>> SHARON HENRY: There we go. Welcome, everyone, thank you for coming on this dreary day, thank you to Alicia and Abigail and Lee for being with us for interpreting and captioning.

We wanted to talk to you about the data set and our recommendation to the Council. Sherry and I prepared the Council at our last meeting in January to let them know that this information was forthcoming, that we're trying to begin to have a standardized data set that comes to the Council so we know what -- who we're serving and how they're doing, et cetera.

Based on our final discussion today, we hopefully will have a vote that will endorses their recommendation that the AOE requires the vendor to report this information so we have a beginning sense of where we are and what we're doing. So that's the backdrop.

The current data set that you all have a copy of includes things like the demographics which are the students' grade level and their race and ethnicity, the diagnosis, things like the type, the severity of loss, the laterality, and the communication option that is used for that particular student and that particular family.

And in my mind, as a parent and as a taxpayer, that would be a minimum data set to know who we are serving, and as a baseline point for any sort of CQI process wanting to move forward. The other current fields that are in the data set are the technology used, whether it's hearing aids, cochlear implant, unilateral or bilateral, and the student services that are provided and the type of plan the student is on.

And in my mind, that answers questions like what do these students need and are we providing them. And then the last thing in the data set that we haven't had a chance to talk about that I think web really spend

some time today on is, if you scroll way over on the Excel spreadsheet, is

the educational assessment piece, both the academic as well as language and

literacy.

And that would begin to answer questions around how well are the

services that are being providing helping these students achieve their

academic and language and literacy goals. The last two things in the data

set, and I put these here, after a long conversation with Dr. Johnson about

two factors that have been shown to be highly predictive of academic

success based on her read of the literature and also based on her Colorado

data that I've shared with all of you, and that is, at what age are the

children being identified as Deaf or Hard of Hearing.

And a second factor was how many of the students had participated in

early intervention and at what age did they start. So that's an overview

of our current data set. And when we met back in January, one of the

things we discussed was generating questions that would need to be answered

by using an adequate data set.

So I've already proposed three questions. Who are we serving, what do

they need, and how well are the services being provided helping these

students reach their full potential and their academic success. So I would

like to open up the discussion first by asking you all are there other

questions that we should be answering or asking and then hoping to answer,

or modifications of the three questions I've already proposed.

And Michelle, I would like to actually start with you, because I know

that as the president of the Vermont coalition for the NASDSE guidelines,

the paucity of data was something that you identified through some of your

work with the coalition, and you also identified it to our subcommittee

when you met with us as an invited stakeholder.

So if you could turn on your screen and share with us your thoughts

and the perspective of the NASDSE Coalition. Or if you have other

questions that the NASDSE Coalition might want to have answered in addition to the three that I've proposed.

>> MICHELLE JOHN: Yes, so this is Michelle speaking. At our last coalition meeting actually, data came up pretty strongly, ironically in relation to your PowerPoint presentation and how data can be viewed by both the general public and families, and kind of what is done with this data, how is it collected, is it, you know, collected so to say equally across the board from any and all providers, or is there, you know, one group that will collect it all.

And I think that the biggest takeaway that everyone kind of really fed back was the idea of ensuring it's representative of our students and our population, and does it -- I mean, in essence is everyone counted, versus, you know, maybe one group providing all the data, another not providing any, or, you know, not using the same data points, which I know is what this is hoping to alleviate. But I think just the general feedback was really a large concern about ensuring that everyone is using the same data points, everyone is supplying the information, and how do we then give that information out to the public, and those who make decisions.

And, you know, how will this data affect potential policies and procedures. So, I mean, that was really our talking points, not so much what data should we be collecting. That I think is a much deeper conversation that we would need to have as a coalition, that kind of would take a little more time than what we had. And I think it is, as we all know, it's so complicated [laughs], it seems that it should be so simple but I think people have differing views on what matters and what doesn't, what is, you know, irrelevant to the baseline, which I know is not the best feedback I can give you, but it's kind of where we stood on the matter.

And certainly others that were here can jump in.

>> SHARON HENRY: And the three questions that I proposed as a parent

and as a taxpayer, would the coalition be interested in having answers to those questions, do you think?

   >> MICHELLE JOHN: I do. I mean, I think everyone is really finding, you know, data to be the front line at this point on how to get services and programs that work and meet each student's needs. So I do think so. But I don't -- I don't know that I have, you know, exact feedback for you. But, I mean, yes, at this point everyone just seems to be hungry for, you know, the data and information and really understanding the populations that we either serve or work with or have in our families.

   So yes, I mean, I do think so.

   >> SHARON HENRY: Okay. Maybe at your next meeting if you could take up the issue of what specific data and more specific questions. These questions are fabulous questions, and we'll take them, of course, it's all part of the package, and, and, we have to start somewhere. So this is a beginning point. Thank you so much, Michelle.

   The two directors, Pam Hoover and Linda Hazard, could you both please weigh in?

   >> LINDA HAZARD: This is Linda. I'll start. Part of the conversation is, you know, I know the intention is right now, whoever the vendor is for the grant, and that was us in partnership last year with UVM city see I care. There is some confusion with them being separated, someone may interpret, it looks like there's only four students on a 504, which is feedback we did receive.

   What I would say is that we also -- the other challenge is, we need to make sure that, you know, Bennington, how do we get everybody reporting, if only one group is reporting, we still don't have an accurate assessment of who the students are and who we're serving in Vermont. So really having Bennington, Champlain Valley, some of the Northeast Kingdom providers, this needs to be all of us on deck, you know, agreeing to what those data points

are and then providing the information so that as a council, as a subcommittee, as a coalition, as the Agency of Education, we really have an accurate understanding of who is in our state and who we're serving.

>> SHARON HENRY: Sure. So you raised the same process issues that Michelle raised. But in terms of specific questions that you would like to have answered as a director, are there other ones in the three that I've identified?

>> LINDA HAZARD: I would like to look at that a little more, because I got some interesting dad in this past week based on language assessments that we're doing in the birth to three that was assessed by the University of Colorado. I'm just looking at that data now, so I would like to look at that because I think that might inform other questions we might want to ask.

>> SHARON HENRY: The Council meeting isn't until the 16th so there's time to modify our list. So if you could get back to me, that would be great. Thanks, Linda. Pam?

>> PAM HOOVER: I'll just piggyback on what Linda said in the same way. I know it mirrors what we discussed at the Coalition as well, it's the same feedback. I think it's definitely important to make sure we can get input from all vendors in the state and providers in the state, because there's a huge piece that is important from a lot of different areas that we don't have access to. And then I think just trying to figure out what are we trying to achieve with the data.

I definitely think that needs to be looked at. So, similar to what Linda said, as far as looking -- I can look at those questions and see how, you know, we can add to that, certainly, and just see what we want to achieve with the data.

>> SHARON HENRY: As a director, what would you like to achieve?

>> PAM HOOVER: Same thing, we're looking and gathering data currently

at this time in all different areas. So I think that it will just be a

discussion that we should have as a larger group, to come back and look at

what we are trying to achieve from the data that we want to gather. So I

know for us as a program, that's what we have that we have set up in place,

and we have certain things that we are trying to identify so that we can

look at how we want to provide these services, what services are needed

based on what we are looking to achieve and get. And so I think that it's

just more conversation, is what it sounds like to me.

>> SHARON HENRY: So it's sounds like you're congruent with some of the

questions I proposed, who are we servicing, what services are they needing,

what services are they getting or not getting.

>> PAM HOOVER: Absolutely.

>> SHARON HENRY: And what are the education outcomes. Okay, good.

I'm just going around my little square here. I think Jen and then Sherry.

Jen, you raised the issue of let's have some specific questions. So I

generated some specific questions. And I'm just wanting to know if you as

a practitioner, someone who's on the front lines, are there other things

that you might be wondering about or what do you think of these beginning

questions. And then we'll worry about process later.

>> JEN BOSTWICK: Yeah, I think -- I mean, for me, I think those

questions are -- pretty much encompass what we need to gather to know that

we're providing the service that students who are Deaf and Hard of Hearing

need. I think it's like we are going to discuss the process later, because

for me, I think the process is a huge challenge in this, because -- well,

because we are so many different providers, different districts.

There's no requirement from the AOE or from the State that all

students who are Deaf or Hard of Hearing need to have A, B, and C. So it's

like there's a lot of questions about who is going to do these assessments,

if there are additional assessments needed.

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In terms of the [indiscernible], I think they're good. The ones I see
as sort of the priority is, you know, what are the academic and, you know,
communication, language outcomes and levels of our students.

>> SHARON HENRY: The language and literacy outcomes, yes. And
certainly it will fall upon all of you as professionals to develop the
relationships and create the cooperation to create the reporting, that's
what Cheryl did in Colorado. Nothing was mandatory, and I don't think it
ever will be. So I think there's going to be some flaws in the process
that we may have to accept.

>> JEN BOSTWICK: And I would just say, I think the reality is it
probably makes a start with data that we know we have, whether that's
statewide assessments, whether they're good or bad, they give us more
information, and have at least an assessment that we're pulling from,
because right now there's no consistency.

>> SHARON HENRY: Right, absolutely, absolutely. And as a clinician
myself, it takes a long time to change practice and change habits. So
we're at the very beginning. But I think, I've been with this Council
since 2002 in its various iterations, and data has always been a
conversation, and I haven't seen any movement yet. Maybe this will be the
beginning, who knows. We'll see.

Sherry?

