

REALTIME FILE

D/HH/DB Council  
The School Age Subcommittee  
Friday, March 17, 2023

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>> SHARON HENRY: So Cassie will not be joining us.

She emailed me earlier this week. So we'll get started.

The first thing I just wanted to let everyone know about is that we have a confirmation from Sherry that our proposal has been officially accepted, and our presentation time has been changed to Friday, May 19th, at 10:45 a.m. So you can unblock your calendar for May 18th-- and reblock your schedule for Friday, May 19th, and 10:45.

My question to the group is, I can go ahead and work with Sabine and arrange for captioning and interpreting for people who are in the audience who may be participating in our session. Do we need to do anything other than that, Sherry, in terms of AV equipment or anything else?

>> SHERRY SOUSA: No, they'll have -- everything will have projection, that will be all set. If you want to work with Chelsea, because Chelsea was going to set it up. If you just email her and tell her you're going to take care of it, that will be great.

>> SHARON HENRY: Okay. I'll organize that.

>> SHERRY SOUSA: And it really is just for VSA/VCSEA members. So it's not open to the public. And I think we'll probably have between 25 and 30

people at the most.

>> SHARON HENRY: Okay, good to know. All right. So we just show up with a thumb drive with our PowerPoint presentation on it? Okay.

>> SHERRY SOUSA: Or I can have it on my laptop. I'll be running and presenting two sessions before that and then running and presenting before this group. So it's going to be a busy, busy morning. Very exciting to have all kinds of -- two groups of students coming up from the high school.

One is going to be presenting on our special ed literacy, middle school, high school program, and the other one is a group of my student advisory council presenting on an equity project they did. It's going to be quite a day that day.

>> SHARON HENRY: Fantastic. Wonderful. Okay. So the majority of our remaining time we want to spend on looking at the draft of the mock IEP that Jen and Tracy posted to our shared drive and that I shared with you. And I would ask that Tracy and Jen give a little bit of context about the template that you use and how you develop the template just so we can have the overview.

And then we can dive into the specifics of it and answer some of the questions and comments that are posted in the document. Tracy or Jen, do you want to share the document from your end? Does everyone have a copy, we just want to talk through it? How would you like to proceed?

>> JEN BOSTWICK: I'm happy to share it. I do have it up. Will that make it more difficult for you guys to see the interpreters or is it okay if we share the document?

>> SHARON HENRY: That's my concern.

>> [Inaudible] says go ahead.

>> JEN BOSTWICK: All right. Let me get organized.

>> The interpreter uses the opportunity to switch.

>> JEN BOSTWICK: Okay. Can you all see it?

>> SHARON HENRY: Yes, thanks, Jen.

>> JEN BOSTWICK: So Tracy, do you want me to start or do you want to start?

>> TRACY HINCK: You're welcome to start.

>> JEN BOSTWICK: Well, just jump in.

>> TRACY HINCK: Okay.

>> JEN BOSTWICK: So Tracy and I met and what we did is we just sort of thought of a student. And we decided to do a student with a little bit higher needs. So sort of who we were picturing was a kindergarten student named John. He's in the mainstream with moderate to severe bilateral hearing loss, has hearing aids, uses hearing assistive technology, a Roger DM system, and uses a combination of ASL and English and has an educational interpreter. That's sort of who we are running this IEP about.

And then we used the IEP meeting agenda that Sherry had shared with us, that they use in their district. And we just went through section by section of that agenda and added in sort of the information that we wanted to cover.

For example, the first section is introduction of team members. We went through and thought, who needs to be at that IEP meeting, in order to align with the quality of tools. You'll see at the bottom in red it says "essential elements" and it will say EE1 or EE2 or 3 or whatever.

And that relates to what essential element is being covered within that section of the IEP meeting. So that's kind of it, in a nutshell. That's sort of the general framework that we were working within. Does that make sense, everybody? Did you guys have any questions?

Tracy, what did I forget?

>> TRACY HINCK: No, I think it's great. From my recollection, this was still in rough draft form.

>> JEN BOSTWICK: Oh, yes.

>> TRACY HINCK: We just were trying to contextualize what we might do at the training. And so we're really open to suggestions and input here.

>> JEN BOSTWICK: Absolutely. This is definitely a draft.

>> SHARON HENRY: This is Sharon. Thank you both, again, for doing this. I think one of the questions we can address, either now or after we go through the whole document, is who would fill each of these roles that you specified.

Like, we need a warm body. So if we can identify people. But we can do that later. And I see that Linda Hazard has joined us. Good morning, Linda, thank you for coming. One announcement that you missed was that our official presentation time is now Friday, May 19th, at 10:45.

So not on Thursday the 18th, but the 19th, at 10:45.

>> LINDA HAZARD: Thanks, Sharon. Sorry to be late, I was on another call.

>> SHARON HENRY: No worries. Tracy, go ahead.

>> SHERRY SOUSA: What I think is important and what I really appreciate about the structure is that it really shows that using this tool can be an everyday practice. You showed how easy it is to incorporate the tool in a typical IEP meeting and that if you follow this structure, you're assuring -- in many ways, you are able to pull this tool in and provide a quality program.

I think that's kind of like what I love about this role-play about this thing, it's really showing how easily it can be to apply this tool, because I think that's been sort of the pushback or that's been some of the ammunition that's been used against this, oh, it's going to be so cumbersome and overwhelming.

