

**REALTIME FILE**

**D/HH/DB Council  
The School Age Subcommittee  
Tuesday, June 7, 2022**

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>> SHARON HENRY: I hope everyone had a nice holiday and got some time with family and friends to laugh and relax a little bit. And so, thank you for meeting today because it's been a while, and it was time for us to regroup. And before we get into the business of the meeting, I want to take a minute to welcome and introduce our new member, Cassie Santo who is at the Agency of Education and is replacing Jacqui Kelleher on our committee.

My name is Sharon Henry. I have been with the council since its inception back in 2014 or so. And I have been involved in this work at the Department of Health in all of its precursors, all the council's precursors since around 2002.

I am the parent of a son with a severe to profound hearing loss. I'm the daughter, the aunt, the sister, must be a few other relations, of family members who have sensorineural hearing losses.

I'm also a physical therapist. I retired from the University of Vermont faculty in 2015. As a PT, I have spent a lot of time in the disability world, on the physical disability end of things and obviously personally, through my family situation with the sensory impairments.

So, I'm very passionate about this work, and hope that our work is advancing the services delivered to our children here in Vermont who are Deaf, Hard of Hearing, DeafBlind.

So, I'll turn it next to Sherry. I'm just going in order of the way things are on my screen.

>> SHERRY SOUSA: Good afternoon, I'm Sherry Sousa. I am currently the superintendent, prior to that the director of special education for this District. I've been both on the disability side and education side, I'm proud of this team and the work that's been accomplished. I think it really has an impact for Vermont, our students and beyond. So, thank you so much, team and Sharon, for guiding us through this process.

>> SHARON HENRY: Thanks, Sherry. Jen Bostwick.

>> JEN BOSTWICK: Hi, everybody. I've been in Vermont teaching for

about 25 years now. And I'm -- I work mostly with kids who use ASL or bilingual, bimodal approach in education.

>> SHARON HENRY: Thanks, Jen. Rebecca LaLanne?

>> REBECCA LALANNE: Hello, my name is Rebecca LaLanne. I'm the director of Deaf Vermonters Advocacy Services so I work with Deaf, Hard of Hearing, DeafBlind individuals from birth to grave. We give trainings, we provide trainings to different organizations, police stations, schools, hospitals, medical, all of that. Nice to meet everyone and nice to meet Cassie.

>> SHARON HENRY: Thanks. Cassie?

>> Hi, everyone, Cassie Santo. I believe my title is inclusive practices coordinator but my most recent position has been in special education almost all of my adult life and even into my childhood years, I had a cousin with significant needs so I sort of spent most of my childhood volunteering with what was called challenger sport in New York State, that was back in the '90s, they don't call it that anymore.

I went on to do respite care in my 20s, eventually in special education as a paraprofessional and a teacher for the past ten years, six of those in Colorado and four here in Vermont. So, I left teaching in June and I'm new in this role and I'm just excited to be here with you all. So, thanks for having me.

>> SHARON HENRY: It's great to have you, Cassie, thank you so much. Laura?

>> LAURA SIEGEL: Hello, everyone, my name is Laura Siegel. I'm the director of Deaf, Hard of Hearing, DeafBlind services. I've been in this field for over 25 years in different areas ranging from education to social services, health care, a wide variety of roles. Cassie and I, we have already met. And we actually meet regularly. Nice to meet everyone and hope everyone had a wonderful holiday.

>> SHARON HENRY: Thank you. Tracy Hinck.

>> TRACY HINCK: Hi, everyone, I'm Tracy Hinck. I'm duly licensed in speech language pathology and audiology. I've been working with Deaf and Hard of Hearing and DeafBlind kids since 1990. I'm not going to calculate that. And I mostly work with kids that are using listening and spoken language to access their curriculum, although I also work with a lot of kids that use combined listening and spoken language and science support. So, I really enjoy being part of this committee and working on, you know, maximizing use of funds for services across the spectrum of needs those kids have in Vermont.

I grew up in Vermont. I did a lot of my education and work in Vermont. I started in California and came back to Vermont seven years ago and have been happy being part of this program.