>> SHERRY SOUSA: Yeah, so I think, great work, I love the
demographics, the first piece. I'm thinking about -- so looking at
parallel structures, based on other disabilities across the state, so
there's something called a coordinated service plan. Kathy is probably
familiar with it, act 264, for students with emotional disabilities.

Some of the questions I think would be helpful, they talk about what
the goals are and if the student has a plan, they've got the goals, we talk
about the disability category, that would be in a plan. But they also talk

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about what are the resources that should be in a plan, may not be in a 504.

What I like about what the Act 264 is, is delineating what are the unmet needs. And that really helps to determine, you know, based on what are the resources, based on what are our goals, what are the unmet needs and who are going to provide those unmet needs. It's a structure I've used for things beyond students with emotional disabilities that really help me, whenever we're thinking about, as students, we're always doing a needs assessment. So I'm thinking about that. If you want, I can copy and paste the link to Act 264, it's a pretty comprehensive document. It's not for data collection but it has some pretty strong questions.

Unmet needs is something I always go to. If you begin to delineate what unmet needs are, you can begin to establish patterns. Is it only in this region or is this across the state? I think people are pretty honest when they get to, we don't have enough teachers for the Deaf. That to me is a helpful question because it really talks about resource allocation.

When I look at question number 2, I'm going to be a clinician, I'm going to say, how well, how do you define "well," are the services helping students achieve academic, language, and literacy goals. As compared to who? I think Jen was alluding to that. We just put into play a brand-new state assessment. It was rolled out, and the way it was rolled out, we're all kind of scratching out heads about the data statewide. Are we saying as compared to using a state-based measurement tool?

Because, you know, literacy in general, we're not doing a great job. Are we comparing it to all students in Vermont, to national norms? Same thing with mathematics. In general we're not servicing our kids well for literacy and mathematics, the scores from across the state reflect that. When we say how well have the services providing help achieved, we have to say what as compared to whom and how often.

I think that question needs fleshing out a little more. And again, we

are not mandated to do the Cadillac. We are here to provide access to and,

you know, so really making sure that, you know, it's a level playing field

and our expectations are similar across the board.

So I think that question of the three or four that I'm seeing, I'm

most concerned by, because I think we really have to flesh that out. If

it's helpful, I'll put the Act 264, because there are some interesting

questions.

>> SHARON HENRY: If you can email that to me, Sherry, it's hard for me

to access the chat while we're doing this business. I completely agree

with that. On the other hand, Dr. Johnson talks about one year's progress,

a year's progress in a year's time or something along those lines.

And so you all who are the professionals in special ed will have to

decide what that is. It's a measure of progress, and whatever that

progress should be. Maybe it comes down to --

>> SHERRY SOUSA: As compared to themselves or a year's progress --

>> SHARON HENRY: Yeah, I think that's what she's talking about.

Again, I'm not a special educator, but when she says that -- and so maybe

it comes down to, did the student make a year's progress, yes or no, or

partial, I don't know, there might be another way to do it, you know, I'm

just thinking outside the box.

But clearly certainly the NASDSE guidelines, it talks very clearly

that best practice includes looking at outcomes. And so it's up to this

professional group to decide what those outcomes are and how they should be

collected and reported. Thank you. We'll look for that link.

I think Tracy, I'm going around the box here.

>> TRACY HINCK: I can't see your box. Hi, this is Tracy.

>> SHARON HENRY: It's my box [laughs].

>> TRACY HINCK: Your box, okay. A lot of things have been going

through my head as we're addressing these things. I keep going back to the

statute and how Vermont used to have a continuum of services. And we no longer have that. In the statute it tasks us with, you know, this advisory council looking at opportunities to restore and expand educational opportunities to children in the state who are Deaf, Hard of Hearing, and DeafBlind.

And the only funding the State is giving, really, for this population, is going to technical assistance and consultation. I don't know what happened to the rest of the funding in Vermont that actually had a School For the Deaf. I know that didn't go well because that school closed.

But when I think about data, I think about a very diverse population of students that we're supposed to be collecting data on. So like Pam said, and everyone has said, what do we want out of this data? I mean, in my mind, I want to be able to do something with it so that we can actually do what the Governor has asked us to do, which is evaluate what services are out there.

And since the School For the Deaf closed, how were we doing? So far from my perspective, not very good. We have a lot of kids with needs who aren't getting their needs met because we don't have a continuum of services in Vermont.

>> SHARON HENRY: So you're interested in knowing who we're serving, what they're getting or not getting, the unmet need question, and some iteration of how well are they being serve or however that is defined?

>> TRACY HINCK: Yes.

>> SHARON HENRY: Okay. Okay, great. I think Rebecca.

>> Sharon, somebody is asking for -- Patti is asking for the captions to be on.

>> SHARON HENRY: The link is in the Zoom, Lee is on.

>> JEN BOSTWICK: Can you post the link?

>> SHARON HENRY: The captioning link is in the Zoom invite, that's

what Patti should have.

>> We'll do it now.

>> SHARON HENRY: It's hard for me, I can't see the chat and keep track
of all this other stuff too. Rebecca, I'm sorry, go ahead.

>> REBECCA LALANNE: That's okay. So, I mean, I agree with Tracy and
Sharon, what you were saying, with the data, we have to figure out where's
the information coming from. Like I already mentioned, for myself, I have
a monthly meeting with some of the parents. It's not all of the parents in
Vermont, but it's some, and I still see that their accommodation needs are
not being met, and they are not satisfied with their school system.

So that's a situation where we need to be documenting those numbers
and sending that somewhere, you know. And so where can we be submitting
this information to? In the monthly meeting all I can do is provide a safe
space for those parents and at the same time I'm trying to consider where
do I share this information, who's the right person to be tracking that.

That's where I feel kind of at a loss. I want like a one-stop shop
where everyone can, you know, submit and can see that information, so we're
not all keeping it private from each other. So that's what I would
envision.

>> SHARON HENRY: Mm-hmm. So really sure we make sure we collect some
information about the unmet need, as Sherry mentioned.

>> REBECCA LALANNE: Correct.

>> SHARON HENRY: Okay, thank you, Rebecca. Amelia?

>> AMELIA BRIGGS: I don't have much to add. I agree with everybody.
What Rebecca said, parents' voice should definitely be heard, because the
data could show, oh, this student is receiving services, but are those
adequate services, and who's going to judge whether or not that's adequate.

So I think, you know, making sure there's some way to gather that
parent's voice into that data. Again, just how are we going to measure it.

>> SHARON HENRY: Okay, thank you, Amelia. Cassie, and then Laura.

>> CASSANDRA SANTO: I just have to pull my notes up. The only thing I would add is just in line with what Sherry has already said. When we consider services or meeting need, there's a layer of that that is an IEP team decision, and so how are we using data sets to determine if services provided to individuals are meeting their individual needs.

And even similar to what someone just said, who judges adequate services? Because that's typically something that's happening on a team honoring parent input. And there's rules and regulations that, you know, aim to offer protections. What Rebecca was just describing, there is admin complaint processes in place for all students with disabilities.

So if IEPs aren't being followed, there is a formal process. I hear Rebecca too, though, maybe there's a way that data could be tracked better. I don't know if that's something that's going to happen, I don't know how that would occur. And then Tracy also mentioned, you know, that we're tasked as a subcommittee with evaluating what services are out there, because we lack that continuum of services.

I keep coming back to that original thing that Sherry was talking about, like yeah, what role do we play in that, and then compared to what? Like to tell how do those conversations happen. That's all.

>> SHARON HENRY: Thanks, Cassie. Laura, do you have anything to add, that you would like to add?

>> LAURA SIEGEL: Well, sometimes someone will contact me and I always refer them to the AOE and their official complaint process. And I have encouraged people, if they want to include me in that process, that they can definitely cc me in their emails. But I've never been cc'd in an email, I've never seen it come to pass.

The other thing from my observation is that people will come to me with a complaint, and I will try to explain to them what to do, and often

they'll either say or their body language will say it, that they're afraid

of retaliation. And that's their fear, if they actually go through it , so

they don't want to officially report anything.

So they kind of have already lost it, as far as the process goes. And

they pick the easy way out, just by kind of submitting instead of standing

their ground and doing the hard work. So that's what I've seen.

>> SHARON HENRY: So to echo what I think someone else said, it's

important to collect the parent voice and the parent satisfaction as well

in some capacity, that would be nice to capture that, Laura?

>> LAURA SIEGEL: Yes, and it's not just the parents, it's also the

providers. Both of those voices need to be involved in order to, you know,

really apply that. Because, I mean, for me, it would be -- I could count,

you know, the amount of times that you have to give some kind of

reassurance to people that there won't be retaliation if they actually do

take any steps, they don't want that to have a negative effect on their

children, right.

>> SHARON HENRY: Okay. Thank you, Laura. So I think we have to get

input from Patti. Sherry raised her hand, I don't want to lose the train

of thought there.

>> SHERRY SOUSA: I really appreciate Cassie bringing up this, as well

as Rebecca and Laura, that administrative complaint opportunity should not

be negated. As a special ed director, you don't want that call. And if

the parents have evidence of retaliation, you have the opportunity to

pursue that even further. So it is something definitely that special ed

directors pay attention to.

So administrative complaint, absolutely. It's appreciated, it brings

new resources to the table, and if a parent believes and can demonstrate

there's been a retaliation, they have cause for due process. So I just --

I know for me, when that happened, and we've all had that expedience,

sometimes it just opens a conversation so we have a shared understanding about expectations. At times it can bring more resources to bear.

