAWS is with screen readers on websites.

>> DEBBE HAGNER: Darlene? I know you have your term ZoomText, but there's also another Zoom software to allow conference calls.

>> DARLENE LAIBL-CROWE: Oh, okay, sorry [laughs]! Okay.

>> DEBBE HAGNER: Allows teleconference.

>> DARLENE LAIBL-CROWE: I don't know anything about that.

>> DEBBE HAGNER: Yeah, another word for it is GoToMeeting.

>> DONNA DRAKE: Or there's another one --

>> DARLENE LAIBL-CROWE: Right, I think we tried this -- they have a GoToMeeting and there was another one.... hanging -- Hangout or hang up or something like that?

>> DEBBE HAGNER: Yeah, Google Hangout, yeah.

>> DARLENE LAIBL-CROWE: Yes. The chat box will not allow my PC to convert it to black background with white text, and that black background with white text is Windows 7, and the chat box has -- it's in a chat box, and I will not be able to see it.

Just like if the public comments or announcements, that text box, that was there for the day and everything, I could never see it. But I can highlight it and I can then see what it is.

But because a text box has some kind of theme or something to it, it won't allow the computer to change it.

But that is what is happening with GoToMeeting and Hangout or something like that, and some others that I'm just not able to access.

>> DONNA DRAKE: This is Donna. Another option is peer.net (sp).

>> DEBBE HAGNER: Cindy, you had something to say. With something like that, do we have to get the state's permission to use that particular whatever program?

>> JOHN JACKSON: I don't think you have to get the state's permission, but the

Department of Health might have their own policies on technology.

>> CINDY SIMON: That's what I'm saying.

>> JOHN JACKSON: And that's one thing. And another thing is it might require us to, you know, check a box or something that maybe we shouldn't necessarily check, you know, that the lawyers want to take a look at exactly what we would be agreeing to.

>> CINDY SIMON: Okay.

>> JOHN JACKSON: So if you check a box as a council member, you're agreeing to it as, you know, as basically an employee of the state, so.....

You're agreeing on behalf of the state, so that is something I think any new technology should be bounced off of Health before we use it for the Council, yes.

>> CINDY SIMON: So that's my first question. And my second, for those who use Zoom, when I do GoToMeeting, we can't all see each other, we only see one person, the speaker and her computer.

So that, I do a lot of GoToMeeting and that's the only thing I've ever seen, that's how --

>> DONNA DRAKE: Cindy, this is Donna, you can see multiple screens at the same time. You just have to pick a different setting. There is a max, I know to how many you can have that's free, I think it's maybe six or something, but then when you have more people than that, you have to pay for it. But you can definitely see everyone at the same time.

>> CINDY SIMON: Not the way ours are run, everyone knows it, and that's why they run the text and writing underneath. Never have I seen another face in any of them. It's hooked up to that individual's computer when they do the meeting. So that was my question. How do we see each other [chuckles]? Because I haven't a clue.

>> DONNA DRAKE: If your computer has a webcam, then you should be able to see everybody. Of course people must have a webcam in order to have a video to see.

>> DEBBE HAGNER: Karen?

>> KAREN GOLDBERG: This is Karen. Almost all of these video conferences allows people to be seen, I can see them all up at the top, and then when one person is sharing, they pop up a little bit bigger and when another person shares, they pop up. But I can see every single person in the group. And that's actually on Zoom, I think --

>> DEBBE HAGNER: Google Hangout.

>> KAREN GOLDBERG: Google Hangout as well, and you can see, there are many that you can. So I think something like that would be useful. It's a little more realtime, you're in the room together. I mean, technically you are on the phone, but there's a little bit of a

disconnect, if it's -- if I'm trying to -- if I'm looking here and I'm reading, I don't feel like I'm really there, I tend to be more of a visual kind of person.

>> DEBBE HAGNER: Gina, did you have anything you wanted to say?

>> GINA HALLIBURTON: No, I was just going to pair what they said, they use that same Zoom for the FRID board meetings, you can see the person speaking, like she said, larger, and then everybody else kind of backs down to who is talking.

>> DEBBE HAGNER: Okay. Megan?

>> MEGAN CALLAHAN: I just wanted to make a quick announcement. I know the only person that's left in this room that may not be staying the whole time is Cindy. Is there anyone else not attending tomorrow? If so, I need to get your signature on your travel forms.