>> SHARON HENRY: Wonderful, thank you all for introducing yourselves. And when Amelia joins us at our next meeting, we'll have her introduce herself as well. That way Cassie will know the whole -- all of the committee members.

So, I want to turn our attention to our two big agenda items. One is

getting updates on the review of the tool and then planning our next steps. With our remaining time, we'll divide our time roughly half and half on both of those topics.

With regard to the feedback that we've had with two meetings with Dr. Johnson, Sherry Sousa, Linda Hazard and Michelle John and I met with Dr. Johnson on November 9th, and again this morning, November 28th, to get her feedback on the tool.

And I believe everyone got the written feedback that she shared with Linda, and Linda in turn shared with me, that this work is amazing work. She didn't realize the depth of the work that was going on. And she really liked the ratings scale.

So, after we got that written feedback, we asked Michelle to facilitate a meeting, these two meetings that I just mentioned. And so, we spent the first meeting familiarizing her with how we got to this point. For Cassie's perspective or benefit, we're basically using the Agency For Education's educational quality standards, the EQS format.

And that was thanks to sherry's brainstorm about that. And we took the ten NASDSE guidelines and transformed them into quality indicators. And what Cheryl hasn't had a chance to do but she will do is to go through and really closely look at each of the pieces of evidence that we brainstormed together as a committee last springtime, because as you know, we want the evidence to be meaningful and helpful in terms of assessing services, and at the same time we don't want it to be trite or overly burdensome to the provider and the special ed directors and the people on the school side of things.

So, she will do that, and she will get back to us. When we met this morning, we also -- she elaborated a little bit more, and was complimenting us on how much specificity that we have in the tool. And that specificity is absolutely needed to help know practitioners and help special ed directors and others know what to look for and what is expected, what is considered best practice, to know what the standards are, and really help us begin to think about continuity across districts so that the whole State of Vermont, all the children regardless of where they live, will be receiving high level services that are impactful to their educational, emotional, and social success.

So, she will get back to us on that as time goes on. The other thing that we talked about this morning was the aspect of, do the NASDSE guidelines and therefore our tool actually dress the issue of consultation and technical assistance. And obviously this is of concern because UVM Cares team does more technical assistance and consultation and other providers do more direct instruction and so forth.

So, we actually looked at the tool, and there's at least four or five guidelines that directly address the issue of consultation and technical assistance. And so, we feel like the tool is solid from that perspective. I'm just referring here quickly to my notes.

And what she really urged us to think about was, when is the decision made for technical assistance versus direct instruction. And of course that is all hinged on the assessment piece, and a bigger conversation, but

the need for a single point of entry so that every child who is identified receives the appropriate and a full assessment that would then direct the appropriate services.

So, I see Sherry has raised her hand, maybe she would like to expand on a few things and has a better memory of our November 9th meeting, because Sherry, I can't remember that long ago.

>> SHERRY SOUSA: No, I just wanted to advocate that I think there are more than four items or essential elements. I think that if we're expecting specific outcomes in our meeting minutes and in our documents, and our agendas, and those pieces, that that would really require a high level of technical assistance in terms of infrastructure, templates to work from.

So, I think there are many aspects within this tool that are relevant to someone who is providing technical assistance and consultation. And so in some ways to me it's almost more of a document for someone doing that than even direct services.

So, I just wanted to say that I really think throughout this we can see evidence where technical assistance and consultation would be a critical piece, and the quality of that technical assistance and the quality of that consultation would be reflected in this tool. So, I just wanted to throw that in there. Thank you.

>> SHARON HENRY: Thank you, Sherry. The other thing that we talked about and that she gave us feedback on is to consider what is adequate sampling, as in how many students across which degrees of disability and hearing loss, do we -- would we need to think about in order to have an adequate sample to truly evaluate the quality of services that are being delivered.

Sherry is going to confirm this, but we basically landed on the number of around ten, sampling, you know, IEPs as well as 504s, because it certainly is an issue that in some cases, even though the hearing loss is being dealt with through the provision of services, it is not always identified on the IEP that is kept in this central file.

