



State of Vermont  
Deaf, Hard of Hearing, DeafBlind Advisory Council  
School Age Subcommittee  
Meeting Transcript  
February 23, 2022

>> LAURA SIEGEL: Testing. Test.

>> SHARON HENRY: So should I save the file, the captioning file once the meeting is done? Or will the captioner send me the file of the transcription.

>> LAURA SIEGEL: No. Normally what happens is whoever requests the captionist in this case it was Sabine, she can forward it to anyone who wants to read the captioning.

>> SHARON HENRY: Okay.

>> LAURA SIEGEL: I'm just going to email her for it. Remember, anything related with the Council, I have a file where I keep everything. The agenda, the meeting minutes, the -- any form that's been shared. I put it all there.

>> SHARON HENRY: Okay.

>> LAURA SIEGEL: But the biggest problem, everything that was from before, I think -- it was only able to save everything that was on the website. And I just put it all in my file. But I don't have the meeting minutes. I don't have the -- like, I said I looked at the old email. I didn't save everything.

>> SHARON HENRY: Right, right, right. So when we're done with the meeting, I just need a couple days and I'll write up a summary. I'll send the PowerPoint, the summary, the transcription file. And then you can post it on the public website. You probably saw Spenser's email about posting it on the DAIL website.

>> LAURA SIEGEL: I'll have to figure out how -- so let me ask you this.

>> SHARON HENRY: Recording available upon request.

>> LAURA SIEGEL: Yeah. The transcript is available upon request. But we haven't been recording the meeting, because I don't think everyone is comfortable being recorded.

Okay. What I need to do -- so we need to -- okay.

>> SHARON HENRY: Hi, Virginia, I'm Sharon Henry. Nice to meet you.

>> LAURA SIEGEL: Let me spotlight you. Do you want me to spotlight you now?

>> SHARON HENRY: It says the host has spotlighted your video for everyone.

>> LAURA SIEGEL: The interpreter and whoever is speaking is on the

main -- because if we want -- if you want to record it, we want to make sure the interpreter is always there.

>> SHARON HENRY: Yes, yes, yes.

>> LAURA SIEGEL: We hadn't been spotlighting people.

>> SHARON HENRY: Okay. So the technological trick that is to spotlight people.

Hi, Sherry.

>> LAURA SIEGEL: Oh, okay. So let's hope it works now. Okay. Beautiful. And also, Sharon, keep in mind that if we do record, the captioning will not be there. You would have to automatically -- I would have to, you know, create a YouTube channel and then upgrade the captioning to be embedded in the video. It doesn't stay in the recording. That's why I was saying it's better to just say you can request a transcript.

>> SHARON HENRY: So Sherry, how are you today? So Laura's recommending we don't record and instead just make the transcription available of the meeting to anyone who might request it or just -- just post the transcript. That way people don't have to actually request it. Because the issue with the recording is we wouldn't have closed captioning on the recording.

>> SHERRY SOUSA: Okay. That's fine with me. Again, open meeting. We just need to have minutes or summary or availability of access of the information. So it doesn't require to have a video. It's just something that's been an offshoot of Zoom. So absolutely that makes sense. And we want to make sure everybody has the same level of access to the information.

>> SHARON HENRY: Right.

>> SHERRY SOUSA: And in the same format is nice.

>> LAURA SIEGEL: Okay. So my question to you is who's taking the meeting minutes?

>> SHARON HENRY: So I'm going to use the transcription file and I will write a summary based on that. It will take me a day or so post-meeting to do that. So I would like to have the transcription and my summary posted on your website, Laura.

>> LAURA SIEGEL: I'm going to admit more people in the room.

>> SHERRY SOUSA: And remember minutes just have to be a summary statement. It's not a transcription.

>> SHARON HENRY: That's right. That's right. That's right. Okay. I think we have the majority of our people here. And it is 11:32. I'm going to be the time keeper today. So I'd like to welcome you all to our meeting, to our first meeting of the School Age Subcommittee. And our agenda that we have for this morning which I sent out earlier is for Sherry to give us our welcome. And then I'll spend about 20 minutes talking about our charge and our timelines for our work. And I want to spend the bulk of our time brainstorming and taking advantage of the expertise of this group. And thinking about what resources and tools that we currently have available for assessing these programs. And then think about who has the bandwidth and capacity to help review

these resources that we might identify over the next couple of weeks. And then finish up with our meeting dates and then Sherry will reflect on our process. Sherry?

>> SHERRY SOUSA: So first of all, thank you, thank you for the time. Thank you for your commitment to being here. We'd just like to take a minute to -- this is a new committee coming back together. I will have to pat myself and Sharon on the back and a few others. We were very a very highly productive subcommittee. We like to get a lot of work done and we take this work very seriously.

So if you could take a minute to introduce yourself, your role, and where you are Zooming in from. Why is this important work important to you? And how would you rate yourself today on this sheep scale. Very highly research scale that I think would be important. And while I know this is important work, I've always appreciated the relationships I've gathered as a result of being part of this committee. And I hope that just as we had previously with the group we had together be a close-knit group that are really working for the same purpose.

It's also important in our meeting today when you speak that you identify yourself. We will have a transcription of our notes and we will post that so that if you are speaking, please start with your name and that's helpful. I can begin. I'm Sherry Sousa. The superintendent of Supervisory Union. Previous special ed director and a member of the Council since its initiation. I'm Zooming from Woodstock, Vermont, this morning. This work is important to me not only as an educator but as a mother and a daughter of two individuals who have significant hearing issues. So it has been part of my identity since day one in terms of who the experience I've had and the experiences I continue to have.

How would I rate myself on the sheep scale today? I think I'm a three. I just spent an hour testifying to the House committee on legislation coming forward. I know Laura has testified before. I'm sure Sharon has too. It kind of leaves you as a three. So we're a small group. We'll just go person to person, whoever would like to step in next and introduce themselves to our Committee. Someone jump in.

>> JEN BOSTWICK: I'll jump in. This is Jen Bostwick. And I'm a teacher of the Deaf and I'm also one of the program supervisors sort of working in the field for over 25 years now. I think that's the reason this work is incredibly important to me. I'm Hard of Hearing myself, so I just know how crucial access to your learning and your environment and peers and everything is. And so yeah. It's just incredibly important to me. Where am I? You know, I think I'm going to say a six on the sheep scale. It's a beautiful day. It's warm. I am, like, can't wait to get outside before the whatever 6 to 12 inches of snow that's coming. Just try to enjoy the moment of sunshine. So I love the flowers and that sheep looks like he or she is ready to go. Enjoy the day.

>> SHARON HENRY: Laura, how about if you go next?

>> LAURA SIEGEL: Hello, everyone. Sorry. I'm doing all the technical stuff behind the scenes. My name is Laura Siegel. I'm the director of the Deaf Hard of

Hearing DeafBlind services. I'm working from South Burlington. Why is this work important to me? I don't want any student out there to be deprived of equal access to education. I just want to make sure that they get top-notch quality the way I did when I grew up in New York and Florida.

