

REALTIME FILE

D/HH/DB Council
The School Age Subcommittee
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>> SHERRY SOUSA: Sharon did a lovely job in creating an agenda for us. Welcome, everyone. Sharon is en route, she's link by phone. I'm going to share my screen. Please, Laura, and others, as you see those kinds of corrections, let's gather that and we can get it back to Sharon.

There's some updates and then we can work our way through the mock IEP. So Linda and Sharon were able to set aside the Capitol Plaza to do a presentation. To my understanding it's July 13th and 14th, if everybody can set aside that time on the calendar. I just wanted to share that.

>> SHARON HENRY: Can I just jump in for one second? This is Sharon. I just heard from Linda late Friday or Saturday that she did secure the Capitol Plaza for Friday, July 14th, from 12 :30 to 3:30. And our initial thought was to basically rerun the presentation that we're doing on May 19th and wanted to get on July 14th. So we would do the same seven to ten-minute intro, and we would also invite perhaps -- we all thought it was a good idea, Michelle Johns and the NASDSE coalition, to provide context for the tool.

And then we would run our mock IEP and go into a little bit more depth. That would be roughly an hour. And then Linda, I don't know if she's on the call, but she's looking into the possibility of seeing if we

could Zoom Cheryl DeConde Johnson in to also give an overview of the NASDSE guidelines. The order of things may be reversed if she's available, it would be good to provide the context first of the guidelines and then how the tool is derived.

So with that in mind, Sherry, can you list off -- if people can look at their calendars and find out, let me know if they're available that day, so that if we did run the mock IEP again, we know who can assume the same role-playing roles.

>> SHERRY SOUSA: Great, thank you, Sharon. That's exciting news, that we do have time set aside, we do have a location. So please share that information with Sharon, if you can be part of that, as we have the second opportunity to show our stuff and our tool with another gathering of people who are interested in this work.

It looks like Hands and Voices will be having a session with us -- that will be determined. More opportunities to spread this information. I think it's valuable to note that we've really shifted. While we want AOE to share this, we're really putting this tool in the hands of those using it the most, to give them guidance on how to implement best practices as based on the NASDSE guidelines. I just wanted to make that observation. It's very exciting.

Also, in terms of our updates, Linda started using the tool with one student at Harwood Union District this week. So the tool is getting out there, so we can get some real time feedback in terms of specific individual students, their program, and providers.

And then Sharon has done an amazing job, she's put together feedback from AOE on the Quality Indicator. It's attached, and there's a link here to a Doodle poll about when we can get together and get feedback. This is a tool that's going to grow with us. As we get more and more feedback, we'll get closer and closer to what we hope will be for our students and

their teams to, again, elevate the kinds of programming that's offered to our students and our community.

So this is all really good nuance, all the power of this group and how hard they're working for this purpose. Any questions about those updates, especially with Sharon still in cellphone range?

>> SHARON HENRY: Yes, this is Sharon. So I looked at the Doodle poll and everyone has now responded. Of course because it's summertime, we never have a day when everyone is available. But given that we are now presenting to the providers on Friday, July 14th, could we meet on that Monday, July 10th, from 9:00 to 10:00, or 10:30, and that would give me three or four days to take our group's consensus on what to change or what not to change based on the feedback, so when we present on July 14th, we'll have version 2.

If we were to meet on July 10th, we would lose Cassie. If we met on July 12th, we would lose Amelia, and I would have less time to make the corrections. So what are people's thoughts about getting one of those two dates on the books?

>> CASSANDRA SANTO: Sorry, guys, I'm struggling to figure out Zoom with the share screen. This is Cassie. Don't worry about planning it around me, I more than likely won't be a part of the presentation. If it's a day that works for everyone and not me, that's okay. Thanks.

>> SHARON HENRY: Yes, this isn't the presentation, Cassie, this is to review the feedback from the AOE. It would make sense for people to block their calendars from Monday, July 10th, from 9 to 10:00 or 10:30. I actually forgot to attach the feedback. I will do that tonight when I'm at my computer again.

>> SHERRY SOUSA: Thank you, Sharon. Would that meeting be in-person or would that be a Zoom meeting?

>> SHARON HENRY: The Monday, July 10th, 9:00 a.m., would be by Zoom.

>> SHERRY SOUSA: Great. So is there anyone who would not be able to participate in the July 10th from 9:00 to 10:30 meeting, who is on this call today?

>> LAURA SIEGEL: And there's a question from Laura in the chat, she says she cannot attend and will provide feedback.

>> SHERRY SOUSA: So July 10th will not work for Laura.

>> LAURA SIEGEL: Yeah, I'm in the same boat as Cassie. Also being state employees, there's a bit of a conflict of interest so we're not sure if we can be involved or not. I'm happy to hear any updates and see what's been going on from the greater audience, happy to get the reactions from the presentation and the results of any of that.

>> SHERRY SOUSA: Thank you so much.

>> LAURA SIEGEL: I'll support you in spirit.

>> SHERRY SOUSA: It looks like we're going with July 10th from 9:00 to 10:30 to review feedback and see somehow we can incorporate it in the tool. I'm not able to monitor the chat and do the presentation. So I'm sorry if I'm missing other information. I'm not that skilled.