So Laura, thank you for doing that. And Rebecca, I would absolutely encourage people to use that tool. It is something that I absolutely paid attention to.

>> SHARON HENRY: Okay. I want to keep the conversation focused on data. So quickly, Michelle, if you have something to add, and Patti hasn't had a chance yet to speak about data.

>> MICHELLE JOHN: I can wait. I'll remember it. So let Patti go first, please.

>> SHARON HENRY: Okay, awesome. Go ahead, Patti. Questions you would like to see data answer, what data fields are you interested in seeing as a provider.

>> PATTI HODGDON: Well, first, I would like to introduce myself. I am Patti Hodgdon-Dickman, school psychologist. My position is new in the program and in the state. I provide psychoeducational services, cognitive and educational evaluation, and I also provide counseling. I'm finding it very helpful, this is not a one-sided view, I hope, but I find my services are very helpful for both the Deaf and Hard of Hearing that I serve within the State of Vermont and also for those on the IEP team, because what is extremely helpful is that I have specialized knowledge in experience in the evaluation of the Deaf and Hard of Hearing.

So I am able to help the school team as far as prescribing different interventions, learning goals, and how to meet those goals. So that had been extremely effective in my work for the last year and a half. Also, a lot of social-emotional unrest for the Deaf and Hard of Hearing who may be struggling in school. They're probably trying to connect to their hearing peers, we're trying to have access to the curriculum, and there's different barriers in place, whether it be learning, emotional or hyperactivity.

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The question, I help the child get through that hump. And the end result is improved learning. I'm trying to remove those barriers by providing the service. The collaboration that I have with the team is ongoing. My line is always open. The team reached out to me. So that's the connection I'm having.

As far as data, I think the position is new, I don't have data, but I have feedback as far as rapport and the positive activity, both with my interaction with the team and with the child that I am helping. Does that help?

>> SHARON HENRY: Certainly it was great to introduce yourself. But do you have other questions or reaction to the three questions that are on the table or some sort of modification of the questions?

>> PATTI HODGDON: No, I don't have any questions, no. Thank you.

>> SHARON HENRY: Okay, thank you, Patti. Michelle, back to you, quickly.

>> MICHELLE JOHN: This is Michelle speaking. I think maybe one of the -- and again, this might be getting into the weeds of data, but what services are these students receiving? Because it's not just how well are they working but what are they receiving? Because that may be the link that we need to know where is the education faltering. Maybe they are receiving services but not enough, or the appropriate kind, or what have you.

And I will also throw on my Hands & Voices hat here and say, you know, the family and provider voice and opinions are going to be super important. I know for my own family, I get feedback forms every year from I guess it's the AOE, but anyway, regarding special education, and even from palliative care.

Nothing gets done with those.

So we want to make sure that whatever path we take, that something is

done with this data, not just nodding and saying, you know, pat ourselves on the back and say, look, we collected data, yay us. That we really need to have a point, what is our point for this data, and may that the be the guide. And I think a lot of those questions are accurate. We'll get us there. It's just the finer details of what exactly needs to be collected.

>> SHARON HENRY: So Michelle, to respond to what student services, if you look at the spreadsheet I shared with you, in columns AM through AT as in Tom, it's consultation and technical assistance, direct instruction, ASL, bilingual services, so it's broken down.

>> MICHELLE JOHN: Yes.

>> SHARON HENRY: My question to you professionals, are there other services we should provide that should be on this list. So maybe take a look at the spreadsheet. The same thing, Michelle, if you run it by the NASDSE Coalition, if there's anything else you think we should add, by all means please let me know within the week or sooner if possible [laughs].

I see Cassie's hand up. Cassie and then Jen.

>> CASSANDRA SANTO: Just wanted to name another thing, because we've talked about within this group, ESTs, 504s, IEPs. The only one that legislatively is going to mandate services is an IEP. When we're thinking about services and how they manifest, how they show up, it's going to look very different in IEP versus 504 versus EST.

>> SHARON HENRY: And that would be quite clear to tell when you sort the spreadsheet based on student services per plan.

>> CASSANDRA SANTO: Yes, but baring in mind there's only one plan that mandates services, and that's an IEP.

>> SHARON HENRY: Right, right. Did someone else have a hand up? Jen. I had already forgotten. Thanks, Jen.

>> JEN BOSTWICK: It's okay, I almost forgot too. Just when I'm listening to patty, I was questioning, patty, if you or the group, if one

of the questions we should be asking is are there individual providers with specific expertise around the Deaf or Hard of Hearing on students' educational team, which obviously we would hope they are, but shouldn't that be something -- but we know sometimes they're not.

There's been a lot in IEP meetings that I've been invited to.

>> SHARON HENRY: Jen, does this relate to data?

>> JEN BOSTWICK: Yes.

>> SHARON HENRY: What question do you think --

>> JEN BOSTWICK: Should we be asking the question, is there an expert on the student's team, for students who are Deaf and Hard of Hearing.

>> SHARON HENRY: Okay. We can add that question. So given our time, because now we're going to move on to the mock IEP, are we at a point where -- what I'm hearing you all say is that we all agree we need to collect data. We're comfortable with some of the categories of data, there might be some additional questions that need to be added.

But are we comfortable going forward recommending this minimum data set as a starting place. And so just give them a thumbs up in a minute, because I want to have Sherry have her comment and then we'll do our little temperature-taking. Sherry?

>> SHERRY SOUSA: The idea around Jen's suggestion, and I think it's good one, if we could have the question, and I see all of this as a dropdown menu, that's standardized data collection, if you say, unmet need, you could have service provider, a dropdown and a click. So I hear Jen in terms of team membership, I hear another dropdown would be a menu of services, I can see multiple dropdowns, which then standardizes the data picked up, and makes sure we're looking at multiple fields.

Again, it kind of defines the data. Sharon knows how data works, but having dropdown fields and filling them out with robust ideas, then we really build that, because I go back to what is our mission, and it's

identifying what the quality of service is, and part of the quality of services that all needs are met, and if we can begin to develop patterns and compiling that, I think definitely we can have a nice dropdown with unmet needs that will kind of build up that data set. Thank you.

>> SHARON HENRY: Yes, this would all be menu-driven. I think also, Sherry, you raise the opportunity then, it might not only be the provider who is filling in some of this information, because maybe the special ed director has a different perspective on what the unmet needs are. So it raises an interesting point.

Okay. So, temperature-taking. Where are we? Are we ready to make a recommendation to the Council that this would be a beginning spot? If you say yes, can you put your thumb up like this on your icon? So Michelle, Sherry, Rebecca, Jen, Amelia. Okay. And the others, what is your vote? Use a thumbs down or -- yeah, thumbs down, if you don't think we're quite ready to go forward with a recommendation, a starting point.

>> PAM HOOVER: Sharon, sorry, this is Pam, can you just explain a little bit, when you're talking about a recommendation as a starting point, are you saying that the whole field of questions that you have proposed for collecting data? Are you just saying these three starting point questions that you discussed?

>> SHARON HENRY: The three starting point questions. Who are we serving.

>> PAM HOOVER: Right. So we talked about restructuring question number 2 to make it more measurable, because it was a little vague in how we can be specific on that.

>> SHARON HENRY: Yeah. So reiterate, the three questions are, who are we serving, what do they -- what services are they getting, what do they need, so what are they getting or what are they not getting.

>> PAM HOOVER: Maybe that's the question, what is the unmet need.

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>> SHARON HENRY: Yeah, and then the third question is, how well are they doing, what are their academic outcomes. If we start with just the State assessment plan, because that's all we have, then that's where we start. It's a starting point of a very, very long process.

>> PAM HOOVER: Okay. So it would just be worded a little bit differently, you're looking at what are the academic and language and literacy goals, what are they, what levels, what grade levels, instead of how well are they doing.

>> SHARON HENRY: Sure. Why don't you send me an email, Pam, with language you would recommend, and share it with all of us, that would just get the conversation going.

>> PAM HOOVER: I'm just speaking to Sherry's point, I thought it was really good, what she was saying and how to measure that. That's all I'm talking about. But this clarifies the larger point. I'll give a thumbs up from my end. Thank you.

>> SHARON HENRY: Okay. Super. So, thumbs up, Pam, Sherry, Jen, Cassie, Michelle. And I haven't heard from Laura or Tracy.

>> TRACY HINCK: I'm trying to find the thumbs.

[Laughter]

It's been that kind of day. I'm sorry. That's fine, thanks for clarifying what we're actually submitting for approval. For me it was -- and I apologize, I was looking at the graph that you sent out also with like all these different data points, I wasn't sure if that's what you were saying we're submitting or just these three questions. If these are the questions that we're going to find data points to answer.

>> SHARON HENRY: We're going to submit these three questions and then under each question, I will recommend the data fields which are in the Excel spreadsheet. But I'll just list them as I did in the Zoom link.

>> TRACY HINCK: Okay.

>> SHARON HENRY: People aren't interested in all of the rest of the coding piece of it. Demographics is one data field. Race is one data field. Grade level is one data field. Those are the three data points we would collect to address who are we serving, the demographic piece of it.

>> TRACY HINCK: Thanks for clarifying that.

>> SHARON HENRY: Sure. And Cassie, are you a thumbs up or thumbs down?

>> CASSANDRA SANTO: I'm obtaining from voting. I agree with what everybody has said, the clarity on how do we talk about these conversations when we're speaking of individualized needs, just bearing that in mind as we think about the data.