How do I rate myself on the sheep scale? I think I'm the same as Jen, number six. It's a beautiful day. Let's hope it stays this way and doesn't go, you know, spiraling downward in the snow. How about Jacqui? You want to speak next?

>> JACQUI KELLEHER: Hi. It is great to meet everybody. I am brand new to this work. Not in my role. I am Jacqui Kelleher. I'm Zooming in from Waterbury, Vermont. This work is so critical for as Laura was saying ensuring access, equity, and opportunity. Part of priorities that the federal government has for a state director and the team that I work with is not only about ensuring the requirements of federal and state laws are being followed. But also addressing closing achievement gaps, addressing success gaps. It's also about decreasing disproportionality around identification and placement and discipline. It's about increasing graduation rates. It's also about ensuring a qualified workforce at the LEA levels as well as for all of our schools even at the SEA level.

So this work dovetails nicely. I'm new to working with this grant. And I am excited to listen and learn and provide what I can. And hearing your perspectives on the topics we cover today. And on the sheep scale, I am a nine, because I became a first-time grandparent over the weekend. So I'm a nine. Thanks.

>> SHARON HENRY: I'll go next. This is Sharon Henry. I'll give Laura a minute to spotlight. So I am Zooming in from Hinesburg, Vermont, from home where I've been sequestered the last two years. I'm a parent of a child who has a significant sensory neural hearing loss bilaterally. I've been involved with the Council since 2002. As a parent I've been very involved in the state level since then. But I also have many, many family members who are either Deaf or Hard of Hearing. Some who lip read. Some who are aural and some who use ASL. I'm also a retired professor of physical therapy at the University of Vermont. And so my advocacy extends to my work life as well. I bring that lens to this work as well.

And then I think this work is also important to me because as a taxpayer and as a previously federally funded researcher, I was held to a high accountability. I love to see that accountability brought to this work for the purposes of improving access and equity for the children of Vermont. Today I'm a nine on the sheep scale because I have two daffodils that have burst through foolishly through the ground. (Laughs). Tracy, how about if you go next?

>> TRACY HINCK: I would be happy to go next. I'm Tracy Hinck. I am a fourth-generation Vermonter. I did spend 20 years working in California. Also I've been working in the field of kids with communication challenges since 1990, so over 30 years. I'm by training a speech language pathologist and I'm duly licensed in audiology. I also

have a rehabilitative services credential which is a requirement in California to work in schools with kids who have auditory disorders.

This is important to me most -- I mean for this reason. I've been working with this population for a long time. And provided an enormous amount of direct instruction, consultative instruction, training to staff, paraprofessionals. And most of my family has adult onset hearing impairments. My dad was born with bilateral mixed hearing. So it's definitely impacted my family personally and professionally. So it is really important to me. I'm really passionate about this work. And also ethical use of public funds. And appropriate use for student progress and access to services for those public funds.

How do I rate myself today? I think I'm a two. I'm really looking forward to this work, so I started on the Council just last April, and I sort of challenged myself to look at the statute and be like, gosh, what is my responsibility? So on the Council, my role is as a professional that has worked with children that are Deaf and Hard of Hearing and DeafBlind. So I looked at the statute and read it and was like, gosh. How do we do that? That's a tall order. How has that been done in the past? So I think I'm a two because I'm just really excited to address this with this team of really amazing people. And I'm just really looking forward to that and to see what we come up with.

>> SHARON HENRY: And Amelia?

>> AMELIA BRIGGS: Amelia Briggs. I am a parent and I've been on the Council I think for about four years now. I think this work is so important, obviously, for this reason. And for all of the other kiddos and parents out there. We're living this firsthand. And it's kind of a mess and I'm really looking forward to hopefully, you know, getting some things straightened out, worked out so that all kiddos and parents, you know, understand the system and have the proper services. You know, most Deaf kids are born to hearing parents and we have no clue what's needed. We put our trust in the school system. And it turns out that the schools don't really know what's needed either. So I would love to correct that so us parents can be educated along with our kids along the way.

Rate myself? Oh, gosh. I'd like to be a five, but I'm feeling more like an eight today. School vacation for a kiddo who doesn't like schedule changes. Quite interesting. (Laughs).

>> SHARON HENRY: Thank you, Amelia. And Pam Hoover could not be here today. Which we knew about because it's school vacation week for some of the schools. So we'll have her introduce herself when she joins us the next time. So I'll turn it back over to Sherry.

>> SHERRY SOUSA: Great, thank you. So how about we move to the next slide? So one of the things that's really important to me in any group work that I begin is to make sure we have shared agreements about how we work together. So there are no assumptions as I'm a teacher by trade. And so -- oh, is Spenser here? Thank you, Laura. I didn't see. Spenser, do you want to go ahead? And introduce yourself? I didn't

know you're attending. (Silence).

>> SPENSER WEPPLER: Sorry. I'm doing multiple things here. Yeah. My name is Spenser Weppler. I'm chair of the Deaf Hard of Hearing DeafBlind Council. I have been on the Council since it was created and then took over at Chair three years ago, I believe. I'm born and raised in Vermont. I have bilateral profound hearing loss and utilize hearing aids. I was mainstream growing up here in rural Vermont over in Lake Elmore. I was one of the lucky ones that had a supportive school system that worked well with me. Many of the folks that were formally at Nine East and I believe now are split between UVM Medical Center, some of them were my counselors as well. Linda Hazard who you all know is one of my audiologists growing up as well.

So I'm intimately aware of educational services being provided both on the receiving end and now I've come to learn how it's provided on the service side as well as how it's funded for and not, you know, obviously wouldn't have that knowledge when I was growing up. So I'm here just more on an observational capacity. I have turned this over to Sharon and Sherry to reconstitute this group and to focus on an assessment and possibly what the future looks like for the provision of services for Deaf and Hard of Hearing and DeafBlind students in Vermont. Ultimately the goal here for everybody, I think, and for all of us is to have a system that is a well-functioning -- an example for something we could be proud of as a state and that others from outside the state of Vermont can look in on and figure out how to do this. Not saying that in the past it wasn't done well. But yeah. It was done for such a long time that we felt -- I don't want to say we're complacent, but given the pandemic. For the children and so I don't remember what the sheep were, but I think I was number eight where it was one that looked like it was screaming at you. That's how I've been all morning. Dealing with legislative committees focusing on health care which is my other life. Some of the things being the committee was not more thought out. And I'm Zooming in from the basement of my house. So I will leave it to you to take it forth.

>> SHERRY SOUSA: So this is Sherry again. Thank you, Spenser. Thank you for watching over us as we do our important work. So this reflects that those shared agreements help us to be the highest functioning team we can be. My goal is that once we've agreed on norms, that we'll review at each of our meetings so here are some ideas that I have. I've taken these from the leadership team that I work with here. And I would love some feedback around these ideas. Taking an inquiry stance and allow for nonclosure and vulnerability. Extend grace and accept imperfection. Presume positive intentions and take responsibility for impact. Keep confidential our discussions, comments, and deliberations. Be fully present at meetings by respecting the expertise and experience of our colleagues. Listening to what people say, minimizing side conversations, and being on time.