That's a separate issue that we'll address at a different point in time. But the providers know who they're serving. So, we would want to get a sampling of around ten that would cover the spectrum. And this is an initial number that we're going to shoot for.

And we may, depending on the data we get and what it looks like, need to increase or decrease depending on what district we're talking about, so forth and so on. This is a beta test, that's how we think about it.

The other piece, and I'll turn it over to Cassie, if you look at the legislative mandate, the mandate is to look at the quality of services and the impact. One way to assess the impact is to look at the educational outcomes.

So, in both meetings with Cheryl, we had long discussions about educational outcomes and which ones to call. And this will be a work in progress, but certainly reading and math are at the top of the list initially.

And Sherry and Cassie can speak more eloquently about this than I can,

but the State is in the process of switching tools bag to Cognia so going forward in the next couple of years we won't have much baseline data, but maybe there are some other ways that we can approach this going forward.

So identified as an important aspect that will need to be tackled from a number of different angles, not just this subcommittee. But having educational outcomes was clearly very important.

So, Cheryl and willing to meet with us again, in fact she would love to meet with us again after we have some data, and we have some experiences to share with her because she's very interested in what we've created. And I think that's it.

Sherry, did I forget anything else that you wanted me to mention regarding our two meetings with Dr. Johnson? Okay. Okay, great. Thanks.

All right. So, the other piece is that you all know that we submitted this document both to the Deaf, Hard of Hearing, DeafBlind Council who support the document and to the Agency of Education back in June, sometime in mid-June, I can't remember the date.

And because Jacqui was on the committee and because of several meetings that Spencer and I and Sherry had with Chris Case, we had a roughly outline of internal/external stakeholders that are going to be reviewing the document.

So, Cassie, I would like you to share with the group which stakeholders internal and which stakeholders external have reviewed the document to date and what is the flavor and their comments so far, and what is the timeline going forward to complete the review.

And again, just so you know, not all members of this subcommittee are members of the Deaf, Hard of Hearing, DeafBlind Council, so they will not have heard your update last Thursday, I think it was, or two Thursdays ago. And I too actually unfortunately had to miss that meeting, so I'm anxious to hear your update.

>> CASSANDRA SANTO: Absolutely. I might not have answers to those specific questions at this time but I will share the update that I shared with the Council on November 17th with some additional minor updates regarding the reviewers.

So, Chris Kane and I met and shared how the tool can support the implementation of best practices but there were questions on how best to do so. As what was just discussed, they are beta testing it. Any questions regarding the piloting, Sharon, you had a lot of excellent information about the beta test that I hadn't learned yet.

At this time, we're not mandating they or any organization use it. But we will be interested to hear how the pilot goes as they further vet the use of the tool. In terms of the external reviewers so far, we have four in process. That's VFN, VTRID, Vermont Hands and Voices, and Darren McIntyre plans to share it with the VDSCA in December.

I've reached out to start scheduling meetings with the organizations in December and January if needed. I've also reached out to several organizations and am waiting the Vermont association of the Deaf and the New England Consortium on Deafblindness. I messaged or called these organizations depending on what I could find on the website.

But if anyone here as any other ways to connect or if you are with that organization and just missed my messaging, please reach out and we can schedule a time to connect so I can share the tool. We also have some additional upcoming meetings.

I have one coming up with HLAA tomorrow. Then there were some other individuals with UVM and VANCRO that were identified by members of VTRID. There have been varying ideas on the implementation of the tool. I think, Sharon, you spoke to that eloquently, I wrote down what you said because it is exactly what has come up.

Sorry. Oh, you had said we don't want it to be overly trite or overly burdensome on the school side of things. So that has come up a little bit in the review process, hence the need to sort of vet it and decide, what is the implementation?

So, as we have that feedback, we will share it out, likely with the council. I'm not certain what the format of that will be at this point. Also, if there's any other recommendations from you all beyond the reviewers I just listed, please share those, I'm happy to continue reaching out and just getting as much stakeholder input as we can.

That's my update.