>> SHARON HENRY: Absolutely. I will craft an email with these questions and with these data fields. I'll send it to the Council. Tracy and Sherry, are you both still available March 16th to cover? Because I will be out of the country, in case there are Council questions. Thank you, everybody, that's a beginning discussion.

So now for the next 45 minutes, while we still have everyone, I know Cassie has to step away at 2:30, but let's talk about the mock IEP. And just as a quick intro, we have the room reserved, we have the two virtual captioners, and Sherry, I'm going to ask you to facilitate this portion, so maybe you could turn your video on, two in-person and two virtual interpreters, and I spent the morning on the phone, and email, and can bring an LCD projector, a portable LCD projector and a screen.

I can also back up Tracy with a video recorder, a mic, and a tripod, if we're still interested in video recording the event and if Tracy still hasn't been able to secure equipment. And Michelle and I have been going back and forth on this work board called Trello. We've covered most of the items here.

But just to recap from our January 10th meeting, Michelle agreed to

assume the role of the kindergarten teacher. Sherry decided that I should

facilitate and moderate the session for the audience. And Sherry was going

to LEA but we have to find a substitute for that, and we've found one.

Amelia was going to model more parent advocacy. And basically our IEP has

run far too smoothly, is what I heard on January 10th, that they never run

this smoothly.

So your interest in professionals was to create a bump so that we can

model more of the pushback and the give and the take and the discussion.

So we're still going to use John as our kindergarten student. And we plan

to have the LEA do the introduction and read the parental rights, and then

I, and I sent you my PowerPoint, would sort of freeze the mock IEP and

explain to the parents or to the audience what just happened.

So -- and then it would proceed from there. So we're looking for

Sherry to moderate right now and create a bump for us, that will be helpful

to parents. I as a non-special-educator would love your feedback on my

PowerPoint in terms of improving any accuracy, modifying, et cetera, et

cetera, et cetera. So go ahead, Sherry.

   >> JEN BOSTWICK: Sherry, you're muted.

   >> SHERRY SOUSA: It's going to happen, right? It's going to be me.

Michelle, you had your hand up, is there something you wanted to share?

   >> MICHELLE JOHN: This is Michelle speaking.

   >> SHARON HENRY: I'm sorry, Michelle.

   >> MICHELLE JOHN: No problem. Something to think about, as a

coalition, there may be a need to find someone to replace me as the teacher

in the mock IEP, because someone is going to have to be keeping track of

what's happening online, the chat, making sure that there's access and also

helping people who show up.

So that was something that was discussed, that we need to maybe think

about.

>> SHARON HENRY: Michelle, that was already put in Trello a month ago, that Linda was going to monitor the online chat. So we would love you to still be the school age teacher and just read the script. That was resolved.

>> SHERRY SOUSA: Sorry, I've got an unresponsive clicker. When I think about -- and I apologize, the reason I can't be there, my husband has a lot of medical issues and you know how hard it is to get a neurologist appointment. So the only time I could get one was on that date. So I apologize. I wish I would be here.

To me, the place where we begin, if I'm going to model a meeting that might have some challenges, what I would like to do is, after the introductions of team members, and parental rights, to me that's the perfect opportunity to engage the parent in the discussion what have are their concerns or hopes for this meeting.

And to me, it's an opportunity for all team members to be duly informed of concerns right up front. It gives parents the opportunity to really take control of the meeting. And to me it's often a drain-off, if you don't allow the parents to say at the beginning of the meeting, they're hanging on to those emotions throughout the meeting and it makes for an unproductive -- it can be a much more productive time if you begin with that opportunity.

What would people -- if I posed or presented a question here that might engage, and then Amelia as a parent say, give us your biggest concerns, because then, as the meeting progresses, we're able to weave in those parent concerns. Any thoughts on that? Because I only get invited to the meetings where the parents are the most upset. I always start with -- okay, Jen says yes.

You know, it's kind of that, let's get it all on the table right from the beginning, and then parents take charge of the meeting, because it

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really is around -- that's -- hmm. When I talk to special educators about

the IEP meeting, I really reinforce, this is the one time a year, or one

time a quarter, to really have access to the team and know that they're a

member of that process.

   If we do an introduction to the team members and do parental rights,

because you have to get that over with, then say, Amelia, this is your

opportunity, let the team know what you see as the strengths of the program

and what are your concerns. I think that's a great thing to model, and

it's something I teach all my special educators when I was in that

position. I think then it's the responsibility of the LEA and the team, as

you work through the IEP agenda, to make sure you're weaving in the

concerns and addressing them along the way.

   In terms of bump, how does that sound? And then it's a one-time bump,

but then it really is the responsibility of everybody in the script to make

sure we're responding to what Amelia says to us at the start of the

meeting.

   >> SHARON HENRY: Do you want to help Amelia come up with what her

concerns are or Amelia, are you comfortable generating them yourself? What

are the ideal concerns she should speak to that would then weave in nicely,

okay? Amelia has been way too nice in the last two IEPs.

   >> AMELIA BRIGGS: Everything has been perfect. If the IEP meeting was

like that, I as the parent would say, yep, no questions, no concerns. I

think we can definitely come up with concerns and maybe our professionals

aren't so perfect in the IEP and maybe the hearing aid isn't being checked

on a regular basis in the classroom or maybe they haven't used the right

language assessment tool yet.

   So instead of Jen saying, oh, we've used the perfect checklist which

is like the perfect model of what should be used, you know, that Jen could

be like, oh, well, there is this tool, we could use it, and that would

address that concern, but also raise awareness of the communication plan or whatever might be the --

>> SHERRY SOUSA: And you might update the team, and again, you've got lots of examples aim sure you could -- there are some new medical advances the team may not be aware of. There's a shift on medication, how do you plan on accommodating that? I think some things you may have experienced, it was in the IEP that my daughter was going to receive services three times 30, my conversations with me, it sounds like the person hasn't been meeting with her on a consistent basis.

So I think you pull. And this is a really -- you know, Tracy, Jen, I really professional team, they're used to thinking on their feet. Maybe if you come up with some issues that you've had with your daughter, share them with Tracy and Jen and some of the others before the meeting so they're not getting it cold turkey, but if you can think of going for the student that maybe you've experienced, services aren't being delivered like the service page said.

I was, you know -- the last meeting, you talked about an assessment that was going to happen and I haven't seen the results that have happening. There's been a new medical piece, the team really needs to be aware of, and I don't think -- it may not be considered accommodations. I'm just trying to think of -- if we start off what are the strengths of the current program and what are your concerns entering this meeting, and if you give us like four or five bullet points ahead of time, then it will be Tracy and Jen and the rest of the team members to kind of make sure they're addressing it. How had that sound?

>> AMELIA BRIGGS: Good.

>> SHERRY SOUSA: As a parent, wouldn't you like to lead the meeting? We get to talk to each other all the time. This is our one time to talk to you and get your feedback. And I think helping -- and again, if our job in

this mock IEP is to give a model, to me, if that's the one takeaway, you always, right after parents' rights, you start with strengths and concerns from the parents' voice, or any other -- again, anyone who is not consistently in the team.

So maybe you start with a parent. And then I might then turn to Rebecca and say, again, because she may not be having conversations with the team all the time, Rebecca, what do you see as the concerns, or something like that might be helpful. Thoughts?

>> AMELIA BRIGGS: I think that's great. You had said you're not going to be there. Is there a -- I know we're running up against the clock here, but is there a chance to run through this mock IEP with whoever is going to be filling your role, so we can have a dress rehearsal with everybody who's actually going to be doing those roles?

>> SHERRY SOUSA: Sharon said it's a special ed director who is very familiar. Sharon, do you want to add to that?

>> SHARON HENRY: Yes, so Amelia, it's the special ed director at Harwood Union Supervisory Union. He attended when we presented to the superintendent last May. He attended again last November. So he's heard our scripts twice. So he's quite familiar with it. And I think reading from the script is pretty straightforward, and obviously he brings a wealth of experience to the table.

And I think it's also okay not to be perfect. You have to model that for the audience as well. And don't let perfection be the enemy of some progress here. And I think Pam had her hand up. And I just -- yeah, and I just wanted to -- I'm sorry, Michelle, I know that you have to leave. Are you still there, though? Can you just maybe email the group or let us know your update on all the amazing administrative stuff that you've done behind the scenes before you leave today? I know you have to get on the road at some point, I forgot what time it is.

>> MICHELLE JOHN: Yeah, I'm just going to have to switch to my phone and hope I keep service. I'm hoping to stay for the whole meeting.

>> SHARON HENRY: Oh, okay, I'm sorry, I misunderstood your email.

>> MICHELLE JOHN: That's okay.

>> SHARON HENRY: Sorry for the interruption.

>> PAM HOOVER: To again, sorry, I just have a question to clarify, around the IEP. So is the goal to give parents a better understanding how to navigate and communicate with the team when they don't feel like their services are being met? Is that the goal of this IEP? Because I was listening to what you were talking about, Sherry, when you said you get pulled in, it was a great point, you go to most IEP meetings when the parents aren't happy, that's when you get called.

I know there was discussion at the Coalition meeting that it's not necessarily representative of most of the IEP meetings we attend. I'm trying to figure out what are we trying to achieve with the mock IEP.

>> SHERRY SOUSA: Good question, Pam. The intent of this presentation is to show how the NASDSE guidelines and our checklist we developed can be applied in an IP meeting. Because the question watts, you have this great checklist. Most often we will find evidences of whether the NASDSE guidelines via our checklist is during an IEP meeting. It's to draw a correlation between the checklist and the short list that Jen and Tracy developed. I've been in special ed for 30 years, this is pretty generic. I don't think this is rocket science here.