No. This is good practice. And here is a way to show, look at all the elements we can address in terms of this tool, by just really thinking about how we run our IEP meeting. I think it's awesome. Good work.

>> SHARON HENRY: I like the idea of using this template and sharing it with the group ahead of time, and hopefully they can take it home and then incorporate it into their own school system.

>> JEN BOSTWICK: This is Jen. One thing that we were starting to do, starting to put together, again, we're not done with this yet, I'm just going to move down to the bottom, sorry if you're all getting dizzy.

We started putting together sort of a checklist that kind of takes all of this information and synthesizes it into a checklist, do you have licensed providers, where the parents participate and share their information, a very broad checklist that a case manager could use, that would sort of ensure in a nutshell that all of this information was covered.

And we also included sort of a list of some -- although this is sort of different, but some resources that we may share with the participants who are participating in that workshop. There's a list there.

Again, all of these are in draft form, so completely open to other ideas or suggestions.

>> SHARON HENRY: How about if we go back to the top of the agenda, and now talk us through number 2, the parental rights. Just run us through this IEP meeting.

>> JEN BOSTWICK: As usually happens in IEPs, we would go through the explanation of parental rights procedural safeguards and ask if they want a copy. That covers essential element 3. What I don't have open is the actual Quality Indicator Tool, so I don't have all of that memorized, I don't remember which Quality Indicator that is right off the top of my head -- I'm sorry, which essential element that is. Essential element 3, I don't know if it matters, but -- and then the second -- the next part is the purpose of the meeting.

You know, as -- what I sort of -- I think what Tracy and I envisioned

is just doing an IEP meeting, as if we were having an IEP meeting. So we're going to -- you know, the case manager, who I believe is going to be Sherry, correct?

>> SHERRY SOUSA: Yes, you have to decide what role you want me to do.

>> JEN BOSTWICK: -- is going to be running this IEP meeting and she's going to be talking about, this is to review John's annual IEP, look at the progress he's made. And we thought that we would add something here in this spiel about the fact that we are using the Vermont Quality Indicator Tool to guide this process.

And I think maybe Sherry -- Sharon, I think, had asked how do we sort of envision that. I think that that is still up for discussion. I think we didn't want to go into too much detail, but just explained briefly that this was developed to help look at services across the state, that we were sort of using it -- I'm not saying this correctly.

All of the information that needs to be covered is going to be covered in the IEP. Sherry, you look like you're going to say something.

>> SHERRY SOUSA: I was just going to say, I have a script for parental rights. You get to decide what you want me to do, facilitating or -- I have a script for parental rights, the purpose of the meeting is pretty straightforward, and I think it's really easy to say, today we're going to practice using the Vermont Quality Indicator Tool to guide us and assure us that we're offering our quality program and engage parents and students to the fullest capacity and the decisionmaking that we can. And I think that's -- because as a parent going into this meeting, you don't want to -- the focus has to be on the student, that's the conversation, but I think you can say it in a couple of quick sentences.

It's just a guiding tool to ensure that we're providing quality programs. So I think we can say that pretty quickly.

>> JEN BOSTWICK: Okay. And I guess one question, do we anticipate

that before we sort of start this IEP meeting, that we will -- there will be an overview of the Quality Indicator Tool and how and why it was developed, correct? Okay.

>> SHERRY SOUSA: I think, Sharon, that's what you were going to do, right?

>> SHARON HENRY: Yeah, I was going to do a five to seven-minute overview, this is how we got here. The Council was started in 2016, blah blah blah. So, keep it short and sweet. I think, Sherry, correct me if I'm wrong, the audience will have a copy of the Vermont Quality Indicator Tool.

>> SHERRY SOUSA: We would need to provide it to them, we can hand it to them as they walk in.

>> SHARON HENRY: Or send it to them electronically.

>> SHERRY SOUSA: We can do that too. But in these conferences you never know if you have Wi-Fi or not. I think it would be good for them to have a hard copy.

>> SHARON HENRY: So a hard copy. I'll do the agenda and the overview, Jen, and set the stage for the mock IEP.

>> JEN BOSTWICK: That will obviously make it a lot clearer.

>> TRACY HINCK: I'm wondering -- this is Tracy -- if part of our process is on this document, should we record sort of the progression of who is going to do what in terms of like, you know, the emcee, right, we kind of have an emcee person that is giving the context, and then we have the mock IEP.

Do we want to write a script that is part of this document or a separate script or do you think it needs to be that detailed?

>> SHARON HENRY: I mean, Jen can say that I will do the five to seven-minute intro, and I will share with the group the PowerPoint that Sherry and I come up with for that intro, to keep it snappy and

attention-grabbing.

And then we can add as much detail to this document as you would like, Tracy.

>> SHERRY SOUSA: I think, again, this is just to introduce the tool and get some feedback. I think we want to excite people to come in in the summer. If they want to go deeper. But I think, gosh, you and I and Jen, we've done so many IEP meetings like this, I mean, I don't think I need a script.

I think you could do it with your eyes closed. I mean, what do you think?

>> TRACY HINCK: Well, that part, but I mean like, when we're going to break to ask for questions, when we're going to do the introduction, who is going to hand out -- I'm not talking about a script like for the actual meeting, but like how the hour is going to go.