>> SHARON HENRY: Thank you, Cassie. Can you just, because some of us, including myself, are not familiar with some of the acronyms that you used, VTRID and there was one before that.

>> CASSANDRA SANTO: So, I might get it wrong. I'm going off the acronyms. VTRID is the Vermont registered -- Laura Siegel, help me out here. Vermont Registry of Interpreters for the Deaf. That's what VTRID is. And then the other one that I said was -- oh, VFN, Vermont Family Network. HLAA is the hearing --

>> SHARON HENRY: Hearing Loss Association of America.

>> CASSANDRA SANTO: Right.

>> SHARON HENRY: Okay. So let me open it up to the group for questions for Cassie and/or questions for me about the feedback to date.

>> INTERPRETER: What was the second organization that was just mentioned? I tried to see it really quick. It was Vermont --

>> CASSANDRA SANTO: Vermont Family Network.

>> INTERPRETER: Okay, great, thank you.

>> SHARON HENRY: So, thank you so much, Cassie, for that update. We'll look forward -- could we ask you, Cassie, to just email the committee members in December and again in January with your updates from those follow up meetings that you do get on the books for December and January?

>> CASSANDRA SANTO: Yes. At this time, I don't have any scheduled, but they're in the works.

>> SHARON HENRY: Yes, yes. Okay, super, thank you so much. So let's -- any other questions or -- I guess one other thing I would like to add is, Jen Bostwick, would you like to say a few words about our meeting with Joan Macy from Kansas who is very interested in the tool as well?

>> JEN BOSTWICK: Sure. I can just -- so Joan Macy is the -- I think her title is the director of outreach for the State of Kansas for Deaf and Hard of Hearing, and I'm not sure did DeafBlind kiddoes, to be honest. So

we had reached out to her; I had reached out to her in the beginning of this process when we were just reaching out to some other states.

And she was just very interested in the work that we have done. I think pretty similar to Cheryl, to Dr. Johnson, she was blown away by the work that we've put into it, and I think was very interested in seeing sort of what our next steps were and continuing the discussion with them to see if there's a way that they would implement something similar in the State of Kansas.

I think we also met with somebody, I apologize, their name is escaping me right this minute – Hauan (Rick)? I can't remember. He was from the State of Washington, he was the director of Deaf/Hard of Hearing services in the State of Washington. He was also I think very interested in what we are doing and how we're using the NASDSE guidelines to develop a tool to really, you know, evaluate the quality of services for Deaf and Hard of Hearing students.

So, I don't know if there's anything else you want me to add, Sharon.

>> SHARON HENRY: No, that's great. It was Rick Hauan, H-A-U-A-N. How does the group feel about Jen and I sharing the current draft with the person in Kansas with the full disclosure and caveat that we're about to beta test it, but she was very interested in seeing it, and Jen and I kind of like held our breath and didn't send it to her even though we really wanted to.

Would you all be okay with us just running it by her and having her give us some input? Sherry says yes, she has a thumbs up. Can other people say thumbs up or thumbs down? Or Tracy, yes? Okay. Cassie, great, thank you. Laura? Rebecca, okay, great.

So, Jen, you and I can connect after this, and I'll make that happen.

>> JEN BOSTWICK: Okay, yeah, because there are other states that we're in conversation with, you know, Karen Hopkins from Maine. There are other states that I think would likely be interested in what we're doing with this and how it's being used. We can talk about it.

>> SHARON HENRY: And we really want the critical feedback to make it the best tool it can be. Rebecca, you had a question?

>> REBECCA LALANNE: Yeah, I did, I just wanted to make sure to clarify that we will be doing beta testing, and how is that process going to be -- like is there a specific person or location that will be doing this? You said there will be ten, a sample of ten. But what will that look like? I'm just wondering what the process and the timeline may -- you know, look like.

>> SHARON HENRY: Thank you for that question, Rebecca. That is item 3B on the agenda, so we're getting there. So, we can turn our attention now to the next steps. I'm going to ask Sherry to talk about the plans for presenting to the VCSCA meeting, I'm trying to practice and get it as clear as you say it all the time, Sherry.