>> LAURA SIEGEL: Who is the feedback provided from? Oh, I see, I see. Feedback from AOE, Voices. Great, thank you for clarifying.

>> SHERRY SOUSA: And Sharon will provide us with that written feedback this evening when she's able to get on a computer.

>> LAURA SIEGEL: Another question. Again referring to the slide, I know you mentioned there were two schools that were piloting the tool, but you said so far Linda's only been using it with one school. Is the second one going to be added shortly?

>> SHERRY SOUSA: So I think Linda is working with two school teams. What I'm seeing here is she's begun the work with one student. My understanding is she's working with two different school districts and the team on the tool.

>> LAURA SIEGEL: That's good to know.

>> SHARON HENRY: She is going to start work with the Mount Anthony Union School District next week or the week after.

>> LINDA HAZARD: This is Linda. We have two school districts that we will be working with, with several students. If that's helpful. So, not just two students.

>> LAURA SIEGEL: Thumbs up.

>> LINDA HAZARD: Thank you.

>> SHERRY SOUSA: Thank you, Linda, for jumping in. I think we're ready now to look at the PowerPoint presentation that we've drafted thus far. Oh, great, so we do -- one of the feedback was that our photographs didn't reflect our students. And so I asked for some current photos. And so that looks much better.

So assessing the quality of Deaf, Hard of Hearing, DeafBlind programs. Please stop me if this doesn't meet our needs.

>> LAURA SIEGEL: This is Laura. Just to go back real quick, maybe just add "advisory" between Governor's council. It's Governor's Advisory Council.

>> SHERRY SOUSA: Thank you.

>> LAURA SIEGEL: Sure.

>> SHERRY SOUSA: Perfect. Thank you.

>> LAURA SIEGEL: Because we want to make sure it's very clear to the audience that we are advising, we're not the ultimate authority. We can't dictate, you know.

>> SHERRY SOUSA: Too bad. Sorry, Laura. We would like that power, though, wouldn't we?

>> LAURA SIEGEL: Yeah, that makes two of us, yes, that would be great.

>> SHERRY SOUSA: We'll go to the next slide. So our presentation will give a history of the Council. We'll discuss the NASDSE guidelines. I

think that's really important. I know as a special ed director I had no knowledge of this and even I have a background in speech language pathology. The Vermont Quality Indicator itself, how we got that tool, where it came from, what it looks like. We'll go into how the tool is used in IEP, 504, EST, in terms of direct services, consultation, technical assistance. Then the use of the tool in two school districts. Those are the high points.

Again, I love these photographs, thank you. I'm not sure, Tracy provided them, it's current and meaningful to our students. Sharon will give an overview of the work of the Council, starting -- including 2016 with the legislative mandate, our membership, and then specifically our subcommittee, what our charge is, which I think is very important. Again, stop me if there's a problem. We'll then go into an overview of the NASDSE guidelines. I think it's really important that -- should I stop for a second as you transition? To really indicate the research, expertise that is underlying this tool. I think that's critical. I love the slide, Sharon, you've done a great job, looking at how we went from optimistic outcomes for students who are Deaf or Hard of Hearing, using -- and we used their own tool -- no, we used their own tool as a model for education quality standards. I think this is where we kind of made our first pivot.

We looked at all these different assessment tools. Membership did great research all across the country. We really didn't find anything we could apply to the work we wanted to do. And as a result, we have a chance to look at -- which establishes the level support, evidence of compliance, it's a guide for IEP appointees to request direct service, technical assistance and consultation. We're also providing a list of resources for providers. Questions here? Really well-done. Sharon's done all this. And so how the tool is used in IEP, 504, and EST direct service consults, the question here, Laura is saying this is not -- the updated tool, this

link is not live. Let's see if I can get in there.

>> SHARON HENRY: This is Sharon. I know it's not a live link.

>> LAURA SIEGEL: Wait, wait. I think you might have misunderstood me.

What I meant was -- what was I trying to say? The assessment tool was never given to me to upload. Do you understand?

>> SHARON HENRY: This is Sharon. I know that, Laura. This PowerPoint is a draft. It's an idea I'm proposing to the group, is that we could insert a live link to the tool there, but it has to live somewhere on the web. And I'm wondering if it could be on the website, that way as we create better and better versions of the tool, providers, parents, other stakeholders, can always go there to get the latest version.

>> LAURA SIEGEL: Yeah, I just wanted to make sure if we say that you can find it here, that you can actually find it from the PowerPoint. So I'm asking again, am I the one uploading it, if someone gives me the final version, do you want me to put it where you want it to live?

>> SHARON HENRY: This is Sharon. Yes, I would, Laura, but not yet, I need to incorporate the feedback we have received to date, the feedback that we'll receive from the school district, and so forth. So you and I can converse about this offline.

>> LAURA SIEGEL: Okay, thank you. That's all.

>> SHERRY SOUSA: Sorry, didn't mean to interrupt. Do you think we should have access to the tool for the May meeting, even before we incorporate the latest changes, Sharon?

