

REALTIME FILE

D/HH/DB Council
The School Age Subcommittee
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>> SHARON HENRY: Okay, great. We'll wait one more minute. What we're going to do today, everybody, as soon as Tracy shows up, we're going to turn it over to Sherry, and she is going to run the mock IEP for 40 minutes. We're going to practice. And I'm not sure how we can best work this in terms of turning on the videos, but I'll let Sherry call on people and you can turn on your video and go from there.

Good afternoon, Amelia, thank you for joining us. And Tracy, I see you're here. So as you know, I have seven slides to do our introductory -- and seven minutes to do our introductory to our mock IEP. My last slide will be, "and now we're going to do a mock IEP." And the slide will have your names on it and your respective roles.

And I will say, I'm going to turn it over to Sherry now, she's our LEA and case manager. And she'll take it away. For today, at the very last minute, Linda had to go to an emergency meeting. So Jen, I'm going to ask you to be her educational interpreter role as well as your TOD role. And Tracy, just for today, I want you to be the SLP and the audiologist. And then we can decide if we have all those warm bodies or not.

>> LAURA SIEGEL: Oh, I thought we were going to mock that there wasn't going to be an educational audiologist today and that that person had

shared in writing with the case manager and me and I was going to report out. Are we not doing that?

>> SHARON HENRY: Let's have you be a real audiologist today and see how it flows. If it would be effective to demonstrate something key that you want the audience to know about and how to function when an audiologist or other key provider can't be there, then we'll pivot. So now we'll turn it over to our mock IEP team and Sherry Sousa, who was our LEA, case manager, will lead the IEP and I will time everybody.

>> SHERRY SOUSA: Hello. It's going to be good morning, it's Friday morning. I'll be presenting to the group and I'll said, good morning, this is our agenda for our student John who is entering kindergarten. I would like to begin with introductions of our team members. Starting with our parent, please introduce yourself. And with other team members, talking about who they are and what role they're serving on the IEP team today. So first, our parent, Amelia.

>> AMELIA BRIGGS: I'm Amelia, I'm John's mom.

>> SHERRY SOUSA: I'm Sherry Sousa, I'm the special educator and LEA for purposes of this meeting. Jen?

>> JEN BOSTWICK: Sorry. Hi, I'm Jen Bostwick. I am a licensed teacher of the Deaf and Hard of Hearing and I work primarily with kids who use a bilingual approach.

>> SHERRY SOUSA: How about this, let's keep our mics on and we'll just close our screens so we're not losing time. Our licensed audiologist?

>> TRACY HINCK: Hi, I'm Tracy Hinck, I'm a licensed audiologist.

>> SHERRY SOUSA: Our speech language pathologist?

>> TRACY HINCK: Hi, I'm Tracy Hinck, I'm also the speech language pathologist on John's team this year.

>> REBECCA LALANNE: Hi, I'm Rebecca LaLanne, I'm the Deaf mentor.

>> JEN BOSTWICK: I'm Jen Bostwick, educational interpreter, working

with John this year.

>> SHERRY SOUSA: Well done, team. We made it through our first stage.

I'm going to say at this point, for purposes of our presentation, this represents essential elements EE1, EE3, and EE8 from our quality indicators. The next phase, I would like to review parental rights for purposes of this meeting.

John has the right to a free and appropriate publication at no cost to the parents or child. Parents have the right to informed consent which means the parent understands and agrees in writing to an educational placement. Consent is voluntary and may be withdrawn at any time. Participation in the child's education plan and participation in all decisions or any other decision regarding your child. The school must make every possible effort to notify you of the IEP meeting and then arrange a time and place that is convenient for both you and the school.

The school is responsible for reviewing the plan once per year but the parent, you, Amelia, has the right to request an IEP meeting at any time during the school year. You have the right to be kept informed about your child's progress by means such as report cards or IEP progress notes. You have the right to have your child educated in the least restrictive environment that is the maximum extent possible, your child should be educated in regular education classes with his nondisabled peers.

All information regarding your child's referral, evaluation, or individual education plan is only accessible to your student's team or John's team and teachers. You have the right to participate in any and all decisions regarding John's individual education plan. You have the access to all records, release of any and all of the information that needs to be in written form. You have the right to revoke consent for educational placement with written notice. Parental rights will transfer at age 18.