Because an hour is going to go by really quickly. So, like, I want to make sure we kind of know who is doing what. Do you know what I mean? Like, should that be on this document or should it be a separate document, like Sherry's going to, you know, do the introduction, you know, five minutes, so and so is going to hand out the -- I don't know. I just want to make sure we're not fumbling around going, who is going to hand these out, who's going to --

>> SHERRY SOUSA: Sharon already has a great outline.

>> JEN BOSTWICK: Great. And I do think we'll probably have to meet Tracy or whoever's -- I would say the players who are going to be, the warm bodies involved in the IEP meeting, we should probably meet a separate time and sort of run through it a few times.

I know, Sharon, you had said today we should all come up with a group with questions, where to break and some questions to ask of the audience, which -- yeah, and I think that's what you mean, Tracy, is where are we



taking a break and what questions are we asking.

>> TRACY HINCK: Exactly, yes.

>> JEN BOSTWICK: We definitely need that because I get nervous and I forget to stop and breathe.

>> SHARON HENRY: So how about if we do two things, one is, think about who these warm bodies could be, and secondly, generate some of these questions and where they might fall logically. It's been a long time since I've sat in an IEP, so I don't remember it in the way you guys do.

And then my third question to the group is, how do we make this -- how do we present this in a way that allows the audience to appreciate that the tool can be used for an IEP as well as for a 504 or for consultation/technical assistance? Let's do this in three steps.

One is, who are the warm bodies? I mean, after I do the five-minute intro, I can -- I could be one of these other people. You just tell me what to say.

>> SHERRY SOUSA: I think maybe, Sharon, if you stay in the position of facilitator. I don't think it's going to be hard to facilitate the questions. I don't think I have to do -- again, we can all be part of that. If you want me to be the special educator, I'm fine with that.

>> SHARON HENRY: So Jen, can you make the changes? Oh, there you go.

>> JEN BOSTWICK: I will be the TOD. Tracy, will you the audiologist or the SLP?

>> TRACY HINCK: I could be both, we talked about wearing two hats. But if there's another person who wants to be the SLP, that's fine, but I could do both. For these purposes, I think it's fine.

>> JEN BOSTWICK: And the Deaf mentor and the interpreter, we're going to have to just sort of -- somebody's going to have to wing it. I think.

>> SHERRY SOUSA: Do you feel comfortable doing either one of those, Linda?

>> LINDA HAZARD: As long as I have some guidance, that's great, yes.

>> JEN BOSTWICK: Or we could have -- I don't know if Rebecca would want to be the Deaf mentor.

>> REBECCA LALANNE: Sure.

>> JEN BOSTWICK: Or ASL instructor. So I need a parent/guardian and an interpreter.

>> AMELIA BRIGGS: I can be the parent.

>> TRACY HINCK: Perfect.

>> SHERRY SOUSA: And I think, Amelia, again, let's not make it look easy. I think you can ask some hard questions. I really want it dynamic, if that's possible, and as authentic as it can feel is going to be really important.

>> AMELIA BRIGGS: Yeah, I was thinking that, because they said kindergartner, this is a family really starting out on their school career. So this is going to be -- you know, the IEP is going to be pretty brand-new to them.

>> REBECCA LALANNE: Amelia, I can help you brainstorm hard questions.

>> JEN BOSTWICK: You're making me nervous.

>> SHARON HENRY: Not that you need any help, necessarily.

>> AMELIA BRIGGS: No, I can use all the help I can get these days.

>> SHARON HENRY: And I think I missed the interpreter, who is doing that?

>> LINDA HAZARD: This is Linda, Jen, do you want to put me in there, and you can give me some guidance.

>> JEN BOSTWICK: Okay.

>> This is the interpreter, we're going to switch, one second, please. I can't see Virginia, but Virginia, can you let me know when you're on?

>> VIRGINIA CLARK: I'm on.

>> Thank you.

>> SHERRY SOUSA: Do we want a conference table kind of at the front? I'm trying to think of -- or do we want just chairs in a circle? We'll need to tell Chelsea what we'll need physically in terms of space.

>> SHARON HENRY: It seems like a semi circle would work. If you have a conference table, some of the IEP people, their back would be to the audience. Normally you're in a circle around the table but that would preclude some of the faces.

>> SHERRY SOUSA: Okay, great.

>> TRACY HINCK: Yeah, maybe like a kidney table or something. This is Tracy.

>> SHERRY SOUSA: This is at a hotel, I don't know if we'll have a kidney table.

[Laughter]

I know what you mean, Tracy. I think if we can get a semi circle of chairs, that would work.

>> AMELIA BRIGGS: I think I missed it, what hotel is this at?

>> SHERRY SOUSA: The Hilton, the one -- the big one right there. I'll look it up.

>> AMELIA BRIGGS: In Waterbury?

>> SHERRY SOUSA: No, in Burlington.

>> REBECCA LALANNE: Isn't it DoubleTree? This is Rebecca.

>> SHERRY SOUSA: Let me check.

>> SHARON HENRY: While Tracy is checking that, we now have our people, and one thing we could do on our April 4th meeting is we could run that as our mock IEP, as a run-through, if you wanted to, if that would help to improve people's comfort level. And by then, Sherry and I could share with you the five-minute, seven-minute PowerPoint that's going to precede the IEP.