As well as some other ideas. Meetings are recorded, minutes, transcription, recording will be posted on public website. Respectful listening but also please be

succinct and don't repeat what others say. And respect the interpreters. Are these agreeable norms? Do you see any redundancies? Or are there other norms that you've used in other groups that you feel would be really important to this? So I'll open this up to the group.

>> SHARON HENRY: This is Sharon. Thank you, Sherry, for compiling this list. I think the one -- I think this is a great list, and I will aspire to meet all of these. I would like to add given our tight timeline, if people can be responsive by email, a lot of our work will have to be conducted by email. So if there's an easier way to make email work, please let Sherry and me know. But that would be one other thing that I would ask here to make us a really highly functional group.

>> SHERRY SOUSA: So this is Sherry. We're operating under open meeting laws. Is that correct, Sharon? Yes. So as we do work under open meeting law, we can revise documents that will be considered at future meetings. We cannot finalize a document via email, because we need to make sure that we're ensuring that we have opportunities for public comment and input. I just want to remind the group when we email, we can only discuss setting agenda and scheduling. We cannot discuss the outcomes or our feelings about a specific agenda item.

So I think just a caution with open meeting law that we can -- the purposes that email can be used. Agenda setting as well as set scheduling meetings. And we can work on revisions of documents but they cannot be fully accepted or approved unless we are in a public meeting that has been notified. Any other feedback on the norms? (Silence).

So as I don't hear any other input to the norms, can I ask the Subcommittee if there's anyone who is not supportive, please say aye or we will move forward and accept these norms. (Silence). All right. I think our norms are accepted. The only piece I'm thinking is the respectful listening. I think that's redundant from above. So maybe when we finalize our norms, Sharon, we could -- I think that's -- other than the succinct and don't repeat what others say, I think we can do a little wordsmithing there. And I hear the recommendation of email work for assistance to complete documents. So we can add those two. Thank you, all.

>> SHARON HENRY: This is Sharon. Thank you so much, Sherry. So I'll move us onto our next agenda item which is to discuss our scope of work. Let me advance our slide. So for those of you who weren't familiar with what was happening on the Council, we met in mid-January. At that time the discussion was about reconstituting some of our subcommittees. The School Age Subcommittee was one that had done a gap analysis from 2015 to 2018.

And so given the Council's legislative mandate under the Vermont statute to assess the services for Deaf, Hard of Hearing, DeafBlind, we received a charge from the Chair of the Council Spenser, to reconstitute the Subcommittee. Sharon and I agreed to resume our roles. Here we are on February 23rd which is pretty amazing. I'd

like to congratulate you all for being responsive and being willing to step up and do this important work.

The hard part of our work is that we have a report due in late May or June back to the Council and so we have come together in three weeks. But we only have three months or so to do our work.

So the primary purpose of our work is to assess the services, resources, and opportunities to our children who are Deaf, Hard of Hearing, or DeafBlind. What I'd like to do now is just talk about at a 1,000-foot level what I think this might look like and how we might get there. Given our time constraints we probably have nine of the busiest people working on this Committee.

So as you all know, the services currently are provided by the UVMMC Educational Service Providers, UVM Cares which received the grant. But of course there are other providers in the state with whom school districts contract. So when we're thinking about assessing the services statewide, we don't want to forget these other providers as well.

So our challenge as a subcommittee in a short amount of time is the development of an assessment rubric. I would like to pose some questions to you to try to get your thinking stimulated. And on a piece of paper, maybe jot down some things for you that characterize effective and impactful Deaf, Hard of Hearing, DeafBlind services. How would you measure it? How would you demonstrate that the services are impactful? The second important question is from whose perspective should we be evaluating? Is it the professional perspective only? The parent perspective? The SPED director, the case manager? I personally think we should consider all of the perspectives. But when you develop a rubric, you have to consider perspective.

I don't think any of us are interested in reinventing the wheel. So I think some of our work is going to be contacting other states. Some of you I know have worked in other states. You probably have contacts in other states through your professional organizations. Can we access and leverage other existing rubrics that are available and then tailor it to our Vermont context and environment? And very much importantly, pulling on your professional literature and what is in the professional literature with regard to evaluating these services at a systems level?

So that is at a very high level what we're here to do. And of course the devil is in the detail so that when we do come up with a set of characteristics or attributes on which to evaluate, we have to give some consideration to the logistics of the data collect. This Committee is not charged with necessarily collecting the data at this point in time. But if we wanted to measure something that would demonstrate effective and impactful services, how would we collect the data? To whom would we collect the surveys? Who pays for that? There's a lot of detail that would need to be worked out.

And I only mention this now not in any way to discourage us, but as a federally funded researcher. Most of this work would always fall to me as the grantee.

When I applied for the grant and this is true of many state and federal grants, when you apply for a grant, you have to lay out your assessment plan and itemize the data that you would submit to prove that the dollars that were given to you were actually impactful and effective. With having Jacqui on our committee, if there's information we can feed to the AOE to help shape how things may be done differently with an eye towards assessment, I think we could consider that.

But our first work is to develop the assessment rubric. So here we are today --

>> SHERRY SOUSA: Hang on, Sharon. This is Sherry. Could we go back to the previous slide? So I would like -- there's a lot of information on this slide. And I really want the Committee to have an opportunity to digest this information. And I would wonder if we could start with the purpose of the subcommittee is to assess the services, resources, and opportunities available to children in the state who are Deaf, Hard of Hearing, or DeafBlind. Love to have input from the Committee. What does this mean for you? Do you have questions? I just want to make sure that we all have the same perspective in mind in terms of the scope of the work.

Would love to start right there. I noticed there was one correction from Jen. Thank you, Jen, in terms of our description. But can we begin with that? And are people clear about what the scope of work is that we have a shared understanding of that scope.

>> SHARON HENRY: Thank you, Sherry.

>> SHERRY SOUSA: I'm a teacher. I'm good with quiet. So until someone raises their hand, I would love to hear from someone else what they think of this scope.

>> JEN BOSTWICK: This is Jen. I guess then as I was thinking about this, I was trying -- and Tracy and I were talking a little bit about it -- trying really hard to take myself -- ourselves out of our place out of work and really focusing on what do the kids and the families and the schools and everybody you need from all service providers and what do we -- what tools can we look at to assess. I think that's a difficult -- I think obviously that's a difficult task. You know, there's many levels, I think, to assessing if a program or the quality is effective or not.

So that's, I think, what I'm -- what I was -- where I was sort of coming from. And then I have some other thoughts about tools, but I don't know if you want me to hold that for now.

>> SHERRY SOUSA: No, thank you, Jen. That's exactly right.

>> SHARON HENRY: We'll talk about tools in just a minute, Jen.

>> SHERRY SOUSA: Others?

>> JEN BOSTWICK: Amelia, we can't hear you.