>> SHARON HENRY: Hi, this is Sharon. I think that's a possibility. I think there are some changes that need to be made to the tool prior to the May meeting. There's a couple of typos here and there. So I think we need to look at it once through, then we could post it for the May meeting, or if the VSA has a place where they have all the electronic materials for the meeting, that would be another option.

But I defer to the group.

>> SHERRY SOUSA: Other thoughts?

>> LAURA SIEGEL: What I can do is put a heading on there that this is a draft, so people are aware that it's still a work in progress, that this is not the final version of the tool. I can do that, if it makes you a little more comfortable.

>> SHERRY SOUSA: This is Sherry. I think it would be great for people who are viewing the presentation to walk away with something, even if the heading is "Draft." I think that if they leave and they don't have something in their hands, we may not see it continue on. It would be great to have the draft as well as the day of the training so that they kind of walk away with some next steps. Thoughts on that?

>> SHARON HENRY: This is Sharon. I think that's a great idea. As long as it can live on the DAIL website, I can work with Laura offline and get that in motion.

>> LAURA SIEGEL: Yep, sounds good. Great. Let me know, because it's easy, I can get it up there quickly.

>> JEN BOSTWICK: This is Jen. Sherry, is there a place where all of the presentations will -- there will be a place where all of the slides and/or resources from the various presenters will be housed?

>> SHERRY SOUSA: Yes, that's my understanding. Usually they'll have -- it will go right up until the day off. So then there will be links to all that for the meeting, for the conference.

>> LAURA SIEGEL: Okay, great.

>> SHERRY SOUSA: So one of the questions we talked about is how is the tool used for an IEP, 504, and EST. I threw some notes down. I think this mock IEP meeting provides evidence of how easily the tool can be applied to any student meeting for a student who qualifies as needing supports for hearing or Deaf education. If that language is inaccurate, please, you

guys live in this world much more than I do. Provides a model structure that draws on many of the tool's components and demonstrates that the tool can be used by all team members. I just want to say, all team is all team. I don't know if we needed to have that qualifier. Thoughts? Is there any other -- and maybe --

>> LAURA SIEGEL: This is Laura. What I notice is, at the bottom, there's a capital "T." By "tool." Should that be a capital T everywhere? I see you have "tool" as a proper noun. Is it consistently used with a capital T? If you look up above.

>> SHERRY SOUSA: Right.

>> LAURA SIEGEL: Where it says the updated tool, that line.

>> SHERRY SOUSA: I'm using "tool" as a short form for Quality Indicator Tool. Just to make it easier, maybe we use Quality Indicator Tool multiple times. I want to make sure content is appropriate, language, and then we can go back and do the fine-tuning of the presentation.

Are people good with the content? Any other thoughts about what this tool provides?

>> LAURA SIEGEL: I give a thumbs up to the content.

>> SHERRY SOUSA: Great. Jen, Linda, thoughts?

>> JEN BOSTWICK: I agree. I just wrote a text, a chat, that I can't read it, it's just too small to see here. But I'll go in. I may make a few changes in the first bullet, the wording. So I'll go and look at it. My old eyes aren't able to see it very well [laughter].

>> SHERRY SOUSA: I'm trying to get it better.

>> JEN BOSTWICK: But the content looks great, it looks amazing, Sharon, thank you.

>> SHERRY SOUSA: If you put something in the chat I'm not able to see what's added to the chat because I have the slide presentation going. Please interrupt and add your piece, because I'm not able to see that. All

right. So then we move into use of tool in two school districts.

So I think once Linda has some takeaways, we can add that content here.

>> LAURA SIEGEL: This is Laura. Maybe you could give us an idea what that looks like, some basic description of what she's going to add.

>> SHERRY SOUSA: We don't know. She's just starting right now with one student.

>> LAURA SIEGEL: Linda also just typed in the chat and says she has some information coming.

>> SHERRY SOUSA: Okay.

>> LINDA HAZARD: This is Linda. Yes, as we get information, then we'll know, as we get the feedback from the indicator tool, then we'll be able to add that information. I think we need to see how, you know, the districts, how they react to the tool and what we find with the tool.

So I'm not at a point where I want to say this is specific about what we'll be adding. I think we want the feedback first, so that we're open-minded.

>> SHARON HENRY: Hi, this is Sharon. Again, everyone, this is a draft. So a lot of the text I put in there was a placeholder. Linda can't put in the feedback until she gets it.

>> JEN BOSTWICK: This is Jen. I just want to make sure, this is a silly thing, it's not Mount Anthony, it's Mount Abe School District. I just wanted to note that.

>> SHERRY SOUSA: That's what we have for a presentation thus far. If there are other slides you feel like we need to add to make it a more complete presentation part of the slide deck. And this is when we would begin the mock IEP and do that transition.

>> JEN BOSTWICK: This is Jen. Sherry, is there going to be a slide where they can link to the document, the mock IEP document? Or will we be

handing that to them? Or what's the plan for that?

>> SHERRY SOUSA: You see right here, we just spoke about adding the link here, and that Sharon and Laura will work together to make sure it's posted. I think we should also have a hard copy so people have it in their hands, so we can print one as well but also have the link.

>> JEN BOSTWICK: Right, I'm not talking about the tool, I'm talk the actual mock IEP document.