So that's just an idea to throw out there. Do you have a location,

Sherry? Still not yet? Okay. So let's go down now then to parental rights.

So Sherry will introduce the five or six players of the IEP team. She'll give the spiel on the parental rights, read her script, and then say the purpose of the meeting will be blah blah blah blah. So that seems pretty straightforward.

And now if we scroll down to number 4, it seems like this is where we might interject some of the key questions. So it's at the Burlington Hilton. Or after each item, Sherry -- who would point out that this meets essential element 178 after each --

>> SHERRY SOUSA: I don't think we need to say. I think we provide them both with a copy of the tool, and we can give them this -- I think this is a beautiful document that Jen and Tracy have created. I think we can also attach that. And I can copy all this stuff in my office. So I can make copies.

>> SHARON HENRY: Okay.

>> SHERRY SOUSA: If you want to move -- as the facilitator, Sharon, if you just want to move through this document on a screen behind us and you can highlight it as we go, that might be interesting.

>> SHARON HENRY: Okay. Okay. All right. Let's look at number 4, then. That seems like where some of the key questions might come in. How are you envisioning this part going?

>> TRACY HINCK: This is Tracy. I think this part, we have to -- each provider will have to come up with a really quick update on how the student, you know, did on their IEPs. And I think we have some more conversations to have about that. Are we going to have them, you know, make progress on some and not on others and how does that get addressed, right?

Maybe we want to then bring in the expanded core curriculum as a way

to improve progress. So I think we want to make this quick, because we only have 40 minutes to actually do the IEP, is that right? And then kind of, you know, a five-minute introduction, a break in between.

And maybe at the break in between, we could go through, as you can see, the first half of the IEP meeting, we actually covered six of the nine essential elements just in the first half of the IEP, it was very efficient.

But this part, I think each person playing a role will need to come up with just a brief statement of progress from the previous schools.

>> SHERRY SOUSA: Right, you might just think about, what is the most typical area at a kindergarten level. People are sitting there as special educators, this is not going to be a brand-new process for them.

>> TRACY HINCK: That's true.

>> SHERRY SOUSA: Most every superintendent has been a principal or administrator and sat through an IEP meeting probably pretty recently. So this is not like we're doing an intro to special ed. It really is a familiar group.

I think if you think about in kindergarten, what is something typically that would be an area that you would want to attend to that a student may not have made progress on. It's tricky, is there just hearing loss or an underlying disability? You're starting to tease that out at this age.

So I think if one of you, you know, either Jen or Tracy, think of what would be an area to kind of like, ooh, this is pretty typical that at this point in time we would want to dig a little deeper in. If we did all of this, we would have a two-hour IEP and not a 40-minute one.

>> TRACY HINCK: That sounds good.

>> SHARON HENRY: Who people who have now been assigned to their respective roles go in here and write down what it is you're planning to

say just in terms of, you know, John made progress here and he did not make progress here? Just so that the other professional members have a sense what have you're going to say ahead of time.

Normally you would go into the meeting having a pretty good sense of how the kid was doing and what the TOD might say and what the SLP might say, because you've been part of the team all year long, right? And then that would help Amelia and me, Amelia generate questions, so she can know how her kid is doing.

>> SHERRY SOUSA: I can see you've already, Jen and Tracy, have started to put some information in there, which is great.

>> SHARON HENRY: Anything else on number 4 that we need to discuss as a group? Or Sherry, do you see a place where I as a facilitator should do a time out and emphasize something?

>> SHERRY SOUSA: I think at the end of 4, and I don't think we have to have like facilitation questions. I think you could do just a -- what do you notice, what do you wonder? I don't know if they're going to give us a ton of feedback at this point because this is just a run through on it.

But just a notice and wonder statement can be really helpful. Tracy, are you guys going to give me a draft? Are we going to have an IEP to look at or will we pretend we have something in front of you us? Can we redact a kindergarten IEP?

>> JEN BOSTWICK: That was a question we had, that was a question down at the bottom, we said are we again give them a proposed IEP or -- we were sort of thinking we would -- I'll say wing it, that we weren't going to give them a full IEP but we can probably work on --

>> SHERRY SOUSA: I don't want to give you guys a ton of work. If you want to redact something, is there too much personally identifiable information that would make it confidential.

>> JEN BOSTWICK: I would say it's not one student we're thinking of,

it's a general, this is what we often see in our kids. It's not really one student that we could pull someone's IEP and just redact information. So, yeah, it would be a lot of work, I would say that, trying to pull an IEP together.

But if everybody feels that's absolutely necessary, then --

>> SHARON HENRY: So the vote is no, we don't need an existing IEP to give the audience, is that what I'm hearing?

>> SHERRY SOUSA: Yeah, no.

>> TRACY HINCK: And I wonder if we do that, it's a matter of how well did we write the IEP as reflective of an IEP meeting, and we'll cloud the purpose of this project.

>> SHARON HENRY: Linda, did you have a question or comment?

>> LINDA HAZARD: I just had a quick question around your intro sharing, or as we get into the IEP meeting. At some point is there going to be a description of what is considered a qualified professional for -- provider for Deaf, Hard of Hearing children for the NASDE guidelines or are we not going to describe any of that at this point?

>> SHARON HENRY: I think that in 40 minutes, I didn't know there would be time to describe it. But I think it might be an important thing to make time for. I mean, what does the group think?