>> AMELIA BRIGGS: Sorry. Double clicked on it. For access to services, to assess the services, do schools fall under the services as well? Or are we just talking about the services that are provided for the student? Because I know one of the big

barriers we've run into is the local school system. You know, had nothing to do with service providers but had to do with our school determining what was the right path for our daughter.

>> SHARON HENRY: I think our charge, Amelia, is to assess the services. But I think given that these services intersect at the local level with schools, we can bring that qualitative information back in part of our report. Yes.

>> AMELIA BRIGGS: Perfect. Thank you.

>> SHARON HENRY: Others' comments about the scope of our work?

>> SHERRY SOUSA: Sharon, you were so clear. I noted that Jen in terms of ESP, that we should probably write that out so we're talking about and describing the same group. Our challenge is development of assessment rubric. Are there other questions based on the scope of work that you believe we should be asking? Okay. Sharon and I have been talking -- this is Sherry. Sharon and I have been talking. I want to make sure we're starting on the same page. You'll see me pause every now and then to make sure that's happening. If I'm not doing it and you feel we're moving too quickly, please as one of the norms of the group, stop, hesitate, raise your hand. We want to make sure we're moving forward in the same direction on this work. Okay, Sharon.

>> SHARON HENRY: Thanks, everybody. Thanks, Sherry. So here we are today. And to Jen's point, we are going to brain tomorrow what the tools, resources that are currently available. Where we each can review some of those tools and bring that back to the group and evaluate, discuss those tools and resources that we have found. I suspect that conversation will lead us to finding and wanting to find more resources. So we'll need the time to procure and share with you those resources. We're meeting again April 4th.

We're going to evaluate those resources. And hopefully by that time be in a position to begin to think about a rubric that fits Vermont. Again, I think context and environment is important to consider. And then begin to discuss how we collect any necessary data. During this time period, I think it's also going to be important -- and this is where I think our email will help us. There may be other stakeholders that we want to hear from in our subcommittee of nine or so we have a number of stakeholder groups represented. But there may be other key stakeholders where as a committee we feel we want to bring in and hear from that group.

So that's going to be part of our homework that we talk about in a little bit. And then in May and June, we can collect any data, meet with other stakeholders, and review the AOE process as time allows once we're feeling good about our assessment rubric. And I think to Jen's point, when developing this rubric, there are many levels on which one can evaluate a system. There's the 1,000-foot level, the 500-foot level, and so forth. So we're going to have to consider that as we move forward in our work.

But this is the basic direction that I think we want to hear. And so I'll just take a minute to get your feedback on this approximate timeline. It's not that it's set in stone,

but again, busy people, short timeline. Does this feel doable, workable? We welcome your input. And I taught for 40 years, so I'm really comfortable with silence too. (Silence).

>> JEN BOSTWICK: This is Jen. So I just want to clarify. You're thinking that by May or June that just at that time is when we would have some type of assessment of the services or programs out there available. Not necessarily that we would have done the evaluation itself. Am I understanding that correctly?

>> SHARON HENRY: That's my best guess, Jen. If we can move faster and actually collect some of the data, I have -- I am actually mostly retired. I do still do some teaching. I don't want to interfere with your ability to provide direct service. But if we can move faster and actually collect some of the data, I think that would be fabulous. I'm just trying to get a -- take your temperature on what do you think is feasible given that you all have full-time careers and jobs and families and other things going on in your life. So what would you think, Jen?

>> JEN BOSTWICK: You're right. We do all have all those things. I guess for me, I guess I was thinking that we would be -- that we would have tried to gather some of that data and information before then to possibly help or guide the AOE as they consider what they're doing as they move forward with the next grant cycle or whatever. That was one thought.

I think that there -- I should also preface that with saying I do think there are some high-quality tools that are available that may be able to just use. There's one part of the NASDSE guidelines that might be a really great fit for what we're looking to do. And exactly how we used it, I think we would need to discuss as a group. I guess I was assuming we would have started gathering some information, but I also fully understand. The craziness that we are all living.

>> SHARON HENRY: Right. I would love to set the goal of assessing data. And I would rather have the group say that rather than have me push it. So if you're game, I'm game. But what are other people think about this? Tracy, Amelia, Jacqui, Laura.

>> SHERRY SOUSA: Go ahead, Jacqui.

>> JACQUI KELLEHER: I just had -- I was just asking a point of clarification. And for me in June, we have a review AOE process. Again, I'm new to this team. That's a very broad term. Around special education for the state which, you know, impacts what we're trying to talk about here in terms of services and how we review LEAs, local education agencies, the public schools for things. Or is this specific to the -- a change in the granting process. I just want to make sure that I'm clear with what that is I'm referring to.

>> SHARON HENRY: Thank you for that question. This is Sharon. I was thinking some of the feedback we've gotten was the RFA that was put out might have benefitted from language to make it more clear. Reviewing the whole granting process is what I had seen by that. When you consider all of what the agency of education does. So

thank you for that comment.

And I'll just say, of course, that the service delivery model that has been chosen or that will be chosen in the future really isn't within the scope of this work, per se. Again, if we get information and collect data about that and we can share it so that it's helpful, I think that's useful. That said, I think that regardless of the service delivery model that is chosen, the assessment rubric would need to be used going forward. No matter which -- however services are delivered. Because we need a way to continue to assess our services, make sure that they are meeting best practice, and finding ways to do the quality improvement so that we are delivering impactful and effective services for our children. Laura or Tracy?

>> TRACY HINCK: Does Laura want to go first?

>> LAURA SIEGEL: Nope. Go ahead, Tracy.

>> TRACY HINCK: I had one clarifying question at the top about assessing the quality of the programs. Are we assessing the quality of the programs? Are we assessing the presence, absence, identifying providers that do offer what's listed in the statute?

>> SHARON HENRY: So one of our discussions very soon will be how do you define quality. So I think, Tracy, it includes all of those attributes. So there are many attributes. And I put my health care hat on when I say this. When we decide whether or not a health care service is of quality, it's the qualifications of the provider. It's the timeliness. There's many attributes that can go into defining quality. And as a group, we'll get to decide which of those qualities we want to include and how do we measure them.

>> TRACY HINCK: Thank you.

>> SHARON HENRY: Laura, I think you had a comment. (Silence).

>> LAURA SIEGEL: Okay. So I have a question. Can you give me a better breakdown of what you envision that needs to be part of the data collection?

>> SHARON HENRY: Yes, I can. But I want to wait until the group brainstorms on the tools that are currently available.

>> INTERPRETER: Switching interpreters.

>> LAURA SIEGEL: Can you repeat what you just said?

>> SHARON HENRY: Sure. I have ideas from a parent perspective and a disability advocacy perspective of attributes I think should be measured. But I want to wait until in a minute about the tools that are currently available and have the group decide what qualities -- what attributes they want to use to define quality.

>> LAURA SIEGEL: And I just want to share an update. You had asked to see if I could get an example of services for children in different states. Unfortunately I have not been successful on that front. However, I did reach out to 15 states to share information about how they're set up with providing for Deaf and Hard of Hearing and DeafBlind children. I've only heard back from two.