>> SHERRY SOUSA: Do you think that would be helpful, Jen?

>> JEN BOSTWICK: Well, I think so. We had talked about that it would be nice for them to have it, because you can see how the different parts of the IEP meeting, you know, we have what essential elements are being covered in that part of the IEP process. So I thought that we were going to, but I'm certainly not married to the idea, but I thought we thought it would be helpful.

>> SHERRY SOUSA: I agree. Because you did such a nice job really aligning the tool with the script, that that would also be helpful.

>> SHARON HENRY: This is Sharon. Once the mock IEP is finalized, and that's what we should probably move to next, we can decide what parts of that we would create in a part that would be distributed to the audience. And I could certainly link that document in the PowerPoint and we could have hard copies ready to go.

>> SHERRY SOUSA: So working through our mock IEP draft, the first question that Sharon asked was, do we need to request extra mics to be used during the mock IEP. Typically there's a mic for presentation. I'm not sure how many people will actually be with us.

I think we can ask Chelsea if she can provide. We would have to have mics -- we'll see if we can have a mic on the table at minimum so that a range of people can hear, does that make sense?

>> TRACY HINCK: This is Tracy. Sherry, do I think that's a good idea.

I know we'll have interpreters and captioning, but I think we'll need accessibility for everyone sitting at the table for the mock IEP.

>> SHERRY SOUSA: Great, I wrote that down. I'll put a lozenge in, hopefully that will help. That's our first question. We have starting at 10:45, so we have our room setup. I'll bring my laptop so we can present off the laptop, that should be no problem. We'll do the introductions and Sharon will walk us through the slide deck.

Between 10:55 and 11:55, we'll begin our process of the mock IEP. We have the student profile. We'll do our introductions. I think for today, if we can address all the comments, and then maybe next time when we get together, we can actually do the mock IEP. We'll see how much time we have, once we've addressed all the questions.

So Tracy had a question, which was should we have a separate person be the SLP or audiologist. That would be the case in most situations. Do we have enough people to have both an SLP and an audiologist?

>> TRACY HINCK: I was thinking it would make more sense to have two separate people because they're two important disciplines that we're trying to encourage school teams to have sitting at the table. So I think it's going to be more impactful if they're two separate people offering those two separate disciplines. Is anyone else available to take one of those roles?

>> SHERRY SOUSA: Do you know of someone you could invite to be the audiologist and walk through this with us?

>> TRACY HINCK: I could reach out, sure. I will reach out, then.

>> SHERRY SOUSA: I think we've used up anyone who don't have any other active members of our subcommittee. If that's possible, if there's someone else who could step in, who is currently an audiologist or SLP, what do you think about that, Tracy?

>> TRACY HINCK: Sure, I will reach out and see if someone can take on

that role.

>> SHERRY SOUSA: Excellent.

>> JEN BOSTWICK: This is Jen. If not, I think at a minimum just explaining that -- typically there's going to be two separate people and these are important folks to have at the table for IEP meetings. I think just emphasizing that, if we're not able to get another person.

>> REBECCA LALANNE: This is Rebecca. Just to add in here, going a little bit further down, I see a couple of questions. One is about training as the Deaf person. Yes, I am the Deaf person. Actually I'm a little bit lost. What do you want me to say during the meeting, how do you want me to have my role? I definitely printed out, but what of that role do you want me to do, what do you want me to say during the mock interview? I'm happy to help but I need a little guidance on the script, or am I going to go improv?

My other question is qualified education interpreter. Linda, I know you're taking that role, you're not technically an interpreter, do you want me to ask someone who is an interpreter out in the field to be a part of this? Let me know.

>> SHERRY SOUSA: Great questions, I appreciate that. I think, Rebecca, we're going to talk through the roles and the whole presentation at our next meeting. I think during this phase of the IEP meeting, this is when we do introductions. So we're each going to introduce ourselves, tell our role, and what we'll be doing, and then as we progress through the IEP, where are the natural times you would be coming in and offering your perspective.

I think when we talk about student progress, we'll think about, as we develop this profile of who the student is, you know, you, Rebecca, as the mentor, especially around some of those indicators that talk about providing a mentor within the tool as an important part of a quality

program.

I think we really have to think about when that happens and how you can validate the significance and importance of that role within the student's team. Does that seem appropriate? We don't have a script for you yet.

>> REBECCA LALANNE: Yes. Yes, that's fine, thank you.

>> JEN BOSTWICK: This is Jen again. For those of us who are actually taking on roles, I'm getting the feeling that people are a little bit unsure exactly what this is going to look like. Maybe we set up a separate meeting before the next meeting where all of us are together, and try to run through this a couple of times. I think everybody would likely feel maybe more comfortable if we had a few moments to actually do it and go through it, and then do it again for everybody the next meeting and get feedback and make sure that we're ready to go for the May 19th presentation.

>> SHERRY SOUSA: I agree, Jen, I think it would be great to walk through it. I think for today we just want to make sure we have the questions addressed. Then our next meeting, and I know we have one more, we added an additional meeting is my understanding, that's when we can go through and actually act our positions and roles for that mock IEP.