No? Everyone is attending? Cool, all right. I just want to make sure.

>> DEBBE HAGNER: Yes, Tyler, you may have the floor.

>> AUDIENCE MEMBER: I'm sorry, I wanted to make a quick comment. I use Zoom very regularly at UF where we have the enterprise license, which includes a maximum of 200 people that can connect to either the phone line or the webcam. And for an additional fees, Zoom allows up to 500 participants, and so I don't know if that's something that would run under the Sunshine Law, if you have more than 500 people in a conversation. That's just something to keep in mind.

>> CINDY SIMON: Thank you. Even though I'm on the Technology Committee, I have to tell you, I've never been to a meeting that wasn't either Skype, VC, because that's HIPAA compliant, or GoToMeeting.

And that's it. And I just never have seen in all the meetings I do another person on there.

>> DONNA DRAKE: You must be missing something. There's something you didn't click.

[Laughter].

>> CINDY SIMON: I don't know....

>> DONNA DRAKE: I mean, what's the point of using the program if you only see one person? You just want to be able to see everybody.

[Laughter].

>> CINDY SIMON: Well, that's how they get the information out everywhere. Even when I told everyone about earlier, the hearing loss and diabetes, we use it on GoToMeeting, nobody can see anybody else, we just watch the PowerPoint and listen as they speak and they usually have it captioned on the bottom. And that's it. And we do that monthly. That's what my meetings are like.

>> DONNA DRAKE: Gotcha.

[Pause].

>> DEBBE HAGNER: Anything else anybody wants to say anything? We still have about 24 minutes or 23 minutes, 24 minutes. John?

>> JOHN JACKSON: I move that we take a 20 minute break.

[Laughter].

>> JOHN JACKSON: No, I'm serious, at this point we take a 20 minute break and come in here in the last five minutes during the meeting.

[Laughter].

>> JOHN JACKSON: I'm actually not making a joke, I'm serious. Because at this point, you know....

>> CHRIS LITTLEWOOD: This is Chris, maybe 10 or 15 minutes is more appropriate. I don't want to come in for --

>> JOHN JACKSON: We'll compromise at 17½.

>> CHRIS LITTLEWOOD: I don't want to make sure that we don't have any people come in....

>> DEBBE HAGNER: Megan?

>> MEGAN CALLAHAN: This is Megan, I'll stay in here if we want to do a 20-minute break.

>> DEBBE HAGNER: Anybody want to make a motion?

>> JOHN JACKSON: No, we don't need --

>> DEBBE HAGNER: We can take a break.

>> JOHN JACKSON: All right!

>> DEBBE HAGNER: Go ahead, John.

>> JOHN JACKSON: Well, it's for everybody else.

[Laughter].

>> CINDY SIMON: We should all buy a drink for Debbie and when we come back, have it all sitting around her.

[Laughter].

>> DEBBE HAGNER: Okay. Let's get started. It is 5:58.

[Laughter].

>> DEBBE HAGNER: So, does anybody have any last words or comments they want to say, other than I want to thank Megan for arrangements, the interpreters did a fabulous, hard job, thank you, AV, for your wonderful service, and we will see you tomorrow at 9:00. And CART, yes. Yeah, 9:00 o'clock. Any other comments? Yes? Cindy?

>> CINDY SIMON: So unfortunately, I have to leave tonight and I'll be on the phone tomorrow morning, but someone just passed away and I may have to get off early for the funeral.
So, I want to say thank you to Debbe. I think you did a fabulous job.

[Applause].

>> CINDY SIMON: And the first time running it yourself, I think you were really ready, organized, very smooth at it.
And kudos to you!
We'll do genealogy together.

>> DEBBE HAGNER: Yeah. Okay. Any other comments?

[No response].

>> DEBBE HAGNER: I guess someone can make a motion? It is now 5:59, to make a motion that we close the meeting.

>> CINDY SIMON: I move we adjourn.

>> DEBBE HAGNER: Okay. John seconds. All right.

>> MEGAN CALLAHAN: See you guys tomorrow at 9:00.

>> DEBBE HAGNER: See you tomorrow.

[Concludes at 5:59 p.m.]

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