>> SHERRY SOUSA: In May, the annual Vermont Superintendents Association in conjunction with the Vermont Council of Special Ed Administrators. This is a very large conference. My understanding, it will be in Burlington.

And it's an opportunity for us to get our message to those really who need it the most. I've already spoken to the organizers. They've set aside time for us to present. I'm not sure, it's a two-day conference, a Thursday and a Friday afternoon. I think it's in May. I don't have the dates right here.

But it really is open to us. People will be able to select to participate in the session. Things that we could include, we spoke with -- you know, I think it would be great if we could do multiple presenters within the time. I think Linda Hazard, we'll talk about that, is starting a beta test, that's important.

What are some of the accountability measures that may be able to be put in place as we transition in Vermont to a new statewide assessment tool. I think that it's an opportunity for us to show the efficacy of this tool based on the design, so talking about how we started with the legislative mandate, how we got to our thinking, the tool, and then really having some time to play with the tool and get some feedback.

So, most presentations are about an hour long. We would need to do a slide deck. And I think we could have multiple people kind of tag in/tag out in the presentation. So, I'm very excited. I think it's really the right venue to get it out to special ed directors. Often special ed teachers are there, superintendents are there.

It's usually, I forget, 500 people. It's really a very large conference specific to Vermont educators, especially at the administrative level. So that's who we want to get it to, and get out there, and to really emphasize, we talked about this, that this is a collaborative process where the outcome and the intent is to assess the quality of the programs provided to our students, with student outcomes as the major goal.

That we have the highest capacity for positive student outcomes for our students who meet this disability category whether for IEP. It would be great if we can develop that slide deck over time, think about who we would want to be presenting in this, and how do we strengthen our message within a short period of time. Thank you.

>> SHARON HENRY: Thank you, Sherry. Don't go away just yet. So the dates for the meeting are May 18th and May 19th of 2023, and it's here in Burlington. So that will perhaps be convenient. So, Sherry, it would be a one-hour presentation for all the information. That's a lot of time, that's great.

So, you will introduce the topic and give the overview. We can get into the weeds, but we obviously need to play upon your expertise, because you had a role as special ed director and administrator and so forth and so on, so to set the stage.

And Linda will have the data from her beta test, which we can share. But I'm wondering what another category of speaker would be impactful for this particular group because I don't know the audience at all.

>> SHERRY SOUSA: So, I think the first step, whenever you're going to present at national or state conferences, what is your proposal, what are your outcomes, what is your hope. I think we should first develop our proposal, what outcomes do we wish to achieve within that time period, who



is our audience.

Again, there will be superintendents, certainly ed directors, principals, people in powerful positions within the education milieu in Vermont. Once we've crafted and agreed upon our proposal, what are our outcomes, who is our audience, what are our objectives, then we can frame it.

Once we frame that out, we can talk about who is the best to speak to those topics. Maybe it's a brainstorm, we list all the topics we want to achieve. We can do that with a Google Doc. An hour goes really fast, especially we want to make sure we have at least 15 minutes for Q&A.

You know, how much of the tool -- anyway, start with who is our audience, goals, and objectives, framing that, and from there we can build a slide deck.

>> SHARON HENRY: Is this the sort of conference where you would have handouts ahead of time, we might even include the tool itself with a big "draft" across it or something like that, or is that considered not appropriate in this venue?

>> SHERRY SOUSA: So, in conferences of 2022-'23, there's no more handouts. Got to get you up to speed here. Everything will be digital. It will be digital links. There will be PDFs. So yeah, it will all be digital. And so, people will be able to access in real time. We'll have our slide deck available. There will be links built into the slide deck.

I did a couple of national conferences recently so I'm hip on what's current now. I think we'll put all that have in the slide deck and we'll have links to it, depending on -- you know, and we've got such amazing references and resources that we really -- I mean to me our overall goal is to really develop that collaborative understanding, how do we move forward.

And -- yes, there's some other pieces going on behind the scenes that we want to kind of put front and center to special ed directors and superintendents. So, we want to pitch our message to those people who are going to use it. And we want to pitch it in a way that this is to help students, this is not to create tension.