>> AMELIA BRIGGS: This is Amelia. Wouldn't that be down on the services page, the IEP, isn't that on this document, when we talk about the services and the providers, would be -- I'm thinking maybe we discuss it then.

>> SHARON HENRY: If you scroll down, Jen. So under D there, review of proposed services.

>> AMELIA BRIGGS: Yes.

>> SHARON HENRY: Maybe we can work it in there, Linda.

>> LINDA HAZARD: I just think it's important that we do just -- even

if it's briefly, but that we at least touch upon what is considered a qualified provider for the NASDE guidelines.

>> AMELIA BRIGGS: That's where we always bring it up in our IEP meetings, as we go through the credentials of the people on the services page.

>> SHARON HENRY: As a parent, maybe to make it more organic, as a parent, Amelia, you can bring it up as part of your question when this part of the IEP question is discussed, are these qualified providers, what is the definition of a qualified provider.

And then have the special ed director answer the question, who should be well-versed in knowing what a qualified provider is. And you can say, does that meet the definition of the NASDE guidelines, because you're a well-informed parent.

>> AMELIA BRIGGS: I have to stop laughing. A kindergartener, I know nothing.

>> SHERRY SOUSA: Most directors would not know that, I would not know the criteria. I would defer to my -- the SLP or TOD at the meeting. But I think this is a great place, I know that, Jen, you've been generating some other links in this, I think that would be another link so that people have access to that kind of information in the moment.

>> SHARON HENRY: And it's documented, actually, in our Vermont Quality Indicator Tool on the fourth page or so, where we have that section. And so again, you could say as the parent, Amelia, you know, I realize I have this link here, you know, are these providers qualified and do they meet these qualifications.

>> TRACY HINCK: I'm just wondering, since we want this to be a model IEP, is that something -- Linda, that's a really good question, is that something we would do at introductions, so my name is Mary, I'm licensed by the office of professional regulation as a speech language pathologist.



We're trying to model what's the best thing, we want to rely on the parents to ask the question, or is the best thing that we want to model, when do you provide that information so the parent doesn't have to ask. It's just transparent from the beginning.

>> SHARON HENRY: Good point, Tracy, good point.

>> AMELIA BRIGGS: I think also, okay, accredited SLP, but are you family with Deaf/Hard of Hearing kids.

>> TRACY HINCK: Yeah, that might be a great --

>> AMELIA BRIGGS: -- at our school but none of them have any idea how to work with a Deaf/Hard of Hearing kid.

>> TRACY HINCK: That's a great question. If we put it in the mock IEP as part of the introductions, I have a license, that would be an awesome followup question from a parent, what is your experience working with children that are Deaf/Hard of Hearing or that have dual sensory challenges.

I think that would be great. I just want to emphasize that I think it's important that we integrate it into our process of the IEP is that at least we're trying, right, we're showing good faith and saying, we have what we consider to be qualified because they're licensed by the state, but then there's every right of the parent to say, wait, your experience is in swallowing disorders, fluency, what's your experience with kids who are Deaf/Hard of Hearing? I love that, that's great.

>> SHARON HENRY: Maybe, Jen, you can put in above, each of the providers will state his or her licenses and credentials. Rebecca, did you have a question? I saw your hand go up.

>> REBECCA LALANNE: Hang on just a second. I'm checking in with Laura. Laura, I want to clarify with Rebecca. Are you able to be there for the whole day or just for an hour? Right, I'm not quite sure yet. But I did have a question to all of you.

The event, will there be booths, will there be a booth or anything that I need to show up for during any certain time period?

>> SHERRY SOUSA: Not that I'm aware of, not for presenters. It may be spot booths for sponsors for the event but it's not for presenters who are doing workshops.

>> REBECCA LALANNE: Laura, in this part of the meeting, I'm a bit behind, I did read to catch up, but I'm just wondering, do you plan to provide a PowerPoint of the presentation, and you're doing this in the form of like a skit, right?

>> LAURA SIEGEL: Yes, right.

>> REBECCA LALANNE: Where will be an actual interpreter present for Rebecca, since there's need for an actual interpreter, could they have a dual purpose as the educational interpreter, at the same time facilitating Rebecca's interpreting needs? Just throwing that out there as a suggestion.

>> LAURA SIEGEL: Also let me add --

>> REBECCA LALANNE: Is there an interpreter being requested for May 19th as well, out of curiosity here.

>> SHARON HENRY: So at the beginning of the meeting today I mentioned that I would request interpreters and closed captioners for members of the audience, as we do for every meeting. If we need an additional interpreter for Rebecca or for Laura, I can make that request as well.

>> AMELIA BRIGGS: Correct me if I'm wrong, if I have a Deaf person attending an IEP meeting, the school has to have an interpret there for the meeting. So wouldn't we also have an interpreter for our mock IEP meeting?

>> SHARON HENRY: Yes, that's what I just said, I would request an interpreter for our IEP meeting, yes.

>> LAURA SIEGEL: This is Laura. Did you want me there, I'm wondering, for the mock IEP meeting?

>> SHERRY SOUSA: If you can be there, Laura, that would be great.

>> LAURA SIEGEL: To be available if people have questions, I'm someone they could come to. It's really up to you all.

>> SHERRY SOUSA: Oh, absolutely.

>> LAURA SIEGEL: All right, I'll get that in my calendar.