>> SHARON HENRY: So we'll talk about that in just a minute. Thank you very much for doing that leg work. Amelia, I wanted to check in with you to see what your thoughts are about this slide and the information on this slide.

>> AMELIA BRIGGS: I think it looks good. I'm not a professional, so I can definitely do a lot of -- try to do a lot of research and help in that way. You know, I don't know what I will have access to, but definitely I think it looks good.

>> SHARON HENRY: Okay, great. Thank you, everyone --

>> SHERRY SOUSA: Could I respond before you move forward? Just to Tracy, I think the one outcome that may come from our work in establishing an assessment tool and the results is the deficit resources available to the communities across the state. I think that might be something that was highlighted in the gap analysis recently. But serving students far from the Burlington area, I know that's an issue for us.

So I'm hoping that may be an outcome we could highlight as a result of using this assessment tool. So thank you for bringing that, Tracy, forward. I think that's something we also need to consider. But I'm hoping it's a by-product of the work we're doing. So thank you.

>> SHARON HENRY: Okay. All right. So now we want to take the next bit of time and Sherry and I would like to hear from each of you which tools and resources are currently available that you know about through your professional networks, your personal experiences, previous employers that we could tap into and leverage to here in Vermont. So we want to know not only what the tool is or are, but what attributes -- and if you don't know a particular tool, just please share your initial thoughts on what attributes, characteristics might characterize a highly successful, impactful, and effective Deaf, Hard of Hearing, DeafBlind program.

So Jen, go ahead. I have to look away to take notes while you're speaking. And if you could -- if you use acronyms, could you just spell them out for those of us who are not in the field?

>> JEN BOSTWICK: Sure. I think when I saw this on the agenda, my first, like, where my mind first went was the NASDSE guidelines. Which stands for National Association of State Directors in Special Education. So there were guidelines developed just recently in 2019 kind of revamped that look at services -- all services for Hard of Hearing and DeafBlind kiddos. And I think that one of the -- it's based on the ten principles that you sent. I know there was a Vermont coalition for the NASDSE guidelines. It's been a work in progress to get these guidelines sort of out and known and school districts and parents and everybody aware and what they bring to the table. Because it's an extensive and comprehensive resource for everybody to use. And part of that, I think it's chapter nine. And what it is called is the program review and checklist. It's pretty hefty. It asks really specific questions that delve into the principles that are best for serving Deaf, Hard of Hearing, and DeafBlind kids.

And I think that that was one thing that just came to mind is going through

that how we would do that. I think we would need to discuss that. Would it be each program does it for the services they provide or don't provide. Or would we be looking broader at all of the services and service providers across the state in just seeing where the gaps are. And then it would be up to the individual programs to address how they can improve upon the gaps and needs that are coming to the surface from this. If that makes sense. That was the one sort of readily available tool that came to mind for me.

>> SHARON HENRY: Okay. Thank you, Jen. Who else has thoughts to share about tools, resources currently available and/or what attributes might you consider useful to try to measure and capture in order to provide evidence that these programs are high quality.

>> AMELIA BRIGGS: This is Amelia. This is probably a very minor small drop in the bucket for talking about the whole program. But I think one of the things that we've run into is provisional licenses for teachers of the Deaf and really making sure that if a provisional license is issued, that it adheres to the transcript review work sheet that the state has published through the Agency of Education.

>> SHARON HENRY: So maybe, Amelia, you're talking about an attribute of quantifying the qualifications both educational qualifications and licensure qualifications of the service provider?

>> AMELIA BRIGGS: Yes, correct.

>> SHARON HENRY: Go ahead. I'm sorry.

>> AMELIA BRIGGS: I was going to -- another thought that I had, you know, it's not necessarily a tool or a resource. But I think that what characterizes an effective, impactful services program for us as parents is to make sure it's an individualized plan that is put together by the parents, the student if applicable. And a professional in the area. You know, whether it's DeafBlind, Deaf, Hard of Hearing, to me that would be the most effective and impactful plan for a student.

>> SHARON HENRY: And how would you pressure that or demonstrate that?

>> AMELIA BRIGGS: Right? The tool, I think, the only way to really evaluate it would be a survey to parents to ask if, you know, they feel that their voice was heard and listened to. And then the other piece of it would be access to this services. I would love to be able to measure that somehow. I don't know how. Again, maybe a parent survey. I don't think there's an existing tool in trying to get parents to fill out surveys is a nightmare. But access to the existing services is a huge issue.

>> SHARON HENRY: So in the world that I float in in health care, one of the things we measure is the time of when the issue was identified. So the child identified on September 1st. Referral isn't sent until October 1st. So the time of referral from the identification and then the service provider doesn't show up until November 1st. So those are metrics that I as a parent would certainly be interested in. And those are measurable. Absolutely. Yeah.

So it's -- it's broadly characterized as response time.

>> TRACY HINCK: I'd like to kind of piggyback off of that. Amelia, I hear you on that. And I think one challenge that Vermont has had and I think this would be an area that we could look at is how the IEPs are written in terms of what the service is and who the service provider is when we're looking at quality. And also just clarity to parents. Like, what is the service and who is the provider.

So in other states that I've worked in, that's really clearly defined that consultation would be provided by a teacher of the Deaf in this amount of time. In Vermont, oftentimes we see consultation from a consultant which we find. Jacqui, maybe you can shed some light on how the provision of services are explained in Vermont IEPs. Amelia, I don't know if you've had experience with that, too, and being clear and direct in what the services are. (Silence).

>> AMELIA BRIGGS: I think for our IEP, we've had to make -- you know, we're certain and specific that it is specific on the IEP. Because we've learned that if it's not written out to exactly what's needed, then that's an issue. Like you said, other people just write consultation. Yeah.

>> SHARON HENRY: Thank you, Tracy. Thank you, Amelia. Jacqui, from your perspective at the AOE and your professional experience, measuring the effectiveness of programs that are funded, what tools, what attributes are you bubbling up in your mind?

>> JACQUI KELLEHER: Well, certainly through our general supervision system, which monitors all of the public school districts across the state, there are tools that we use as part of onsite, as part of desk audit reviews where we have checklists that go through student file review records. We have protocols that we follow to get qualitative and quantitative information. When we do site visits. There's a procedure for how one rises to the level of a site visit, for example.

But these comprehensive, robust monitoring systems that we have, you know, taps into the things you're talking about. It's not just reviewing the IEPs which is a critical component. It is observation of classrooms. It is interviews with families as well as faculty and staff and school leaders. It's a multiple measure of mixed methods that are used to collect data and to triangulate and to look not only at compliance but about results as well.

Another measure that we have is the state performance plan also known as the SPP where the federal government requires us to monitor 17 indicators each year. An initial evaluation. I know Sharon mentioned that, that's one of the measures there about who is getting within the 60 days and who isn't. You know, this is a report that we're required to do. There's also districts that are -- receive a determination rating based on how they individually perform across these 17 different indicators. These are things my head is already going, like, what would be something of interest?