>> SHARON HENRY: Hi, this is Sharon. So Jen, we're going to run through them, a little bit of mock IEP today after the questions are answered. And then run through it again on April 27th for the next meeting. Are you suggesting yet another meeting?

>> JEN BOSTWICK: I was -- I guess I was -- I -- maybe. Sorry, that's not very clear. Maybe. I guess let's see how we end today and see where everybody's comfort level is. I just don't want people going into May 19th feeling unsure of what they're saying. I thought it might be needed or it might not be if you think we're going to have time to run through it a

little bit today.

>> SHARON HENRY: Okay. We'll see how we make out.

>> SHERRY SOUSA: Our next question from Amelia is, what makes you a qualified interpreter? So Linda, would that be something you could, as you introduce yourself and maybe -- I think what I'm hearing from Amelia, and maybe I'm overreading it, that I think that one of the pieces that we highlighted in the tool is to make sure that people have the credentials they have to be serving in those roles.

So maybe as we introduce ourselves, that's a place to say, you know, I'm a licensed audiologist in the State of Vermont, here are my credentials, I'm a licensed SLP, here are my credentials, I'm a trained Deaf mentor, here -- does that make sense for the team, as a place to get to the issue of quality of the providers?

>> AMELIA BRIGGS: This is Amelia. I think Jen put the comment in there, not me. But I think Jen was saying, as a parent sitting at a meeting, that would be a question a parent would ask. Typically at an IEP meeting, people just say, oh, I'm, you know, I'm Tracy Hinck, I'm the audiologist. They don't say, I'm an audiologist and these are my qualifications. But if a parent wants to know about qualifications, they would say, hey, you know, what are your qualifications. I think that's what you were getting at, Jen, right?

>> JEN BOSTWICK: That's exactly what I was thinking, is if we sort of made this as natural as it can be, that's exactly how I would see it. Someone's going to introduce themselves, I'm Linda, I'm the educational interpreter for John, and the teacher would say, could you talk a little more about what are your qualifications.

I just was thinking to try to make it as sort of natural as it can be. So yeah, exactly.

>> SHERRY SOUSA: That sounds great. Thank you, Amelia, for bringing

that back. Thanks. Sharon had a question. It refers to essential elements listed in Vermont Quality Indicator Tool and shows which essential elements are covered during the meeting.

So Sharon, was your recommendation that we note that prior to the start of the mock IEP? Or is that --

>> SHARON HENRY: Hi, this is Sharon. Yes. Yes, I think whatever handout that we prepared that distills this document down for the audience, we should make it clear that that is linking to the Vermont Quality Indicator Tool. Yes.

>> SHERRY SOUSA: Great, thank you, Sharon. So I just want to make sure. Okay. Amelia had a question. SLP word phrases, ASL, spoken, written. I can ask as a parent question or should update include.

>> AMELIA BRIGGS: Just on the update, the clarification, two-word phrases, I didn't know, just for language, are they talking about -- again, this could be a question a parent would ask during the IEP meeting? Or should it be included in the update since we're trying to set like the best example, and the SLP, I would think, would document spoken, written, or ASL in the update.

So that was just my question, should we change the update or do you want me as a parent to ask about the language.

>> TRACY HINCK: I think that's a -- go ahead.

>> SHERRY SOUSA: I was just going to say, what Jen was highlighting, I think you're going to bring your life experience as a parent to this dynamic and we have to be comfortable, if this is a true IEP meeting, and if there was a piece of information that you wanted more clarification, because I think parent voice was something that was really underlined in the tool.

If Tracy was saying one to two-word phrases and didn't provide that clarity, I think that would be a great time to step in and say, could you

give me more -- and again, educators do jargon, that's not helpful to parents. What were you going to say, Tracy?

>> TRACY HINCK: That's a really good comment. I think we as a group -- I definitely want this to be positive, right? So I think it's really important that when we do -- if we are going to have questions, that there's like a positive outcome, so it's not like confrontational or anything.

I think that is a great question. In my head, I did anticipate that I would comment on, you know, any expression, any language that was used was in both ASL. I might say something like -- it kind of depends how much time we have too. I know there isn't going to be a lot of time.

That's a question I have, like maybe we should be even more brief. Should we just pick one, like, area to comment on? I don't know. I'm just afraid we're going to run out of time.

>> AMELIA BRIGGS: This is Amelia. I agree. It's a very short time but at the same time we're trying to show like a gold standard IEP meeting. And for our kiddoes, it is complex. It does take a long time. This language is not just talking about spoken language, it's talking about so much more than just spoken, like written and ASL.

So yes, I can ask as a parent, but do we want it to be the gold standard where it's already included in the updates because it's the gold standard, and the SLP is great and already put it in the updates? I don't know.

>> TRACY HINCK: I like the idea of it being the gold standard and you as the parent are super happy with us, that you have a couple of questions for us but we were able to answer it in a thorough way so we collected the parent's input, because that's super important, and where are we going to put that.

As part of the student progress, we need to have present levels. We

don't have the parent in there, I think we need to add that. Amelia, you need to share how your child is doing and levels of progress and any concerns you have.