>> VIRGINIA CLARK: And we're going to switch interpreters.

>> SHARON HENRY: Okay. So we were talking about how to work in the qualified -- qualifications of the providers. So we have a two-step process. One is, during the introduction, people will state their qualifications, and then Amelia will ask during the review of services, does the SLP work with kids who are Deaf and Hard of Hearing.

And does that fully address your question, Linda?

>> LINDA HAZARD: Yes, it does, thank you.

>> SHARON HENRY: So I think we're on number 4. The review of services. Number 4 was -- okay, that was the current progress. I guess number 5 was review the proposed IEP for next year, yeah. So Amelia, we need to have you think about parent input on strengths and concerns.

>> AMELIA BRIGGS: Can I just jump in? I know this is probably screwing up your whole meeting, but you had mentioned do we need another meeting. Does it make sense to have another meeting so we're all on the same page on where this student is? The SLP and all the professionals, they're little updates of progress, that's going to determine --

>> SHARON HENRY: I think people will do that in the next couple of weeks when they have time and when we come together on April 4th, we can run through it.

>> AMELIA BRIGGS: Try to make it --

>> SHARON HENRY: And time ourselves, yeah, and keep it to 40 minutes, yeah.

>> TRACY HINCK: I think our actors are feeling a little worried about

this. I think we'll get it put together, don't worry, it will be short, you won't have to elaborate. But I agree, we'll put in maybe parentheses next to each area kind of what the strength is and what the weakness is so it goes smoothly.

>> AMELIA BRIGGS: Exactly, we'll all come up with some different idea of where --

>> TRACY HINCK: I know.

>> AMELIA BRIGGS: And pull it together.

>> TRACY HINCK: This is our ideal IEP. Maybe not.

[Laughter]

>> JEN BOSTWICK: This is Jen. Anemia, Tracy and I were feeling the exact same way and we pulled Sharon in because we were like, how are we going to do this IEP in 40 or 45 minutes? There's not a chance it's going to happen.

So we just had to remind ourselves, this is not really going to be a full IEP meeting. It's going to be like, this is where we would be presenting goals on auditory comprehension, we come up with a self-advocacy goal.

We're not going too deep her. It's really just like, this is where we'll be covering these topics, but we're not going to go into depth on whatever topic and goal and stuff, if that makes sense. We were feeling overwhelmed and scared too.

>> TRACY HINCK: We actually changed it, we were going to do two IEP meetings, we talked to Sharon, oh, my gosh, can we stick to one? So we've whittled it down a bit so it's more targeted in what we're trying to accomplish.

>> SHERRY SOUSA: Right. The intent is to show how the tool naturally blends into the work we're doing but elevates the process and engages and really addresses that. So we're going to be fine. You guys have done so

many IEP meetings. It's going to be a flow. We're going to be fine.

>> TRACY HINCK: Sherry is our fearless leader.

>> SHARON HENRY: And they're saying they went to Sherry, not Sharon.

>> TRACY HINCK: Yes. Did I say Sharon? Sorry.

>> SHARON HENRY: Jen did. Okay. Anything else here on number 5 that people want to just earmark or raise a concern or a question about? Can you just scroll it down a little bit, Jen? I guess one of the concerns or questions I have for the group is, once we've been through this 40-minute IEP, is there any way we could have highlighted the use of the tool for technical assistance consultation or for a 504?

So we're not trying to target it just to be used in one situation, that is, for IEPs. We want it to be a tool that's used any time services are engaged.

>> SHERRY SOUSA: Sharon, I think you can do that in your introduction, this is an IEP meeting, as a mock, this is the same structure. The whole thing about 504, it's about process, involving all the people, the teams.

I think this is a format that could be used for any kind of student meeting when we're talking about this. And I think you can say that right at the onset. Whether it's EST or IEP, here is a structure, these are the kinds of questions, you know, this can be replicated in many different ways, but I think it's not just specific.

We're using an IEP as a template for what happens most often, especially a student like this one, but you can use this also for an EST plan.

>> SHARON HENRY: Is that true for technical assistance and consultation as well?

>> TRACY HINCK: Where I was thinking about the technical assistance and consultation is in the review of proposed services. We could have, you know, that we're also recommending consultation from a teacher of the Deaf

or technical assistance, consultation/technical assistance from an educational audiologist. Maybe this child is really, really going to be a high flier in how they use their equipment.

And so there really doesn't need to be direct instruction around that. But it could be technical assistance and consultation from an educational audiologist.

>> SHARON HENRY: Okay. I just know that that's been a source of pushback and concern. I certainly have spoken to Linda about it, and I think Linda has a comment. Whoops. I think you're muted. And now you're frozen. Now you're unfrozen.

Can you type your question in the chat or is it too long? Or your comment.

>> JEN BOSTWICK: Sharon, can you unmute her? I'm not sure if you can or not. You might be able to, if you hover over her, can you do that?

>> SHARON HENRY: Let's see. No, I don't have that. She's muted herself on her end so I don't think I can do it. Oh, there she is.

>> LINDA HAZARD: Here I am. Sorry, my computer is acting really strange right now. All I can see is some of you. But I can't see the chat, I can't see the mute or unmute button. So I apologize.

I did have a comment that I was going to make, which was that Cheryl DeConde Johnson gave us some feedback on the indicators, I think that could be introduced as well, might be in the intro, Sharon.