Examples of those indicators, thank you, Laura. So one indicator is graduate rate. Another is dropout rate. There's also statewide assessment. Children educated in

the least restrictive environment. Parent engagement. There's also a parent engagement survey that goes out to families. That the special ed advisory panel which is 51% parents played a large role in updating our survey into a really incredible tool. So these are examples of how we are monitoring performance through a set of standards and expectations as well as ensuring that legal and federal state requirements are being met.

The issue is that for me I have to go back and look at what the data will look like given the end size of our kids with the DHHDB hearing impairment, DeafBlindness. Such a small end size, I would have to see if it was confidentially protected information. Sometimes when the end size is so small, it's very difficult. Because, for example, those surveys. We not only collect and look at it statewide, but we do break it down by disability category and give the results back to the school districts with how to work with your data, how to use your data, how to improve programs and systems in response to all of these indicator data.

So there's also achievement data. There's also the National Assessment of Educational Progress data. These can be broken down by category with enough time if this is of interest. So that's -- I will yield my time. Because I could go on with more and more, but yes. We -- we do have data. It's just a matter of would the source -- would we be able to call specifically this population that we're very concerned about developing this assessment tool for.

>> SHARON HENRY: So this is Sharon. Jacqui, if you have a summary of what those 17 indicators are, I think that might stimulate the group's thinking in terms of how we could perhaps tailor. Because Tracy asked if there are any indicators specific to children who are Deaf Hard of Hearing or DeafBlind. Maybe there are or there aren't. But maybe we could tailor them to make them more specific. So if you could maybe just email to me those 17 indicators and then I could share with the group.

Just a side bar for the group, I'm trying to find a place for us to share files. So when we start to accumulate this information, we'll have a place for us to have it live so that we all have access to. And the other question for you, Jacqui, as a parent and taxpayer I'd be interested in knowing the achievement outcomes broken down by disability. Because that is not a direct measure because of the quality of the services.

Again, I see this in the health care sector all the time. But nonetheless, it helps us know aspects of the system that may or may not be working well that may help us improve those outcomes. I want to be clear. You do have data on educational outcomes for this subpopulation.

>> JACQUI KELLEHER: We do as best we can look by disability categories as well. Another rich resource -- oh, I said I'd stop. Dispute resolution. You know, in families filing complaints. We can look at disability category if this -- if services are not being implemented. There is the administrative complaint process. So that's another data resource and yes, I am happy to send you information on the state performance

plan. I also have a webinar that walks you through each of those indicators and the measure. Let me know, too, if you'd like a copy of the -- it's both -- it's a parent engagement survey. We also do a post-secondary transition survey where we survey children one year after graduation and get their feedback as well. So those are just some other examples if you're interested. I'm already starting a homework list.

>> SHARON HENRY: That's great. So yes, please send those resources. I guess maybe send them to me in order to decrease the email traffic. And I will post them to this shared file site once I create it. And let the group know that those resources are available for you to peruse. Any other resources, tools, attributes that as a professional or as a parent or stakeholder you want to see measured?

>> SHERRY SOUSA: Can I step back for a minute? I think there are a couple of pieces. As Jacqui is on one end as an old director -- old I use loosely. We see that survey data. So few parents respond. And I go back to Amelia. These are families that are highly stressed. They're managing their own personal employment resources and family. Collecting data from individual resources are challenging. I go back to the scope of work. I think if we can begin with what do we as a collection of experts identify as a quality program? And I think Jen gave us one tool. Jacqui put another one from the CEC.

If we can begin by making sure our schools and families have access to quality program and we identify how we determine that, that would be a great first step. Because when we start talking about how do we measure the educational outcomes of students dependent upon a number of factors? Again, such a small end. What is the measurement? I think that is a very complex issue. What is student success? Is it standardized test scores? Is it their functioning? That's another year's worth of work. If we can begin to make sure that our school teams, families, children have access to what we have hopefully defined as a quality program would be a great first step.

>> SHARON HENRY: Okay.

>> SHERRY SOUSA: Just a thought.

>> SHARON HENRY: Okay. Thank you, Sherry, for keeping us focused and making our work digestible. Okay. I just wanted to share with the group. Those are great ideas and we're going to run with those. Oh, gosh. Got to get this back to -- let me flip this. Hold on. So I have taken notes on everything you shared with me. I'll try to accurately reflect it in my summary open to your correction. If I didn't capture everything correctly.

So what I've done is I've contacted the National Deaf Center asking them for help. And I have a long list of resources to follow up on and I would love to have some of your help. And for those of you who are in the field, you may already know that you have that contact and it's worth following up on or it's not worth following up. So I will lean on you to do that. Kym Meyer, director of the Public School Partnership, she just emailed me back this morning. She's interested in working with us and finding out what

we come up with. So any of you know her, she needs to be followed up with.

I have the name of someone from the National Association of the Deaf who does education policy. Sarah -- I don't remember her last name right now. But she is -- was recommended to me by the National Deaf Center. And then ODDACE is a program out of Colorado who has done work on measurement and monitoring programs. Laura, you had mentioned the National Deaf Center engaged for change. It may be too early for that. I don't think they're necessarily doing monitoring. But we can talk about that.

I've also been in touch with the Minnesota Collaborative and I came across their document maximizing and monitoring learner progress for children who are Deaf, Hard of Hearing, DeafBlind. I thought, wow. This is great. This is exactly what we want. You click on the link and it's a dead link. So I need someone to follow up and chase down this link. And then, of course, in doing the search, many of you are familiar with Cheryl Deconde Johnson who did part of the NASDSE guidelines. She's working now with a two-year grant in New Hampshire. Does anyone know her? Does anyone have a contact in New Hampshire? I'm not looking at reinventing the wheel. If they already translated the NASDSE guidelines, could we partner with them? And I agree that the NASDSE guidelines are a good place to start, Jen. So thank you again for that suggestion.

However, I don't think that all of them are appropriate or applicable for the service provider. Because some of it I think falls to the responsibility of the school system. So I would need your help and thinking on how do I adapt it to the service provider and how do you translate it into a measurable -- something that's measurable. And when I say measure, remember it can be something that's quantitative, but it's also going to be something that is qualitative. I'm a quantitative researcher by training, but I've done qualitative work as well. I'm sure many of you have. So let's not box ourselves into only quantitative data. Qualitative data is powerful as well.

So I guess we're at 12:40, and we need to leave ten minutes at the end for Sherry. So in the ten minutes or so that we have left, is there anyone who's willing to raise their hand on any of these potential homework assignments? Jacqui has already signed up for hers. Thank you, Jacqui. We'll look forward to getting those resources. But anyone willing or able to follow up on these? I could email you separately. Or taking a stab at the NASDSE guidelines and how would you translate them into an evaluation tool? Again, chapter nine is a great way to start. Do all of them fit? Do they fit Vermont?

>> JEN BOSTWICK: This is Jen, Sharon. Can you just clarify a little bit about what you mean about some of them you feel like -- I guess I'm not -- maybe I'm not understanding what you mean about you think that some of it falls on the school. But I guess to me it doesn't -- I guess I'm trying to take it -- it doesn't matter who it falls on but is it happening.