All the documents, I mean, I just looked through it again, everything that we are asking for evidence are pieces that people are already doing. This is not novel documentation. Your meeting, your agendas, your IEPs, your calendar for professional development. We are not asking for new pieces being created. We're asking for you to pull a few documents for a number of students, 504 or IEP, across the district.

So, we're really having a very positive and collaborative presentation, that's going to be critical.

>> SHARON HENRY: I realize the middle of May is a very busy time for the providers and for schools and teachers in general. But hopefully with this much notice, you can block your calendar and come, once we know which day we're slotted, I guess we're guaranteed an hour, but we don't know yet whether it's Friday the 18th -- Thursday the 18th or Friday the 19th.

But as soon as we know, we'll get that out to everyone. Now, Sherry, this meeting is only once a year; is that correct?

>> SHERRY SOUSA: Sure. I'm going to VSA on Friday. Do people have a preference? Like, I can get in early, and I'm going to be doing another presentation that day, so I've got to make sure I'm not in two places at the same time. So would the group -- and Laura's got a question -- have people have a preference. We'll have the highest number of people present Thursday afternoon, if that works for everybody.

>> SHARON HENRY: Thursday afternoon?

>> SHERRY SOUSA: Thursday afternoon. But if not, it would be Thursday afternoon or Friday morning.

>> SHARON HENRY: Okay. Laura, your question?

>> LAURA SIEGEL: Yes, do I have a question. Is it possible -- I mean, I don't know if it's possible, but one idea could be to share your rough draft on the Deaf, Hard of Hearing, DeafBlind Advisory Council website. That might be an option.

>> SHARON HENRY: I'm not sure what you're asking. The draft of what, Laura?

>> LAURA SIEGEL: The draft of the tool.

>> SHARON HENRY: Oh. I think it might still be a little bit soon for that. But tell me more about what you're thinking and why.

>> LAURA SIEGEL: That way you would have one place that you could refer people to look at, if they're curious they can look at the tool, they can see our work efforts, they can read the meeting minutes, our discussion agendas, everything would be right there on the website.

>> SHARON HENRY: I guess my hesitation or my concern, and I could open this up to the group, is that once we do the beta test in January/February, I suspect that the document is going to change. That's why you do a beta test.

So perhaps we could put that -- and help me remember to do that maybe in March or April, when we have all the feedback from the AOE, internal/external stakeholders, we have the feedback from Cheryl Johnson and Kansas and everyone else.

What I don't want is to have drafts out there that are the old version and people using them and not keeping up with -- nothing is ever -- there's never a final draft, but this is our first draft. So, it is going to grow and change and become better and better.

So maybe just hold off another couple, three months, that would be great.

>> LAURA SIEGEL: Okay, that's fine, sounds good.

>> SHARON HENRY: Any other questions for Sherry about the May meeting? Okay.

>> JEN BOSTWICK: Sharon? This is Jen. I'm struggling to get on video. So is the plan to just -- will we reconvene again to sort of discuss that specifically? Will there be another meeting set up to focus on that? Okay, perfect.

>> SHARON HENRY: Yeah. And I just wanted to clarify, Cassie, did I hear you correctly that -- you said that Darren McIntyre is presenting something at the VCSCA meeting in December, is that this Friday you're referring to, the same meeting that Sherry is going to on Friday?

>> CASSANDRA SANTO: I have to check my email. I thought it was December 9th. I don't think they have more than one meeting. So -- but yes, it's been shared with Darren, and he plans on sharing it with that group, and then scheduling a follow up meeting with me to get their feedback.

>> SHARON HENRY: Okay. It would be great if you could share the feedback with the subcommittee once you get it from Darren. Sherry will be there as well. So maybe both of you could email the group any feedback after the Friday meeting, that would be just great, to keep the lines of communication open.

>> CASSANDRA SANTO: Absolutely. And my understanding, though, would be that he's going to share it with the members and then probably want to have a couple of weeks before we set up a follow-up meeting. He actually had asked that we wait to set up the follow-up meeting I believe to gauge how much time people feel they need to review it.