When I was a director, this was our standardized agenda. So, you know, and maybe that's another reason why we're presenting this. This has been happening at every IEP meeting, whether with Deaf Hard of Hearing, or DeafBlind, it should be any kind of IEP, standardized practice, this is what the law requires, this is what all my special educators have no matter the disability category or age group.

And including the after parental right, let's make sure we check in
with a parent and make sure they have the opportunity to share any concerns
and what they want to hear during this meeting. And originally intent is
to see how the checklist dovetails really nicely with an IEP meeting. But
this could easily be a 504 meeting or an EST meeting. This is a
standardized practice in terms of how we have conversations around student
parameters. And I think we're shifting this a little bit is because with
tent wet smoothly, you've got Jen, Tracy, and others, so highly trained and
experienced, they're doing the right things.

This will give us an opportunity to put some bumps on the road and
respond. We're not going to have a full-on arm-wrestling. And I've had
chairs thrown in IEP meetings, and we don't want to do that.

>> SHARON HENRY: That's a great point, Sherry. I will add to my notes
to make the point that this format can be used for all the different kinds
of meetings, because it is a generic format, as you said. Sherry, can you
email me the verbiage that you always say about the parental rights? You
rattled that off and I don't have a copy of it to share with John.

>> SHERRY SOUSA: That's something every single special educator in the
district has a copy and we read it off, it's standardized. I'll just send
you that. Do you want me to add in the agenda, after parental rights
number 3 comes parent concerns, what are the concerns and what are the
strengths of the current program? Or do you want to type that in there?

>> SHARON HENRY: You can do it, that would be awesome. And send me
your update.

>> SHERRY SOUSA: I can do that. That's the best bump and the natural
place we want that to land unless people have other ideas. And if you can
do the drain-off, that's what we call it in emotional disability land, if
we do the drain-off at the beginning and roll that into the rest of the
work, to me, if we're going a model, that to me is the model of how you

would address a parent who has some serious concerns about the program.

>> JEN BOSTWICK: Sherry, I think that makes total sense, ask them what are your concerns. Are you just documenting them and saying, okay, I hear you want to make sure that I forgot his name, Johnny's hearing aid every day, it doesn't sound like that's happening. Will you be making note and way when we talk about accommodations, when we talk about services? I guess for my own understanding, I'm sort of like, what are you envisioning?

>> SHERRY SOUSA: I think it will be addressed. For example, there's -- we're supposed to be receiving speech services twice a week for 30 minutes, and it only happened one time, that's a vet serious issue and we need to address that immediately. If we have a new million diagnosis and need to consider that in terms of the accommodations, then I would say -- you know, note that information and make sure as we go along that we're putting that in.

Because that should also go in the form section 8, because you really want to make sure you're demonstrating that you're encouraging the family in the conversation. It only goes in the IEP but that should go in the 7A.

>> TRACY HINCK: Because John isn't here, Sherry, because you've been part of this process from the very beginning, I want to make sure everyone on our team is ready to do this in two and a half weeks.

>> SHERRY SOUSA: I think, you know, I hear -- we want it to go well but I'm hearing also that people who are observing it think it goes too well and doesn't feel real. I'm hoping as a special ed director, you should be able to run with this. So I don't know him, but I'm hearing great things about him. And you're a good team, so if it starts wobbling here and there, guys have done it enough that you can step in. And again, I apologize that I can't be there.

>> TRACY HINCK: No, I just want to make sure, the people that are doing this IEP, and we're talking about recording it, we really want the

parents, like Pam said, we want the parents to know there's this checklist

and here is an example of a standard IEP meeting and maybe things don't go

so well. I just want to make sure that we are all sort of onboard.

I had also expressed me being two people isn't the greatest model

either. I wish there were enough people so that I didn't have to be two

people. So I understand, it doesn't have to be perfect. Just hope we're

being sort of intentional and strategic and not rushing into this, I guess.

It's a very of practicing. I don't know if anyone wants to on the side

practice to make sure that we're feeling like as an IEP team, you know, we

can make a good presentation.

>> AMELIA BRIGGS: That's what I was thinking, like to have a dress

rehearsal for those who want to be able to come in and run it, because if I

bring up some concerns and then people are just continuing to read from the

script, then it's going to make the parent look like an idiot, they're

like, oh, well, these evaluations didn't occur, and then in the TOD update

she reads through what did occur. If people are reading the script that's

already there, that script has to be adjusted to say -- and maybe the

audiologist can't make the IEP meeting that day and they've sent a written

report that the, you know, classroom teacher reads or the LEA rights, and

then Tracy, you don't have to worry about two people during the meeting. I

mean, that's really, realistic, that not everybody is going to --

>> Very realistic, good point, Amelia, definitely. I would also just

want to add, maybe, for -- that it's really stated for these teams that

this is a tool that can be used in these meetings. But I think that that

should be explained to families too so they have a real understanding that

this is one tool that can be used.

>> SHERRY SOUSA: Sharon, so we've got the bump built in, do you think

this is possible?

>> SHARON HENRY: If you all want to get together, I'm not available

the next two weeks, I'm out of the country, a long-planned 25th wedding

anniversary celebration with my husband and I, so we're out of the country.

And I planned my vacation around March 26th meeting, to be back for it. I

think what you all should do is get together when you can.

Amelia has her potential lists of bumps here. And maybe, Sherry, if

you could take the script and plug in your parental rights piece, then when

you all get together, just revise the script and make sure each of the

bumps that Amelia chooses to raise is addressed later on in the IEP. But

I'm not here, I'm not available to schedule or unfortunately to be present.

I don't think it really changes what I do in the PowerPoint. Those

principles are all the same. The checklist is pretty universal.

But what do you all think of that?

>> SHERRY SOUSA: The next two weeks, again, as many people can see on

the news, and I've been spending way too much time on the news, is that I

am not available, we are in a dire situation with school budgets and bond

votes. But if, you know, if the group who will be presenting that

including the special ed director who's going to be taking my position, if

you guys can coordinate to get together to find a time, that's great. I

just can't guarantee I can be available for that.

>> SHARON HENRY: So what I can do is I can email the mock IEP

participants and John and all of you, and with the current draft of the

script. I just took a few notes of what Amelia suggested as a few bumps,

and you all can find a common time and someone can send out a Zoom link,

it's not that hard, and find a common time and practice over the next two

to three weeks, and go from there, then just email me with any changes that

I might need to make to the PowerPoint.

>> SHERRY SOUSA: How do people feel about that, do you want to try and

find a time within yourselves to see if that can happen?

>> LAURA SIEGEL: I just have a question. Is there anything that you

need me to do on my end for that day?

>> SHARON HENRY: I think, as I recall, Laura, you are at another meeting all day. So --

>> LAURA SIEGEL: I backed out of one of my meetings to be here. It's the last hour, I'll have to step out.

>> SHARON HENRY: Okay. So the last hour from 12:00 to 1:00, that's when we're having lunch. So maybe if that's the case, then if you can free Linda up, if you can monitor the chat and take audience -- questions from the online audience and relay them to us. And that would free Linda up to do something else as needed. That would be awesome, thank you, Laura.

>> LAURA SIEGEL: I can do that. I did that last time.

>> SHARON HENRY: Yeah.

>> SHERRY SOUSA: My job was to make all kinds of copies. I can still do that. Sharon, do you want me to email them to you?

>> SHARON HENRY: I'll go down to Kinko's, I can make one or two copies. It's nice to have the model there, but because it's available online, I don't want to waste all those trees. It's not a tool necessarily geared towards parents, but the checklist is, and Linda, you're still okay with all the Xeroxing?

>> LAURA SIEGEL: If you need me to print anything, I can do it in the Waterbury office.

>> SHARON HENRY: I'll email you, Laura. Would that be your preference too, Linda?

>> LINDA HAZARD: Yes, that's what I was going to do as well.

>> SHARON HENRY: I'll email the two of you. Tracy, where are you with the AV stuff, or do you want me to just -- where are you?

>> TRACY HINCK: I think I sent you the email that our department does have a video camera. So I wasn't sure. But then you said you have one, so I'm not really sure where we are with that.

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>> SHARON HENRY: Maybe I missed an email. Why don't you bring yours, and I can get one from UVM that also has a mic as well. If we need two angles, we'll have two angles, you know.

>> TRACY HINCK: I think Jen has the camera. And she was going to see if she could get it.

>> SHARON HENRY: Okay. So can you be there, Tracy, at around 8:30 or so? I think the parents will begin to dribble in around 9:00, because the social is from 9:00 to 10:00. So we want the room to be set up before 9:00 a.m., if that's possible. If it's not, it's not. I realize you have students to see.

>> TRACY HINCK: Yeah, and I'm bringing all of the hearing assistive technology as well that I've done in the past. I'll be there as soon as I can.

>> SHARON HENRY: Great. So -- and then just a shoutout to Michelle, because behind the scenes, Michelle and I exchanged about 55 emails with the save the date and the other flier, and looking at Trello, Michelle, all of those save the date emails went out in late January or early February, right? And I also exchanged another 30 emails with Michelle on perfecting the registration page.

So where are you, Michelle, with sending out the registration page?

>> MICHELLE JOHN: This is Michelle speaking. Registration itself is ready to go. It's a matter of -- and maybe it's irrelevant at this point, so we could just send it the way I have it, but the body of the email that will go with the registration hasn't been approved or feedback given, which is fine. So if people feel comfortable trusting me, I'm happy to kind of --

>> SHARON HENRY: Absolutely, Michelle [laughs].