>> SHARON HENRY: Yeah, yeah.

>> JEN BOSTWICK: I'm not sure I'm understanding what you mean.

>> SHARON HENRY: Right, right. So I think it's -- this is a worthwhile discussion because you can't evaluate a vendor and hold them responsible for something that they don't have the authority to influence. So the vendor is responsible for hiring providers who have the qualifications to do what they're being asked to do; right? Okay. However, it isn't only on the service provider to ensure that there's a least restrictive environment. So that's where there's a shared responsibility. And the service provider could recommend what is -- what would constitute a least restrictive environment. But it's ultimately legally the responsibility of the school district or the superintendent or the SPED director. But to evaluate the Deaf, Hard of Hearing, DeafBlind service provider on that attribute doesn't quite seem fair to me. But maybe I'm thinking of this incorrectly. So I open that up to the group.

That's why I think we need to spend time with the NASDSE guidelines. Which of these could we translate into a workable assessment rubric that accurately and fairly assesses the service provider at a systems level. That make sense, Jen?

>> JEN BOSTWICK: Yeah. Yeah, I think so. I think I would have to -- yeah. Yeah. I think that looking over that chapter that really is supposed to be sort of an assessment tool. I don't know if it's assessment as much as, like -- well, I think it is some assessment and coming up with -- but I think I need to look a little further. I definitely understand your point that the vendor only has so much --

>> SHARON HENRY: Authority and control.

>> JEN BOSTWICK: -- authority to make changes. That makes sense.

>> SHARON HENRY: I'll give you a concrete example from the health care world. A patient with diabetes comes into the primary care provider and has the A1C and depending how well that A1C is controlled, the provider will get more or less reimbursement. Well, the provider can't control if the patient goes home and eats potato chips and brownies. Sometimes it just doesn't feel fair. (Laughs). So yeah. We want to have a robust assessment that reflects what the service provider has authority over.

>> AMELIA BRIGGS: This is Amelia. The NASDSE, the chapter nine says Deaf and Hard of Hearing program and service review checklist. If that helps with any of the clarification. I just keep -- I want to point out that the guidelines are just for Deaf, Hard of Hearing. Not DeafBlind. So I'm wondering if -- and I notice a lot of these are just for Deaf, what we do about DeafBlind. I can reach out to Tracy for DeafBlindness and see if she has anything.

>> SHARON HENRY: That would be great. Thank you.

>> AMELIA BRIGGS: And I could also try to track down the Minnesota Collaborative link.

>> SHARON HENRY: Okay. Thank you.

>> TRACY HINCK: And this is Tracy. I can talk to Kym Meyer and follow up with her and get any rubric she has. And I think I have one question too. We're assessing all

programs in Vermont that provide services for students that are Deaf, Hard of Hearing, DeafBlind. Not just the programs that receive public funds.

>> SHARON HENRY: That is correct. That is correct. And I think once we get a little bit further down the road, Tracy, one of our discussions will have to be how do we contact -- who are the contacts for those other service providers? Obviously we know UVM Cares and UVMMC. But I would have no idea of where to go for those other providers. And who is and isn't covered by those two major vendors. Yeah. Thank you for volunteering for those two things.

Jen, do you want to team up and take a stab at the NASDSE guidelines with me?

>> JEN BOSTWICK: Sure, I can do that. And I can also reach out to Cheryl Deconde Johnson and pick her brain.

>> SHARON HENRY: Awesome. I can reach out to ODDACE and I will follow up with the education policy person at the National Association for the Deaf. Okay. I think that's the -- anyone who didn't get homework who would love to have some homework? (Laughs). And of course Pam Hoover is not here today. We will not assign her. That's the danger of not coming to a meeting. Getting assigned something. We won't do that on the first meeting. Just kidding.

All right. And as you dig through things, feel free to email me and say, hey, I found this. And I'll try to keep a catalog of things as we move forward on this. Any other last-minute thoughts on this?

>> SHERRY SOUSA: I just want to say I didn't take homework. Once we're through COVID, my life may become normal. But right now schools, COVID, not much life.

>> SHARON HENRY: Not much life. Yeah. Completely understand, Sherry. Thank you for being here and helping to guide us from your vast experience. Okay. So we did the Doodle poll. And the maximum number of people who were available were on these days. And I did email with Amelia. Hopefully things will loosen up for her and she'll be able to jump in a bit late, which is absolutely fine.

But Jacqui, we didn't hear from you. I'm wondering if you're having trouble with the Doodle poll, or if it was just --

>> JACQUI KELLEHER: It must not -- it must not have gone through. Because I Doodled. (Laughs).

>> SHARON HENRY: So you have to scroll down a little bit in the lower right, you have to hit submit or send or save or something like that. So maybe you filled it out but didn't do that next step of send or save.

>> JACQUI KELLEHER: It could be. So March 7th is -- that is the date; right?

>> SHARON HENRY: Yeah, those are the next three dates. The maximum number of people including Pam were available. So if you can wiggle your schedule and now make yourself available, we would really love to have your input.

>> JACQUI KELLEHER: Sharon, I'm also putting in the chat in the work that I did as a practitioner, it was primarily looking at programs for individuals with autism and related developmental disabilities, but we use an APQI which is that autism program quality indicators checklist. There may be things to glean from that as well. It has been an effective tool for assessment for programs for children who experience autism and related disabilities.

>> SHARON HENRY: Thank you. So I'm going to try to save this chat after we hang up, because it's hard to -- once I'm in presentation mode, I can't see the chat. That's why I'm not responding. So Sherry, keep my honest. Let me know if there's something I should be paying attention to.

So right now we're using Laura's Zoom link. And there are some of these Mondays that Laura can't be here, so Sabine will be sending Zoom links from a different account. Don't worry about that. It will all still work. Right, Laura? Yes, good. And so quickly for May and June, should we try to stick with Mondays? I want to be as inclusive as possible. I also do not want to impact on direct service provision. That's the last thing we want to be doing. So I can send out another Doodle poll and only include Fridays, only include Mondays. What is the group's preference quickly? (Silence).

>> JEN BOSTWICK: I can just speak for myself. This is Jen. I'm fine with Mondays in general. I do have another -- I just put in the chat I do have another meeting scheduled for March 7th at that time, but I will try to get out of it and I'll let you know.

>> SHARON HENRY: Okay.

>> JEN BOSTWICK: But Monday for me is typically okay at that time. School is out.

>> SHARON HENRY: Jacqui, Tracy?

>> JACQUI KELLEHER: Mondays I have a biweekly meeting with all of the directors from the districts across Vermont every other Monday at 3:00. So it's one of those. I have to check if we have a hit or miss. And then Fridays are typically difficult.

>> SHARON HENRY: Okay. Okay. Okay. And Laura? I'm sorry, Tracy? I didn't give you a chance to speak, Tracy.

>> TRACY HINCK: That's okay. I'm a direct service provider, so after three on Mondays, I can make that work most Mondays.