>> SHARON HENRY: Okay, maybe you can email me about that and we can chat about that, unless you want to share her feedback now.

>> LINDA HAZARD: I would have to go back into my notes. It was shared after our last meeting. I'll pull that, Sharon, and we can chat about that further.

>> SHARON HENRY: Okay.

>> LINDA HAZARD: Can you try to mute me? I have no access right now,

for some odd reason.

>> SHARON HENRY: I don't think I can, Linda.

>> LINDA HAZARD: Okay. I'm --

>> JEN BOSTWICK: Linda, can you see your face? Can you see your picture?

>> LINDA HAZARD: I can't see my picture. Right now all I can see is the agenda and that's it, and it won't let me do anything else. I'm going to just shut everything down and come back in.

>> SHARON HENRY: Okay, good. All right. Yes, because we need you back, Linda, because we just want an update on the school system and the July meeting.

>> LINDA HAZARD: Okay.

>> SHARON HENRY: You know what, in case we lose you, would the group be okay if we just, given it's 9:23, I wanted Linda to think about the July meeting and where we're at with that, and where you are with talking to the two school systems, I forgot their names already, that you're using the tool with.

>> LINDA HAZARD: It's the mount A district and also the Harwood union unified school district. So Jen and I and Tracy met yesterday to talk about our process. I am just -- I have all right reached out to the districts, they're willing. Obviously everyone was just coming back from vacation.

I reached out this morning just to let John and George know that we're ready to move forward, make sure there aren't any challenges, and then we'll be meeting again to just figure out exactly how we will approach. We'll start with probably one student and work together on it and proceed from there to work with other students in the district.

And then I think also, Sharon, we had talked a little bit about the possibility of maybe having Cheryl Johnson join us in the summer. That's

something else I think we need to talk about. I've just come back from being away at the conference, I quite honestly haven't thought more about July at this point, but I know we need to.

>> SHARON HENRY: Okay. I think Sherry mentioned, this tickler in May is a generate questions and interest, and to have people come back and do a deeper dive with us. And I think the other thing for our group to consider is if we move forward with planning something like that, do we also invite Hands and Voices or the Vermont NASDE Coalition to be a partner with us in planning and really engage statewide, educating parents on how to use the tool and utilize the tool would be important.

>> LINDA HAZARD: I would add I think it's critical we bring in the NASDE Coalition, because really Vermont Hands and Voices is what started all of this conversation. And I think, you know, they need to be at the table, because they're such a critical part.

>> SHARON HENRY: Absolutely, absolutely.

>> AMELIA BRIGGS: This is Amelia. From Vermont Hands and Voices, I stood on the board, we have discussed hosting informational webinar type thing for parents around this indicator tool. That's Hands and Voices. It would be great if we could tie in. I don't know.

>> SHARON HENRY: Certainly Hands and Voices was one of our key stakeholders who came to I don't want to say testify, but to provide input early on. And I certainly have remained in contact with Michelle John about this process of tool development as we've bumped along.

But I think on a more formal basis, to continue the partnership, it would be great to pull both organizations in and to plan something. And maybe it's more than one. You know, it doesn't have to -- July doesn't seem very far off.

>> AMELIA BRIGGS: No, ours would definitely be geared toward parents and families.



>> SHARON HENRY: Yeah. Yeah. So maybe two things could be planned, but by the same group, so that it's coordinated. I don't know. Just brainstorming. So Linda and I are going to meet to talk about that a little bit more.

Linda, you were going to send me some dates.

>> LINDA HAZARD: Yes.

>> SHARON HENRY: So that we can get together and think about that. Because I think it's going to be a natural question that the audience asks, where do we learn more, when can we learn more, I want to use it this coming fall of '23. So I think we need to be prepared to have it answer that.

>> LINDA HAZARD: That's a good way to provide, in partnership with Hands and Voices. I wanted to make one other comment. Michelle John had three presentations while we were at hands -- the EDI conference. One of them was on the NASDE work of the coalition.

And something else I think we might want to think about adding to the intro, Sharon, is that she spoke to that yes, this is for students, you know, this was developed for students 3 to 12, but really the foundation are really intervention providers also should be qualified in the same areas that are working, you know, with children birth to 3.

And in Vermont, it's very typical to see, you know, teachers of the Deaf, speech language pathologists, audiologists, but that's not true across the country or in the territories. So I think that seed was planted. And also those seeds were planted by one of the plenary speakers as well.

So just, you know, something we might want to say, you might want to say in the intro, this should, as far as providers, should impact early intervention as well. Hard of Hearing/DeafBlind.

>> SHARON HENRY: I'm mindful of the time. I mentioned yesterday to

the full Council that we finally received the last of the feedback from Vermont Hands and Voices and from the VSA. And so, in discussing this with Sherry, I think what I can do is I can collate all that feedback and I will email it out to you to just so you can peruse it at your leisure.

I think we'll wait until the May meeting and get whatever feedback is offered from the audience. We also want to get feedback from Linda's experience with the two school districts. And then sit down over the summer and look at all of the feedback and make any changes at that point.

I also have a sense that people are pretty much maxed out right now. So doing a deep dive into the feedback. Some of it, between you and me, is not very actionable. But some of it is I think worthy of our consideration, and we need to pay attention and it will help to improve the document.