>> MICHELLE JOHN: So then I'm happy to dispense that when I get back from my child's appointment at Dartmouth and everyone can then go down the

chain. It would be helpful for me to know if people have done that so that I can check it off and I know where it's going, so if it gets sent to the Council, if it gets sent to your agency's providers, to families, having that information would be really helpful to me, so I'm tracking who's getting it where and who I need to follow up with.

>> SHARON HENRY: When you send out that email, Michelle, in addition to all the parents you have on that list and the others, could you please send it to all the people on this call?

>> MICHELLE JOHN: Yes, that's my plan. Yep.

>> SHARON HENRY: And I can forward it to the Council. And then they can go out from there. Linda has a list. And Pam, do you have a list of providers that -- is that also viable, to do it that way, send the email to Linda and Pam and then they can send it out to all the audiologists, all the SLPs, all the TODs?

>> MICHELLE JOHN: Mm-hmm.

>> SHARON HENRY: Awesome, thank you, Michelle. Michelle, what other details -- should you and I just talk tomorrow morning, do you have time tomorrow morning?

>> MICHELLE JOHN: I know Laura has a question.

>> SHARON HENRY: Oh, I'm sorry, Laura.

>> LAURA SIEGEL: So when you send out the registration, are you planning to send the true document I sent last time? I just wanted to make sure you include that information in case some of these people have never been to the location.

>> MICHELLE JOHN: Yes, I will, when I send out like a response email to the people who register, yes, I will. I won't with the initial registration form. But yes, once they sign up, I will.

>> LAURA SIEGEL: And then as soon as you get all of the people to register, I just found out, the front desk, they would like to have the

name of all the people, at least a week before, if you can.

>> MICHELLE JOHN: Yep, that sounds good, I think that should be fine.

>> SHARON HENRY: Yeah, registration is going to close one week prior to March 26th, so what is that, March 17th I think it is. Or March 19th, I'm sorry. And if there are no attendees who are registered to attend virtually, who are needing ASL, we will cancel those two virtual interpreters so we don't use a resource that is precious unnecessarily.

So Michelle and I will be in contact about that.

>> LAURA SIEGEL: Okay. So just to clarify, remember what went wrong last time with the recording? It sounds like you're going to have multiple videos. I want to make sure we have the interpreter -- I don't know, what do you want me to do for that?

>> MICHELLE JOHN: This is Michelle speaking. A couple of things. I need to go and trial it with just Teams. I'm going to use my child's microphone to see how it comes out. And then we're going to have to, yeah, use multiple views and kind of see how it all comes together.

I'll have to review it in order to figure out how do we best give access to everybody. These are things I'm going to have to start to think about and play with in preparation for that day, not work on it on that day, because it will be too much for us to figure out that morning.

>> LAURA SIEGEL: Okay. So I'll show up early.

>> LINDA HAZARD: I'll let Laura finish and then I'll ask my question.

>> SHARON HENRY: Laura?

>> LAURA SIEGEL: If anybody wants to show up early, I'll be happy to let everyone in and be there. Okay?

>> SHARON HENRY: Thank you so much. Linda?

>> LINDA HAZARD: So this is Linda, and I'm going to just circle back to a question that Tracy asked. Are we sure we're prepared for the 26th. We have ten days for registration -- well, registration to go out and then

get families and provider registered. So I'm just asking the question.

>> SHARON HENRY: I think we are. But I'll also defer to the group.
The save the dates went out a while ago. So people who know about the date
and the registration takes all of 45 seconds to do once you get the link.
But -- and I think the other thing is, we've got these tools that we -- you
all as professionals are sitting on. And I think you would want to get
them out to parents.

>> LAURA SIEGEL: I was going to make a suggestion. First of all, who
is sending out the registration? Michelle? Are you sending them out?

>> MICHELLE JOHN: I start with it, yes. So I will send it out to all
of you, and like I will send it out as Vermont Hands & Voices, then my
councilmembers. So I will start the initial. But like Linda will send it
out to her provider, they will hopefully send it out to families, same
thing with Pam, I'll send it to Pam, she'll send it to her providers,
hopefully she can send it. It can go anywhere once somebody has the email.

My preference is Vermont families and professionals. But, I mean,
it's going to go where hopefully people will continue forwarding it.

>> SHARON HENRY: And I also think, to Linda's question, this will be
the third time we've done this, so I don't know what else, what other prep
there needs to be done, but let's hear from Pam and from the others on the
call.

>> PAM HOOVER: I was just -- I see where Linda and Tracy were asking
that, and I know this was a discussion too that the coalition was talking
about and discussing this morning as well, last night, of do we feel
prepared enough to really make sure that we are sharing what we want to
share and achieving what we want to achieve.

So it is a small amount of time, I think, to get -- if you're looking
to get parents and families on board to come. But I don't know, Michelle,
if you've heard any feedback even from the save the dates from people. But

yeah, I have pause about whether there's enough time.

>> MICHELLE JOHN: This is Michelle speaking. I have not heard anything back from the save the dates. I will say as a family member, maybe it just happens to be where my stuff end up in life with my son, but I have not received it but for Vermont Hands & Voices and I know Amelia had shared the same thing with me, so I don't know what that means, it's just a tidbit of information.

But yeah, I have not. So I don't know what will come of the registration. I'm certainly hoping for a lot, given the idea that it's hybrid, there will be a recording. I don't know if that will help or not. But that's -- I'm trying to give the best possible options to get the most participation.

>> SHARON HENRY: Yeah. Other people's thoughts?

>> AMELIA BRIGGS: Yeah, this is Amelia. I think as far as the presentation, Sharon, you said, this is our third time doing it, I think we can do the presentation just fine, we can get the mock IEP, get our group together who wants to practice, I'm confident we'll be able to find a time to practice this.

I think the question is just, are we going to get enough people to register and do we as a group want to say we're going to hold it if we have X amount of people or more and we'll reschedule if it's less than that. Do we want to held it for five people? Or do we want to reschedule when we can get more? I think that's the bigger question. I don't think it's a question about whether or not we will be ready to present and do our presentation. It's a matter of, will we get people to register. I think that's the bigger question. I think we can do the presentation.

>> SHARON HENRY: Yes, I think we're prepared. Content-wise, not too much is going to shift. Michelle, what would be a minimum number? What would be a minimal number that people are comfortable with? Because maybe

we want to get together anyway and do the recording so that we have the

recording and then we don't have to pay all these salaries to be in the

room. That's another thought, you know, then the recording is there and

the trainings can go forward for a group of one or two, you know?

What would be a minimum number, Michelle?

>> MICHELLE JOHN: That is a great question. And in this moment, I

don't know. I would need to -- I don't want to be the say on the

Coalition's behalf on that, because I'm only one person. And we go by, you

know, a quorum vote. So that's our procedure. So I'm not comfortable

being the one to answer that alone.

>> SHARON HENRY: Do other people have an opinion? Linda?

>> LINDA HAZARD: This is Linda. My apologies, let me put my video on.

I think we need to talk about what a minimum number would be. I'm not

concerned about the content, as far as the IEP. I do think there are some

changes, if we could make them, but I do think we need to have a number of

registrants to make this worthwhile to do now versus waiting and having the

potential of more parents.

I think the whole purpose of this is to have parents here, as well as

providers. But our first -- our goal was to have more parents involved.

>> SHARON HENRY: In the past, Michelle, you know, I guess how many

parents, when you've run other things, you all float in this world, so over

the years, what has been a minimum number of parents that you have run your

events with?

>> AMELIA BRIGGS: That was my question, how many parents did we have

in November?

>> AMELIA BRIGGS: I think four. Including the online? Michelle is

saying 11. We had 11 parents. That's the other thing, if we have five

professionals register, or ten professionals register and one parent, do we

still do it? Or do we use the parents who have registered as the deciding

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factor, not just a total?

>> SHARON HENRY: Right, right. It's up to you all. I think, you know, on the one hand, the information needs to get out. The kids are falling behind even more. And these tools and this modeling is helpful. But this is your professional world.

>> AMELIA BRIGGS: I think that, you know, historically, trying to get parents to be able to sign up and attend things, especially during workweek, is really, really hard. So, you know, I think that the number is probably going to be low. And like -- and Sharon, you had a great point, we could get the recording and we have that recording to be able to share out, do we want to set the number at like ten parents and then -- I don't know, I have no idea what number. I think that's what Linda was trying to get at, for some people to throw out ideas on numbers so that we could --

>> SHARON HENRY: Yeah, and I really the discussions with Michelle and Linda and others as we were planning this, there's never a perfect time. Due it in the evenings, it's bad for the providers, it's bad for families with young kids. If you do it during the day, the providers are being paid but the parents are working. There's never a perfect time. That's the beauty of a recording.

Tracy and then Pam.

>> TRACY HINCK: Yeah, I think it just feels a little rushed, and it could totally be me, this could be an unpopular -- I'm an overachiever, I want it to be awesome, I want to be totally ready, now we have to find time, there's standardized testing, I have a lot of things going on. In my head, we are changing it, we don't have our fearless leaders, you're going to be out of town, to me it feels a little pushed. We have ten days to get registrations back. And it could just be me, I'm flexible and I'll do whatever the team decides but that's my two cents.

>> SHARON HENRY: I think we can proceed without your fearless leaders

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because we're all professionals. Pam?