>> SHARON HENRY: Okay, okay, okay. And Laura?

>> LAURA SIEGEL: It really depends. I think we need to just send out another Doodle poll. Just give us more options. But send it further out, if you can.

>> SHARON HENRY: Absolutely. And how about you, Amelia? Is after 3:00 the worst time in the world?

>> AMELIA BRIGGS: No. Just on Mondays. Just on Mondays. Friday mornings are booked for me, but Friday afternoons are usually completely open.

>> SHARON HENRY: Okay, good. Look for that Doodle in the next week or so. I'll connect with Sherry and Sabine and we'll send out -- so it will be a long Doodle. It will

be going far to the right. I'll give as many options as possible. Be sure to scroll right and scroll down. Okay. I'll turn it back over to Sherry. Thank you, everyone.

>> SHERRY SOUSA: Okay. This is Sherry. I'm going to make this very simple. This is our first meeting. If you could individually chat to me, rate our adherence to the norms and process on a scale of one to five, five with being 100% working with our norms. One like, no, we really blew it.

And then Sharon and I as facilitators can take that feedback and hopefully we can have a conversation. But I think for our first time together, our first hour and a half if you want to individually chat where you think we fell on adhering to norms. Five, amazing. One, you blew it. That would be helpful. Any other feedback in terms of how we facilitate in the group process. That would be appreciated. And once you have sent me your chat message, you are good to go and you just added seven minutes to your schedule.

Thank you, all. Thank you so much for attending and your participation. Truly appreciate it.

(Silence).

>> SHERRY SOUSA: Thank you. Thank you for this feedback, guys. Got a few more coming. Thank you. Yes, rating how well we adhere to the norms that we established.

(Silence).

>> LAURA SIEGEL: Sorry. I can't make that meeting, because I'm going on my honeymoon.

>> JEN BOSTWICK: Okay. I guess we're free to go?

>> SHARON HENRY: You're free to go.

>> JEN BOSTWICK: Thank you so much.

>> SHARON HENRY: Thank you.

>> JEN BOSTWICK: So Sharon, you and I should connect?

>> SHARON HENRY: By email.

>> JEN BOSTWICK: Thank you very much.

>> SHARON HENRY: Take care. So Laura, you'll send me the file of this transcript? I don't see a way to save it.

>> LAURA SIEGEL: Oh, the transcript? You can. From your end, you could. If you go to that little arrow on CC and click on "view full transcript." Do you see that?

>> SHARON HENRY: No.

>> SHERRY SOUSA: I see it. It's at the bottom. Next to reactions, Sharon. Do you not see it?

>> SHARON HENRY: No. Sorry. Sherry, could you just save it and send me the file?

>> SHERRY SOUSA: It says show sub title, view full transcript. Go to "view," Laura?

>> LAURA SIEGEL: Sharon, don't worry about it. The captioner will send it to Sabine and then we can ask Sabine for her copy of the transcript. Okay?

>> SHARON HENRY: Okay. Okay. Okay.

>> SPENSER WEPLER: Can I quickly -- you have a captioner on here. Won't they provide the full transcript?

>> SHARON HENRY: I would like her to send it -- she can email it to me.

>> LAURA SIEGEL: The captionist can only give it to the requester. And for this meeting, Sabine was the requester. You have to email Sabine for a copy.

>> SHARON HENRY: Thank you for clarifying that process.

>> LAURA SIEGEL: Because if you're going to have the meeting March 7th, I can't come.

>> SHARON HENRY: So we're going to have to use Liz Perault's Zoom account or I can use my Zoom account.

>> LAURA SIEGEL: Yes. I think she's back from her vacation. I'm not sure when she's back from her vacation.

>> SHARON HENRY: I asked Sabine to look at those logistics. I haven't heard back from her yet.

>> LAURA SIEGEL: And Liz is currently on vacation yet. That's why you haven't heard back from her.

>> SHARON HENRY: Okay, okay, okay.

>> LAURA SIEGEL: I was just going to ask how you feel today went? Think it went good? Good.

>> SHERRY SOUSA: Laura, where are you going on your honeymoon?

>> LAURA SIEGEL: We're just going to Florida.

>> SHARON HENRY: Hey, it's warm.

>> SHERRY SOUSA: It's warm. It's beautiful. And it's not Vermont.

>> LAURA SIEGEL: I'm sorry, my attitude is not like wahoo because I grew up there for ten years. Yeah.

>> SHERRY SOUSA: Congratulations.

>> LAURA SIEGEL: Thank you. So my other question is, so do you want me to continue to reach out to different -- I've been looking at the primaries of education. I haven't had any luck.

>> SHARON HENRY: I know. I think you should hold off on that and let me compile the list of what people have agreed to do. And let's see what that -- what fruit that will bear. And then if we need to go back to the states as you have been, we'll restart that effort after you come back from your honeymoon.

>> LAURA SIEGEL: Okay.

>> SHARON HENRY: If it's needed.

>> LAURA SIEGEL: Thank you.

>> SHARON HENRY: Spenser, you had a housekeeping item? (Silence). Oh,

there he is.

>> SPENSER WEPPLER: Laura doesn't need to be here for it, but I just realized she's the host. Do you want to transfer the host to me quickly and then you can sign out? Do you want to do that?

>> LAURA SIEGEL: I set it up that I had to be on. If I'm out, it kicks everybody out.

>> SPENSER WEPPLER: I know if you make me the host, you have to sign off.

>> LAURA SIEGEL: Okay. Let me try.

>> SHARON HENRY: Sherry, was there anything in the chat that we need to save? Links that were shared? I couldn't follow the chat and do the presentation.

>> SHERRY SOUSA: No, I don't think so. I had put the link in in terms of the NASDSE one. Mostly it was a conversation I think everything else got captured.

>> SHARON HENRY: And I see that Judy -- not Judy. Jacqui put in a couple of links.

>> SHERRY SOUSA: The CEC one?

>> SHARON HENRY: Yeah. I just want to grab those before you leave the meeting, Laura.

>> LAURA SIEGEL: Let me save the chat.

>> SHERRY SOUSA: I have the link.

>> LAURA SIEGEL: Oh. So when you go to the three little dots, on the right of the chat. Click on it and you'll see the words "save chat."

>> SHERRY SOUSA: Okay. And where does it get saved? In documents?

>> LAURA SIEGEL: However you set it up on your computer.

>> SHARON HENRY: I'll sort it out.

>> SHERRY SOUSA: I can -- there's only one link and I can just email it to you, Sharon.

>> SHARON HENRY: The autism? I've got it, that's okay.

>> SHERRY SOUSA: That's the only other link other than the one I put in there.

So I think you're good.

>> SHARON HENRY: Okay.

>> LAURA SIEGEL: Okay. So hopefully you won't get booted out.

>> SHERRY SOUSA: If not, Spenser will send something quick.

>> LAURA SIEGEL: Okay. Have a good day, guys.

>> SHARON HENRY: Thanks, Laura.

[ Concluded at 1:03 p.m. ET ]