>> SHERRY SOUSA: Absolutely, that's how I would start any IEP meeting, have the parent report out, what is your perspective on your child's progress, what are you seeing as the strengths of your child, what are you seeing as the strengths of the program. I think we have to balance between gold standard in Deaf with our time restraints, because we only have so much time.

We don't want to lose the end part of our presentation.

>> CASSANDRA SANTO: Hi, this is Cassie speaking. I just wanted to give some feedback on the parent input piece. It is Vermont, rules and regulations to give a form for parent input, that's incorporated in the IEP. So as you get to that section, you might want to think about that too, there say form that is mandated to be offered and included in an IEP.

>> SHERRY SOUSA: Thank you, Cassie. So we'll walk through and do our review in progress in current IEP. We only have 40 -- I just want to double-check -- 45 minutes, 35 -- we have 20 minutes. So this part of the --

>> JEN BOSTWICK: 40.

>> SHERRY SOUSA: 40?

>> JEN BOSTWICK: 40 minutes.

>> SHERRY SOUSA: Oh, I see. Okay. If we can give this ten minutes of the 40, does that make a reasonable number, to give us a ballpark? Do you think we can do this part in ten?

>> AMELIA BRIGGS: This is Amelia. I think having a dress rehearsal like Jen had suggested I think will be key in helping us figure out timing. And we can adjust, if we do a couple of dress rehearsals, runthroughs, it will give us a better sense of time and we can adjust as needed.

>> LAURA SIEGEL: So the role-play or the dress rehearsal we're talking about, are we going to -- could we do that in the morning before our presentation? Because then you'll have the actual interpreters who are going to be there and they'll be part of that dress rehearsal, as Rebecca was alluding to, being ready and being prepared. So the interpreters will be there, the ones that are going to be actually be doing the mock IEP.

Could we make a time that day prior to our presentation? Just an idea.

>> SHERRY SOUSA: I'm sorry. It's a good idea. I will not be available and presenting on another topic in another room. And I'll be running over from that room to this room. So I have multiple school groups that are presenting that morning.

>> LAURA SIEGEL: Well, let me know when you want to do this, then, the dress rehearsal idea, so we get the interpreters. I was trying to think of including them in the rehearsal.

>> SHERRY SOUSA: Unless you want someone else to be --

>> LAURA SIEGEL: Did you understand that?

>> SHERRY SOUSA: Absolutely.

>> LAURA SIEGEL: And are we using real interpreters, the interpreters for the mock IEP? That was another question. Linda, what's your role as the educational interpreter? I think that was also part of Rebecca's question in her comment a minute ago.

>> LINDA HAZARD: My apologies, I had to step away for a few minutes so I missed the last couple of minutes. I think that my role as the educational interpreter was just to play that role for the mock IEP meeting. But if this is something people aren't comfortable with, I am happy stepping away from that and, you know, perhaps we can find someone, an educational interpreter who would be willing to join us.

>> LAURA SIEGEL: So Rebecca, what do you think?

>> REBECCA LALANNE: This is Rebecca. I wanted to make sure, with a mock IEP, that we have accurate representations. So yeah, if, Linda, you feel comfortable being in that role as educational interpreter with current information, great, if you have the background, wonderful. But I'm just thinking, we could ask educational interpreter, you could ask them what their process is and how they are part of the meeting just to make sure they are represented. Or you can have them represent themselves if you want.

Again, I just want to make sure we have accurate representation and that it's a really smooth, effective mock IEP so people are like, oh, this is how it's done and there's no doubt about roles. Thanks.

>> LINDA HAZARD: Totally understand. My plan was to meet with an educational interpreter and discussing that. Our issue will be availability of educational interpreters that day.

>> REBECCA LALANNE: Thumbs up from Rebecca. Did that make sense? I just want to make sure we give accurate information during the mock IEP.

>> SHERRY SOUSA: I think we're putting very high standards in terms of this role-play. I think we want to do a walkthrough. Gold standard, I'm not sure if any IEP meeting is a gold standard. But I think we want to role-play how this tool can be folded into a typical process.

So I hear people are very anxious about the role-play. We haven't answered all the questions. We're at 2:20. We have another meeting scheduled. If we can spend that time, I think, walking through. I know I've been through a lot of IEP meetings. I'm not anxious, but I hear other people feeling really anxious about this process.

And I'm now wondering if we're asking too much of our team to do this mock IEP. Is this what we really want to do with the time we have? I cannot be available in the morning. I have two other presentations I have to do. I can step out and not be the special ed case manager. But I'm

wondering what people are thinking.

>> AMELIA BRIGGS: This is Amelia. I think the mock IEP is going to be great. I think just doing a couple of run-throughs as if it's going to be day of, knowing that we're not going to have the exact interpreters, just for us to be able to run through it, I think. I think it's going to turn out just fine. I think we just need to do it, just do a dress rehearsal.

>> SHERRY SOUSA: Any other feedback, thoughts?

>> JEN BOSTWICK: Linda just wrote in the comments -- this is Jen -- that she agrees. I agree also with Amelia, I think that it will be great, I think this is a great way to show how the tool can be used, and I understand people's anxiety about it, but I also think that once we do it a few times and, you know, and write some notes for yourselves, I think it's going to be great. I really, really do. I think it's going to be a great presentation.