>> SHARON HENRY: Thank you. Okay. So, the next agenda item is the beta testing the tool. In the meetings with Linda Hazard and Dr. Johnson and other meetings that I've had through this group, Linda would like you to beta test the tool with a district starting in January.

And she's still in the process of selecting which district and which special ed teacher that she will work with. And both the UVM Medical Center and UVM Cares teams providers will be expected to participate.

And District A, let's just call it District A because I don't know which district she's going to choose, in collaboration with the special ed director, ten students would be chosen, and the tool would be used to examine the services that have been provided for those ten students.

And Linda will collect the data. And again, we're -- it's a small sample, but we're trying to capture students who perhaps are more minimally involved, that are only having technical assistance and consultation versus students who are more heavily involved, needing greater services, direct instruction, so forth and so on.

Because if you only select one end of the spectrum, then the data will be skewed. Then the hope is that another district could be added in March, in the mid-part of the spring, and that we would have two districts to compare, so to speak, by May. And now that we have the May 18th and 19th conference dates, maybe we can begin collating some of that data and look for themes and commonalities, a little bit earlier in the springtime.

So that is the initial plan for the beta test. And then our group will be involved in looking at the data. But the other piece that came up in our meetings with -- yes, so Jen's comment is that the goal is ten but it may be difficult to find one district with ten students who are receiving Deaf/Hard of Hearing services.

This is where we will adjust, of course. And it may be in District A there are only five students and they're all on 504s, there are no students on IEPs. So, we'll have to just roll with that as it comes up.

What was my -- I lost my train of thought. I forgot where I was going with that. Anyway -- oh, our conversation with Cheryl about qualified reviewers. So, once we have the data collated, who is qualified to review

it. We spent a considerable time trying to define that last spring.

And whether we stay external to the State or external will remain to be determined. Given that this is a beta test, maybe we don't take it to the step of an extra review. Instead, we improve the process, we improve the tool, and then launch it again in the fall of 2023 with the plan to collect it over the school year, more districts, and then we think about external reviewers.

So, there's a clear process that we would like to shoot for. The details will become evident once we're in the thick of it. Remember, the devil is in the detail. The third piece, and then I'll open it up for questions, is that we won't have the educational outcomes likely in the beta test phase, because of some of the changes that are happening at the statewide level and because of the need for parental permission to obtain that level of data on an individual basis.

Ultimately having aggregate data is where we would like to be. And we discussed things like the lead K, which is beginning to get rolled out, looking at kindergarten readiness and grade 3 as starting points and then moving up into the junior high and high school levels later on.

But there's systems issues that need to be worked out and that's where we need to partner with the Agency of Education to look at the gaps in what is being provided and the gaps in the system.

So that is a thumbnail sketch of what's planned for the beta testing starting in 2023, January. So, questions from the group? Did I answer all of your questions, Rebecca? Thank you, okay, great.

All right. With that outline, then planning for -- oh, Cassie, go ahead.

>> CASSANDRA SANTO: Sorry, I just wanted to clarify something, because I found my email with Darren. I'm sorry, I had to go back and look. He was sent the tool at the beginning of November. And that meeting for November, they had to discuss IEP forms.

So, he planned to share it at his meeting in December. And then we're going to schedule a meeting after the holidays, after this holiday that just passed, Thanksgiving, to follow up. So, more to come.

But my understanding is that it's going to be shared at this December meeting. And he'll be collecting that feedback to share with all of us.

>> SHARON HENRY: Okay, awesome, great. That's great that you're there as well, Sherry, because I think having two sets of ears is always better than one under any circumstance.

>> SHERRY SOUSA: I'm not at that meeting. This is special ed directors. I'm not going to be at that.

>> SHARON HENRY: Awesome, great. We'll look forward to getting the feedback from Darren via Cassie.

>> SHERRY SOUSA: And it's not all special ed directors, it's just their advisory council. It won't be special ed directors from across the state. It's a special portion of special ed directors.

>> CASSANDRA SANTO: Specifically, he said the chair would lead that dialogue.