But it takes some careful reading of the feedback in order to parse it out. So over the next couple of weeks I will sort through all of it. I will send it out to you. But just put it in a file with your other school age stuff, and then we'll probably take it up over the summer, once we have all of the feedback, like I said, from Linda's experience and from the May meeting.

And that way we'll make all the changes at once. Sherry had the analogy of writing your master's, your dissertation, you make one change and an adviser says change it back the other way. We don't want to be in that situation.

I also think that we can maybe reengage Cheryl DeConde Johnson. If we plan something, Linda, for July, again, having her input, any additional input she's willing or able to give would be wonderful as well.

Okay. So we're at time. Are there any other important comments on the document? Jen, if you can just scroll down to jog people's memories.

>> LAURA SIEGEL: I have something.

>> SHARON HENRY: Yes, Laura.

>> LAURA SIEGEL: Just a point of clarification. This document, is this going to be shared with the audience? This exact document?

>> SHARON HENRY: The template upon which the document is built will be shared. And I think we may make a decision to include key pieces of the document, Laura, so the audience can follow along. But as Sherry said, many of these people have sat in a million IEP meetings, and so they might not need as much detail as you and I might need as noneducational provider people.

But we do want them to walk away with a template that they can use for their future meetings as a way to show that using the tool is easy. We also want them to walk away with some other resources that Jen and Tracy have listed down below, which is going to be continue to be fleshed out.

>> SHERRY SOUSA: I could see value in sharing this. I'm sorry.

>> LAURA SIEGEL: The second part of my question was, on the bottom of that list, for what you all are going to say, your dialogue, for example. Is that going to be scripted?

>> SHERRY SOUSA: Not all of it. We're going to have an overview, because we're often having these kinds of meetings. I think there's value in providing these as well, I think what it shows is the correlation of the IEP agenda to the actual document.

And we can still go back and forth. But I can see having this to walk away and say, look at how easy it is to use this tool, and here is an example of it. So I think it's helpful, and I think even what you've got in there now in terms of, you know, discussion about social interactions, I think this is a nice overview, and something we as teachers would often do if we're doing a presentation.

We would give both the model as well as the original tool. And I think that's good stuff to walk away with.

>> SHARON HENRY: So the action steps are for each of the assigned players now to go in and document and put in thoughts about what you're going to say, Jen and Tracy, provide a little more information about John so that the parent can then talk about his strength and weaknesses and just flesh this out some more before our next meeting.

The second action step is I will send out the feedback to you once I collate it, it will take a week for me to do that. I can reach out to Michelle John in her dual role in Hands and Voices and NASDE Coalition president.

Anything else we need to do or anything I'm forgetting? I guess the last question I have for the group is, thinking ahead, if we are going to -- two questions. Are we comfortable with just having one more meeting, April 4th? To prepare for the May meeting. Or do we need to add something? What does the group think?

If we need to add a meeting, if you're feeling a little unsure, we need to add it now, because April and early May gets wild for all of you.

>> TRACY HINCK: I think we should add another meeting. If we need to cancel it, we can, but we really want this to be concise and good and like we've done our homework to present it. And I'm worried that if we just have one more meeting for an hour, things might come up during that that we might need to revise.

So it would be nice to have one more meeting just to go over it again closer to the date of the mock IEP.

>> SHARON HENRY: Okay. I'll shoot for the last week in April or the first week in May, I'll send out a poll for that.

>> TRACY HINCK: Perfect.

>> SHARON HENRY: My second question is, if we're going to review feedback over the summer, should we add those meetings now in July, assuming that most of you are away for August break?

>> JEN BOSTWICK: I would say yes, we should get some meetings in the calendar for July and/or August. I think everybody's summer is various. Honestly, July is when a lot of people take breaks, is my experience.

>> SHARON HENRY: Okay. My concern is, if we're presenting this in May, we do a workshop in July, any revision, we want the new shiny tool ready to go for August 31st or whenever school starts again. So my concern of waiting for August was, we can't do that amount of work.

So I think, yeah, we'll shoot for July and see what happens. Anything else?

>> JEN BOSTWICK: No, but -- no. Sharon, can you make me a co-host? Sherry and I need to touch base for five minutes after. So -- because I think you're the host of the meeting.

>> SHARON HENRY: Yes. Sherry, you look like you had something to say [laughter].

>> SHERRY SOUSA: I'm going to put a link right now into the conference description and registration. You don't have to register. But this is the link to describing the conference that I could find. Ooh, did I do it to everyone? Hang on. There we go. Sorry. Just coming back from a conference too.

>> SHARON HENRY: All right. Let me just grab that link. Thank you, everyone, for a productive meeting. I think we're making some good progress. And I think we'll continue to really knock this out of the park and it will be a very productive presentation.

>> SHARON HENRY: Okay. Thank you, everyone. Have a great weekend.

>> SHERRY SOUSA: Thank you, everyone.

For information about the conference see:

[https://docs.google.com/document/d/1K\\_CWqa6dCe0-zD75zZjWo4EhOnAn8VbWjYOKo68y21Y/edit#heading=h.uwtpzkmp9874](https://docs.google.com/document/d/1K_CWqa6dCe0-zD75zZjWo4EhOnAn8VbWjYOKo68y21Y/edit#heading=h.uwtpzkmp9874)