>> SHERRY SOUSA: How about we do -- I just read through the other questions. And I think they're really around content. Can we do -- we have ten minutes. Can we just do a quick walkthrough so people get a feel for what we're thinking is going to happen in that mock IEP? Is that something people feel comfortable doing right now?

>> TRACY HINCK: I just want to call attention to a couple of things in the chat. There was a suggestion that Linda act as the audiologist and we try to find someone else to act as the educational interpreter. So we could also try to figure that out, maybe have someone on our team that's a sign language instructor that could act as an educational interpreter. I don't know if that makes more sense than trying to find another person to act as an audiologist. That was thrown out there in the chat.

>> SHERRY SOUSA: Thoughts, in terms of resources that people can tap into in terms of that position? Or again, should we -- I know Jen said, if we can't find someone to step in in that role, we'll talk about it and move

forward. I would love to have the opportunity to talk through those and work through them in emails. Or no?

>> LINDA HAZARD: This is Linda. I think it would be good to talk through.

>> REBECCA LALANNE: This is Rebecca. I think we should try -- so Jessica from VANCRO, why don't we tap in to her and see if we can get some names from her for educational interpreters? Maybe we could get some names from her. If you want me to, I can certainly reach out. I think Linda can certainly do it. Especially if she decides to meet with an educational interpreter ahead of time. Another idea is I could ask Jessica. Let me know what you want me to do.

>> SHERRY SOUSA: So I think after this meeting, we can figure on it -- so we have two roles we need to figure out. I think after this meeting we can see what our resources -- if Linda is willing to have that conversation in terms of the educational interpreter, if Tracy wants to see if she has an audiologist, Tracy, if that's not an option, please email Sharon and I and we can see and play out any opportunities we have.

We have seven minutes. I would like to kind of walk this through and see what people think. Are we ready? Are there other questions people feel like we really need to address before we even do the walkthrough?

>> JEN BOSTWICK: Go for it.

>> SHERRY SOUSA: Go for it. So I would like to welcome all of you, we're here for an IEP meeting for John. The purpose is to review John's progress over the course of the year and present an IEP for him for the following year. I would like each member of the team to introduce themselves and describe their role in the IEP team today.

Go ahead, Amelia.

>> AMELIA BRIGGS: It would help if I unmuted. Amelia Briggs, I'm John's mom.

>> SHERRY SOUSA: Thank you. Welcome, Amelia. I'm Sherry Sousa, the special educator for the meeting and case manager for John. I also will be the LEA, so my responsibility is to make any decisions related to resources and to make sure the IEP is in line with his educational program offered here at John's school.

I'll also be taking notes.

>> JEN BOSTWICK: I'm Jen Bostwick, a licensed teacher of the Deaf. I'm specialized in working with kids that are using a bilingual ASL/English approach to their education.

>> TRACY HINCK: I'm Tracy Hinck, a licensed educational audiologist. I'm also the speech language pathologist working with John on this team.

>> LINDA HAZARD: Hi, I'm Linda Hazard, I am the educational -- there I go. Educational audiologist. Sorry about that. I am the educational interpreter for John's team, specializing in ASL.

>> SHERRY SOUSA: And Rebecca, could you introduce yourself, please?

>> REBECCA LALANNE: Hello, my name is Rebecca, and I currently work with the student related to his progress in learning American Sign Language.

>> SHERRY SOUSA: Thank you and welcome, Rebecca. I would like to offer parental rights for the purpose of this meeting, this is the annual review. We're required to review John's IEP once every year for the purposes of establishing his progress, as well as ensuring that the goals and objectives that are put in place will ensure academic progress and access and that we review not only the goals, but the services he receives, and aligning that to the accommodations and modifications.

I'll have a better script but that's kind of the short form. So the purpose of today, again, is to review John's progress on his previous year's individual education plan and to very much a new plan based on the student's progress. We will also be using the Vermont Quality Indicator

Tool to guide us in this process to ensure we're providing a quality program for John.

So we will be referring to that throughout our meeting today. So we would like to begin with reviewing John's progress on his current IEP. Amelia, could you share what you see as some of John's strengths, the strengths of the current programs, and needs that you would like us to make sure we address today in our conversation?

>> AMELIA BRIGGS: I need to do a little research in order to know what to say on this [laughter]. I will definitely come up with something and pick the brains of some other people who are professionals who work with a kiddo in this situation. Yes, I will get some.

>> SHERRY SOUSA: I think it's helpful here to kind of model, this is where I really welcome parents to talk about their child's successes. John loves to play with Legos, he's really created spaces, or John is inspired by music. Again, helping the IEP team become more grounded on the total holistic person, the whole child. That's just my take.

And I think it's also an opportunity to really -- for the parent to be very honest in terms of what they see the assets of the program and what are the unmet needs. And so that's how I would like to frame -- and if I was -- if this was an IEP meeting and you were kind of like, eh, I would cue you with these kind of words, tell me about what John loves, on his time off what does he do, what does he choose to do?

So we can have a dialogue and if you get stuck, I can cue you and help you along.

>> AMELIA BRIGGS: That's perfect. I need to put together a better picture of John, obviously.