>> SHARON HENRY: Thank you both for clarifying that. So, I guess the

next item agenda is our next meeting. And I think we have two things to plan for. One is this conference, and the second thing is to be able to look at the data.

So maybe a March meeting might be a reasonable time to actually meet and begin to look at the data. But I think the planning for the conference can start maybe in January, after the New Year. We can do it all electronically, as Sherry said, by sharing the Google Doc where we outline the proposal, our objectives, the topics that we want to cover, and what outcomes we want to achieve, and then from there build the document by everyone writing in the document and communicating that way.

How does that sound to people? Just to be efficient in our work. Thumbs up, thumbs down? Okay, great. Sherry, Cassie, Jen, Laura, Rebecca, great. Okay. Unless there's any other pressing issues or concerns, I think waiting to meet in person, as we did today via Zoom, until March is more than adequate.

But we definitely want to be in communication by email and by the Google Doc to move this work forward. Sherry, do you have a question, a comment?

>> SHERRY SOUSA: Yes, I think March is a little late. I would prefer if we could get the Google Doc up in January and then meet in February, because we're going to have multiple people involved. We want to make sure people are available.

I would also like to know if people prefer Thursday afternoon or Friday morning before I leave because I'm going up to the VSA on Friday.

>> SHARON HENRY: So, two questions for the group. Raise your thumb if you want to do Thursday afternoon, February -- excuse me, May 18th. That is the time I believe Sherry said when more people are -- tend to be -- tend to be available.

So, Sherry, Tracy, and I prefer Thursday. How about -- how do you make your thumb goes away? Who prefers Friday afternoon?

>> JEN BOSTWICK: This is Jen. I'm not sure if you can see my message. I prefer Thursday afternoon as well.

>> SHARON HENRY: Okay, no, I didn't see it in the chat. There it is. Okay, got it. And Sherry said or Friday morning. Friday morning versus Thursday afternoon. Cassie, what do you prefer, Thursday afternoon or Friday morning?

>> CASSANDRA SANTO: Thursday afternoon would be better for me but I could make both works.

>> SHARON HENRY: Okay, great. Sherry, Thursday afternoon would be our first choice. And for the February meeting, I will send out a poll. I'll give you a deadline by which to complete it. And remind me when our school breaks this year. I don't float in the school calendar anymore so it's hard for me to keep track of that.

Is it the third and fourth week of February we should stay away from? Does anyone know? Okay. We'll shoot for the first or second week of February for our next meeting to talk about the presentation. In January we'll work on the presentation by the Google Doc. I think it would also be good to put a meeting on the books for March to begin to look at the data.

So, the poll will ask you to respond for dates in February and dates in March. Okay? Any other comments, questions, concerns, issues that our group needs to be aware of? Okay. Then we'll close our meeting. And I hope you all have a happy holiday season. We will look forward to being in touch on email. Thanks, everyone. Bye-bye, Tracy.

>> TRACY HINCK: Bye.

>> SHARON HENRY: And I will leave the meeting. Quick question for you. When does your parenting leave start? 7 plus or minus, what's the date?

>> LAURA SIEGEL: the due date is January 7th. So that means I'll be able -- I'm only taking six weeks. I'll be back by mid-February.

>> SHARON HENRY: Okay, awesome.

>> LAURA SIEGEL: If it comes earlier, that will shift.

>> SHARON HENRY: Welcome to parenthood where you have to ability to plan or anticipate things. So likely you will miss our February meeting.

>> LAURA SIEGEL: Yes. If you have it in the beginning, the February meeting, I'll miss it. But I'll catch up with the meeting minutes.

>> SHARON HENRY: Yes.

>> LAURA SIEGEL: That means I will not be able to host, you will need to find somebody else to use.

>> SHARON HENRY: I can host the Zoom, that's no problem at all. I can send it to the interpreters with Sabine's help and the captioner as well.

>> LAURA SIEGEL: Awesome.

>> SHARON HENRY: Great. Thank you, everyone, thank you to the interpreters and the captioner, we appreciate your help. Bye-bye.