>> PAM HOOVER: My understanding is it is for parents, right? I know the whole registration form is geared to that, and it's being put on by Hands & Voices, I know we were talking about -- who we would have there and the numbers, that was just what I understood that this was for.

>> SHARON HENRY: It's being sponsored by the School Age Subcommittee, Hands & Voices, the Vermont Coalition for Deaf and Hard of Hearing, and the UVM Educational Services Program. That's what the flier says, yeah.

>> PAM HOOVER: But geared to parents?

>> SHARON HENRY: Only geared in the sense that in November we ran through the IEP in 40 minutes, which of course never happens but that's all the time we had because we were also hosting Cheryl Johnson. In discussions with Michelle, the conversation was can we take that same IEP and stretch it out over an hour and a half, sort of freeze it so that we explain to parents what just happened, why it happened, and how the checklist supports what just happened or reminds the team to make what happened, you know -- to include that in the IEP meeting.

So we estimated that that would take an hour and a half. And then there was like a half hour for audience questions or the audience questions might come during the IEP and then that would be like a two-hour block. That was about as much time as we felt we could take out of direct service providers and allowing for travel time and so forth, yeah. Michelle, is that your recollection of how -- that's what I recall.

So it was mostly parents. But given that we're pulling all these professional salaries together, why not invite providers as well, Pam, because we had I don't know what it was, 45 or 40 people last November and more back in May. So there's still more providers that we would like to be able to reach. So it might be a little bit slow for providers, but I don't think all that slow.

Does that answer your question, Pam?

>> PAM HOOVER: Yeah, I didn't have a question about that, thank you, though, for clarifying that about the time frame. Not even being slow or not slow, obviously all IEPs differ and vary in length, I've been to quick ones and ones that take an hour. But I just thought that this was, just in all the other conversations with the coalition and voices and the registration form, I thought it was geared more to parents, which is why we put in the breakfast and the lunch, right? Is that why, just for a gathering time?

>> SHARON HENRY: And socialization, getting to know each other.

>> PAM HOOVER: That's what I thought. Having attended Hands & Voices myself personally, those opportunities are wonderful, so that's what I thought it was geared toward.

>> SHARON HENRY: So I want to respect everyone's time, we need to move on to the next agenda item. Here is the action plan. I'll send you the script. You all find a time to meet. Send me the revised script, maybe during the meeting you can decide on a minimal number. Michelle and I may confer on March 19th when registration closes, as long as you can get the registration out today or tomorrow, Michelle, that would be awesome. Does that sound like a plan you can all live with? Great, okay, good.

So Cassie, I'm going to turn it over to you now, you wanted to discuss and get input from this group on the -- call it the working document that discusses the certification and professional roles in a 504 versus an IEP. And my recollection is last time we discussed special ed teachers, paraeducators, TODs, educational audiologist. I think we left off the SOP.

>> CASSANDRA SANTO: I have a recap I can go through, Sharon, I'm happy to start at the top.

>> SHARON HENRY: Okay. I'll let you take notes and complete the document and then send it out to everyone once you get more feedback from

today.

>> CASSANDRA SANTO: Yeah, and I'll share my process, I'm happy to talk to you guys about that and prescribe that myself, but thank you, Sharon. It's necessarily about the difference between 504s and IEPs, although that's important thing that we should keep at the forefront of this.

I think we've talked a lot as a team about these different roles and what they may mean in the life of the student. The roles I want to dig in with you are TODs, paraeducators, speech language pathologist, educational interpreter, intervenors, ASL mentor, communication/language facilitators, school psychologist, and assistive tech consultant. We're not going to get that done during this time, last time we only had 20 to 30 minutes, same with this time, it's going to require more time at future meetings to just keep having these conversations because I consider you guys the experts on how a lot of these roles might manifest.

Also I want to reiterate that 504 plans and IEP plans are different, and so it's just going to be really important, this came up last time when we talked, that we isolate that. I think when we all spoke last time, we were really talking about IEPs. And so I would like to just continue with that, and if we have to come back and talk about 504s, we can as questions come up.

But starting with TODs, happy to just kind of run through the same process we did last time and tell you all what my interpretation is, and also name to you that I have never worked in my life on a TOD. My research has told me that they are working with students to be certain that they have direct and appropriate access to all components of the education program, that they might provide direct instruction and support or consultative services, and also as an important note that this person does not act as the case manager.

So I'm going to go back to kind of these questions that we've gone

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over, but in your experience, is that the role that the TOD is playing, and what might I be missing from that description?

>> JEN BOSTWICK: Cassie, this is Jen. Can you possibly share your screen, just so -- I have to look at them again, I apologize.   >> I'm just working out of this table, I think I can share screen. It just might not be everyone's preferred way of looking at things, I'm sorry. Sorry, I'm seeing if I can in fact share screen here. It's not giving me the option to share this. Can you guys see that?

>> JEN BOSTWICK: Mm-hmm.

>> CASSANDRA SANTO: So I'm working on this table. We talked about these two up here, we talked about special education teachers and what role they might fill. This is what I read out loud, they might provide support or consultative services to school districts, general education staff and students, this person wouldn't act as a case manager.

I guess from you guys' perspective, I guess we have some TODs on this call, how would you describe this role, does what I just said cover what a TOD might do? I don't necessarily need an exhaustive list, but how does that manifest on an IEP, in you guys' opinion?

>> JEN BOSTWICK: I can just say we also may discuss with the team accommodations that might be appropriate for students. I'm sorry, accommodations, assessments, I'm sorry. My brain is not functioning. Accommodations too.

>> CASSANDRA SANTO: I'm sorry, Jen, there was a lag there, it felt like I was interrupting you but I didn't mean to. So go ahead, assessments they might conduct to determine services and needs?

>> JEN BOSTWICK: Yep.

>> CASSANDRA SANTO: Okay. Then in terms of participation, Jen and whoever, what does that look like for you? I mean, you know, how does that manifest for you guys as TODs?

>> PAM HOOVER: I think you captured it really well, in the form of direct or consultative or itinerant type of services. It depends on how much detail you want to really get into, just about curriculum modification, adaptation, that is all, you know -- but that might be too specific for what you're looking for here.

>> JEN BOSTWICK: Classroom observations.

>> CASSANDRA SANTO: Classroom observations, yep. Are you guys getting in, like do TODs sometimes manifest as an actual service on a page with frequency and minutes?

>> PAM HOOVER: That would be direct service.

>> CASSANDRA SANTO: That would be direct, but that does happen?

>> PAM HOOVER: Definitely.

>> JEN BOSTWICK: Often focusing on the -- not often. One of the -- I would say one of the common things is focusing on the expanded core curriculum for Deaf and Hard of Hearing students, additional skills that students who are Hard of Hearing need to learn.

>> CASSANDRA SANTO: Okay. And while we're here, because I already named it, we might as well dive into it, what is that like for you guys on 504s, are they incorporated into 504s often, is there a certain threshold for obtaining that use formal part of your education? Do you guys have any input on that?

>> PAM HOOVER: I can -- I mean -- go ahead, Jen.

>> JEN BOSTWICK: No, I'm just thinking. I mean, I would say that the majority of things I have worked with have been on IEPs. But I do know that there are -- I think there are -- I think there are some students who have been on a 504 that have had TOD service.

>> PAM HOOVER: It's not [indiscernible]. For the students we're serving on 504s, sometimes they do have services but we tend to see those are more services provided either by a literacy instructor in a different

manner or by an SLP. But usually the TOD services are more if it's direct.

So I would definitely, even when talking about curriculum modifications, any of those adaptations, that type of service tends to fall more under a direct model. So I would just identify that.

>> CASSANDRA SANTO: Okay. Super helpful, guys, wow. I might have more questions as I start typing this up. This table is part of the shared files that Sharon has put out there. We talked about SLPs I believe a little bit. I really want to come back to this one because I feel a lot of confusion and maybe it's silly, but I feel like SLPs might manifest for a student who is Deaf or Hard of Hearing for very particular reasons, so I'm going to name that and I want to hear from you guys. An SLP might be doing more of that direct social communication or, you know, child talk, listening or reading body language, assisting with those social pieces, really.

And then also that SLPs can diagnose disorders related to communication and language delays because their training includes a medical model of diagnosis and treatment. Not to say that's necessarily what they're doing with a student that's Deaf and Hard of Hearing but that's a skill an SLP would be bringing to the table. They also might provide direct instruction in speech language, speech reading, auditor and link skills, social communication skills, self-advocacy skills, assist the student when age approximate and the personnel on-site to help trouble shoot with hearing aids.

I know I just named a lot of things listed in this column but I'm curious how you have seen an SLP manifest in the life of a student who is Deaf and Hard of Hearing, and then what typically might that SLP be doing. And if you have no experience, it's okay too, because I realize this might be more of a question for a related service provider group or group of SLPs.

>> TRACY HINCK: I can maybe add a little bit. I think like many things, it depends. But there's also children who are Deaf and Hard of Hearing and have co-existing speech and language challenges, voice, fluency, there's other things that could be added to make sure we ensure things.

I think what's important is that speech language pathologists have to have a license in Vermont. That's an important part of their credentials. But they also, as part of any licensing or certificate of clinical competency from Asha, if they're asked to complete a task on a team and it's not within their area of expertise, they do need to refer out.

So all of these things are possible but it depends if the SLP has experience, and that is an area of expertise for them to provide that service.

>> CASSANDRA SANTO: Asha will be an important thing for me to name in here.