>> SHERRY SOUSA: Be creative! Shock the team. Punk rock, and he's got a Mohawk. Just kidding. But maybe. And so now I would say Tracy, could you share, in terms of what you see as the progress that John made in

terms of his speech language pathology services?

>> TRACY HINCK: Sure. I'm really excited about the progress John has made this year. His family has joined a bilingual approach to access his education. He started out using one or two phrases in spoken language and in ASL, and he's now progressed to three and four-word phrases and sentences to express his wants and needs and participate in the classroom.

He's improved his vocabulary development using classroom curriculum. And then also just in his -- in terms of listening, he started out just being able to detect the ling sounds. The LING sounds are important to know all the sounds he has access to through his hearing aids. Now he can actually do them at three feet and six feet.

So he's still struggling. Is this where we also talk about struggles or is this just progress?

>> SHERRY SOUSA: This is around progress, progress is where you think, ooh, this isn't working.

>> TRACY HINCK: Okay. She's still struggling to follow in-classroom discussions because they happen really quickly, so we'll need to work on that.

>> SHERRY SOUSA: And Amelia, you might ask, what do you mean by struggling, is he shying away? Amelia, you're great at asking those questions, so -- and so thank you, Tracy. Can we -- our teacher of the Deaf, Jen, can you share what you see as John's progress this school year on his IEP?

>> JEN BOSTWICK: Sure. Like Amelia, I still need to put in a little more work on this. But John is definitely making some nice progress. He is -- in terms of his self advocacy around his hearing assistive technology, he's starting to recognize if his hearing aids or like if the batteries are dead or something, whereas in the beginning of the year he really wouldn't let us know.

He might just sit there and go through the day. But now he's really starting to either go and get himself a new battery out of his backpack or just letting someone know and doing what he needs to get a new battery.

The early literacy program that we started, he's started, and he was in unit 3, which is really, you know, where we're still just introducing the program and the curriculum and how it works. And now we've really moved into some more content area in unit 7.

We're working on letter-sound identification through listening and through finger spelling. Some site vocabulary, story retell, beginning comprehension questions and WH questions. And he's -- in the beginning of the year, he really didn't have the concept of sequencing a story from beginning, middle, and end, and he's now able to sequence a three to four-part story, which is great.

>> SHERRY SOUSA: Great. I think we can for now, again, we're kind of getting a feel for the progress. Do we want to talk -- what you would say, Rachel, as a mentor of a child at this age, what that would look like? I mean Rebecca.

>> Rebecca had to scoot, she's no longer on the call and Laura is no longer on the call. Does anybody else need the interpreters or do you want us to leave as well?

>> SHERRY SOUSA: I think we're good. Thank you so much.

>> Thank you, take care.

>> SHERRY SOUSA: Great. So in terms of the process, you know, then we would have Rebecca, kind of talk about her interactions and the goals of her work as a mentor, then having for now Linda talk what her goals and progress, we'll then walk through the IEP, and again, what we should -- we can have something in her hands and I can have kind of a clean IEP that we can look at, here is the cover page, here are the dates, let's review the present levels of performance. That might be something I'll need from you

all in terms of what would be a good kind of -- maybe, once you give me your descriptions, as you build them, I can use that to kind of create a PLP part of the IEP, the present levels of performance. And I think -- so what I'm thinking is, just like we're doing now, we're going back and forth, people are offering their opinion, we're going to look at the services, we're going to discuss, I'm going to, you know -- Amelia is going to hold us accountable. Does that -- yes, go ahead.

>> JEN BOSTWICK: This is Jen. I mean, even just going through that little bit took ten minutes, more than ten minutes, and we didn't even really finish all of it. So I think, you know, like we've all said, I think time is really going to be of the essence. And so thinking about -- like when we're going through goals and objectives, when Tracy and I were working on this initially, we really just put down, there's going to be an academic goal, there's going to be an auditory comprehension goal. We weren't really planning to go in too much depth about what exactly those goals were. And then as we started working on it, we did sort of start putting some in there, but I'm thinking more and more that we're probably not going to have time to go to that level. I think we're going to be like, we would have a goal, and then what the goals would be about, but not what they are. Do you guys agree? I just think we're going to run out of time. I think the services we want to spend a little bit more time talking about what those look like.

>> TRACY HINCK: Yeah, I think that's what we talked about last time, that's kind of what we decided, we would just list what areas the goals would be in and maybe say something like, well, you know, we sent out the drafts of the goals or something. You're not supposed to really have drafts, right, in a real IEP.

>> SHERRY SOUSA: Oh, you can have proposed IEPs. To start from scratch, that's brutal.

>> TRACY HINCK: Everyone has to like review them and contribute.

>> SHERRY SOUSA: The IEP team can meet in advance of the meeting.

Otherwise, oh, my gosh, especially for such a complex individual, you would be --

>> TRACY HINCK: So do we say that we already drafted a lot of this?

Like would that be a good thing to model in this case?

>> SHERRY SOUSA: I can add in my presentation, here is a proposed IEP, there was consultation -- because that's the job of the case manager, there should be consultation with each of these providers, especially on a complex profile such as this one.