>> TRACY HINCK: So Asha has to see a certificate of clinical competency. Within their code of ethics, it's the same with audiologists. So triple A, American Academy of Audiology, ASHA, when you have a provider that has that credential, you know that person should technically be a qualified provider because they have to follow those code of ethics and in the code of ethics you shouldn't be working with a student on dysphagia, swallowing, if that isn't your area of expertise, the same with fluency, the same if they're Deaf or Hard of Hearing.

Sometimes they might say that at an IEP, I'm not an expert in that, but refer to a certified provider.

>> CASSANDRA SANTO: That's so helpful, Tracy. It speaks to something, and I have not heard back on the question you emailed me about recently, I know SLPs have to have a license in Vermont. As we go through these if there's other licensing questions that come up for the group, just know

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it's a statewide question right now, that I'm seeking an answer for Tracy

about in terms of how -- because we have staffing shortages that impact our

state so greatly, people are seeking virtual things from other platforms.

And licensing questions come into play when you're doing something

like that. So anyway. That wasn't very helpful.

>> TRACY HINCK: We did pass the interstate pact, but that doesn't take

effect until July. You still actually have to have a license, no matter if

you're out of state or not. It's just -- it will be easier to get one

because we're in this pact. But that is coming down. But yeah, thank you

for looking into that, I appreciate that.

>> CASSANDRA SANTO: Yes, of course. Jen, I saw you unmuted there.

>> JEN BOSTWICK: Yeah, I think that -- I apologize, stepped away for a

second. Tracy may have already discussed this, but I think it's important

to note that SLPs don't typically have a great deal of training around

students who are Deaf and Hard of Hearing. They may have maybe one class

working especially for a student that spoke the language with a cochlear

implant, that's a special niche program that's not the normal.

>> TRACY HINCK: In all of the graduate parameters, the SLPs and

audiologists all go to school together. There is a whole track, I think

they have to do nine or 12 units in the office. Each college program is a

little different in how they address it. So one college might be more

focused on listening to a spoken language or voice.

So, Jen, it's actually when they go to graduate school, they actually

are required to do a pretty significant chunk in the opposite field. It's

just for a lot of SLPs, it was a long time ago, and because hearing loss is

low incidence, they don't get to apply that knowledge very much because

they don't get that many kids that have hearing loss in schools.

So there is like a whole track. It's a lot more than one class. I

can look it up. But they do have to have formal graduate training in the

opposite field. If you go to graduate school as an audiologist, the only reason I know this is because I did both. When I went to be an audiologist I had to do a whole track in SLP. When I went to be an SLP I had to do a whole track in audiology. So it is a requirement.

I think it just depend on the program. What really governs this is that you have an ASHA-certified provider, so you have a license in Vermont. If you have your ASHA certificate you have to follow that code of ethic which could govern you in what you're actually doing with students.

>> CASSANDRA SANTO: Right. Just in line with all of this, like obviously when you're on an IEP, this might feel like common information, you're giving specially designed instruction. I'm just curious, has anyone observed specially designed instruction for an SLP for a student who is Deaf or Hard of Hearing? If you have anything else to add to what that might look like. Go ahead, Tracy.

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>> TRACY HINCK: I have. In other states, the SLPs can also have a teaching credential. In Vermont the AOE has a license and they also can have a license through the Office of Professional Regulation. In some states there is a teaching credential where the SLP can provide instruction in class, sometimes they team teach with the classroom teacher to help address the needs of the Deaf or Hard of Hearing student.

>> CASSANDRA SANTO: You could do that here, right, it's just that there's nothing special saying that.

>> TRACY HINCK: Yeah, definitely. They can provide that service to -- in class co-teaching.

>> CASSANDRA SANTO: I think in our state there's a push, I can name this from other hats that I wear, that SLPs are one other group of related service providers in our state who have a special license to work in schools whereas OTs, PTs, don't necessarily have that, in line with what

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Tracy is describing. It has different implications if you are able to

actually have that like a certain part of your life the same.

I want to sneak down to educational interpreter now. I'm going to

name what I've read up on with educational interpreters and I would love to

hear from you guys, and if that covers it. Also what you know about these

certification processes. So an educational interpreter might facilitate

communication in the classroom. They might interpret at school functions.

They might adapt signing levels to communication needs of the student.

They might assist the student and the professional in understanding

the role of the interpreter, ensure there's an appropriate environment, and

prepare for content and message delivery. They might be securing resources

for vocab development, providing information for substitute interpreters,

accommodating interpreting students to the developmental needs of the

student, support scaffolding in various domains.

So, I mean, in my research these people could be doing a whole wide

range of things. I really am curious about think role, how you guys have

seen it manifest in school, and also thinking about IEPs and 504s, again,

I'm imagining an educational interpreter could deliver specially designed

instruction, but that's not necessarily the way I read it, I'm not certain

what their role is, so I'm curious, if you've worked with educational

interpreters, what does specially designed instruction look like, what does

their role look like. I'll turn it over to you guys now.

>> JEN BOSTWICK: I can jump in, others can probably as well. I mean,

everything you listed there, yes. They have a huge role. I would say yes,

they literally do. And as well, I don't know if you listed it, they can do

tutoring with students under the guidance of the classroom teacher. They

should never be expected to, you know, come up and develop content for

students.

But under the direction of a teacher, they can certainly provide

tutoring during the day. Are there differences in 504s? Not really. I mean, we really do -- we do know of students that are on 504 plans that have educational interpreters, and I think that the role of those educational interpreters are -- can still be pretty, you know, varied.

>> CASSANDRA SANTO: This is one where I thought you're even running into other legal [indiscernible] in terms of like accessibility, ADA laws, right? Am I interpreting even that correctly? It's IDEA but this is also just accessibility for all students. So an educational interpreter -- absolutely, yes. As a student who does not qualify for an IEP can certainly have an educational interpreter if the need is there, absolutely.

>> CASSANDRA SANTO: I'm curious, statewide, is this an area that's struggling?

>> JEN BOSTWICK: Yes. I mean, there's national shortage. And Vermont is no different. We are absolutely always looking for people to work. And I think even more so given the state of Deaf education has shifted some over the past whatever, 15 to 20 years, there are more students being served.

I think it's upwards of 80 to 85% now of students are served in the mainstream setting. So it's [indiscernible].

>> CASSANDRA SANTO: Do you have any insights, Jen, are there alternatives in the face of this shortage? And maybe this is something I can research more. Is there any more like Federal initiatives or things like that geared towards this particular issue?

>> JEN BOSTWICK: I think alternatives are -- I mean, I can speak for Vermont. I think that Vermont needs to start looking at sharing resources. Is it the best model to have one student here, one student here? I think the reality is, maybe not, probably not. And so we start thinking about, you know, are there -- and it's not just for shared resources in terms of service providers, but also benefits they can provide the kids, when they

have other peers.

So I think that that's one thing. I'm not sure if there are -- I know that at one point we have an interpreter that works for us that her training through a grant, northern Colorado, there was, you know, she -- it was tuition-free. And I don't know if there's any available right now, to be totally honest. I don't know if others have thoughts.

>> CASSANDRA SANTO: Seems like maybe not. I'll try to get through one more here. This one is another one that's very confusing for me. Sorry, Pam, were you going to add something?

>> PAM HOOVER: No, I was just going to ask, if it seems to be a little bit blurry area due to qualifications and licensure, for interpreters, would you say that? I know that's something we've always looked at in the State, had some discussions I know with Laura and I had discussed that at one point. Do you think that's contributing factor, Jen?

>> JEN BOSTWICK: To why we -- you mean because the State of Vermont has a minimum requirement for interpreters?

>> PAM HOOVER: Vermont doesn't have a requirement, but do you think that's part of why it's challenging to get interpreters, or do you think that would put more restrictions on it? I know in talking to Laura, she thought maybe when we were talking it might even create more problems.

>> JEN BOSTWICK: You know, I don't -- I think that it's very difficult, because I think if you don't set a requirement, it can be a real detriment to kid. I mean, you know, and I think that even though the State of Vermont doesn't have a state requirement, like a lot of states do, our program, any time somebody comes, has come to me, I speak for myself, I have always said, these are the minimum requirements that we require, if you're looking to hire an interpreter on your own, EIPI of 4.0 or national [indiscernible] through RID. I know BEI is also listed there.

When I worked the group many years ago, they had already been working

on it for many years, about licensure and certification in Vermont. That

was not -- did not come up, and I was in a group one time in the last year,

that did come up. I'm not as familiar with that but I think that is a

requirement that some states use.

    >> CASSANDRA SANTO: Always, this is super helpful. This document is

still sort of in its infancy. What I've started with is at least going

through all of the IDEA and pieces of legislation that talk about

particularities in the process for students who are Deaf and Hard of

Hearing and also the generalities and the next sort of iteration to just

start compiling these definitions we've worked out together. I still have

a couple of more that I didn't get to today. We'll get to those at the

next meeting. Thank you, it's so good to learn from you all.

    >> SHARON HENRY: Thank you, Cassie, and thank you all for your input.

Any other last questions or comments? We're just about at the end of our

meeting. All right. Hearing none, thank you all, and I will email you the

script. Jen, did you have a question or comment? Okay.

    I'll email you the script. I'm just -- I'll make a few more edit

space for our discussion and I'll leave it to you to find time to meet.

Whoever makes the edit, send me the final version and I'm make the tweaks

to my PowerPoint if I need to, and I look forward to seeing you on March

26th if we have enough attendees. Thank you so much. Good night, now.

Thank you, Abigail, thank you, Lee, and Alicia.