Amelia, do you accept your parental rights or have any questions for

the purposes of this meet?

>> AMELIA BRIGGS: I accept the rights, and I don't have any questions at this time.

>> SHERRY SOUSA: Thank you. That is EE3 from the Quality Indicator. The purpose of today's meeting is to review John's progress in last year's educational plan and to develop a mu plan based on John's progress. We'll be using the D/HH/DB checklist to guide us in our process to ensure high quality programming for John. This is EE1, EE3, EE4, EE5, and EE6.

So we'll begin with a review of John's progress on the current IEP. Amelia, can we start with you? Can you highlight, what does John love? What is he interested in, strengths, and what are any concerns you have about his current program?

>> AMELIA BRIGGS: John definitely loves his Legos, playing with his cousins and friends. He loves to be outside, riding his bike, playing on the play structure. Loves to read books. He loves to learn. He has a great curiosity about all things new. And I feel that I'm guessing we haven't seen his expressive ASL expand much. I think that is definitely one area of need.

>> SHERRY SOUSA: Thank you, Amelia. At any point, please stop or ask any questions as each of John's service providers provides an update on his progress over the course of the year. I would like to begin with his speech language pathologist, Tracy Hinck.

>> TRACY HINCK: So I've been working with John this past year on increasing his expressive language for listening and spoken language. When we started working together he was just putting one and two words together. He's really made a lot of progress, he now can put two and three words together.

We've also been working on his vocabulary development in English. And we started out where he could just kind of describe one vocabulary word

from one theme in his classroom. And now by the end of this year, he's making two and three-word maps. He can draw a picture, he can tell me two words that are the same about the new vocabulary. And he can even draw that from several of the classroom themes, which is really exciting.

For his listening, we've been working on having him detect the linked sounds with his hearing aids. When we started he could detect them at three feet. Now he can detect all six of them at three and six feet. And he can even identify what the words are, so that's great progress.

Where I'm seeing some challenges in the classroom, and even in small group, he has a hard time following the discussion. When other kids are talking and the teacher is talking and there's questions, sometimes he answers the question and it doesn't really make sense with what the question is. That's an area I think we need to work on.

>> SHERRY SOUSA: Amelia, do you have any questions for other team members for Tracy?

>> AMELIA BRIGGS: Not at this time.

>> SHERRY SOUSA: Thank you. Thanks, Amelia.

>> TRACY HINCK: I wanted to add too, we shared some things with the team for professional development. So everyone on the team could, you know, increase their understanding of what it's like to educate a child that's Deaf or Hard of Hearing. So I just wanted to let you know.

>> SHERRY SOUSA: Thank you, Tracy. Jen, in terms of teacher of the Deaf, and your work with John?

>> JEN BOSTWICK: Yeah, hi. We've been doing some great work this year. He's really made some nice growth around his self-advocacy skills. He's starting to recognize and understand how to use an interpreter. Excuse me, I have a terrible cough. Starting to use the interpreter more appropriately and more often throughout his day.

He's also starting to recognize if his devices, his hearing aids, the

batteries die or one or both of them die, and will let somebody know, where in the beginning, he maybe would just have gone through the day without letting us know. And he's starting to let people know or he'll go get a battery himself, which is nice growth.

We also continue to work on the foundations for literacy program. When we started this year, we started on unit 3, which is still really kind of introducing the curriculum and the characters and how the program works. We're now on unit 7. We've been focusing on sound, letter sounds, identification through listening and spoken language as well as finger spelling.

We continue to introduce new vocabulary throughout all of the stories. We're also working on him being able to retell the stories, and that skill of telling a story, as well as answering some questions, some simple WH questions about the story as we work through the lessons.

He's now actually not always consistent, but starting to be able to sequence a four-part story, which is definitely some growth from the beginning of the year.

>> SHERRY SOUSA: Thank you, Jen. Amelia, do you have any questions for Jen?

>> AMELIA BRIGGS: No.

>> SHERRY SOUSA: Great, thank you. And now, John's audiologist.

>> TRACY HINCK: So hi, I'm Tracy, I'm the educational audiologist.

And John's been receiving consultation and technical assistance around use of his equipment at school, and also working with the classroom teacher to make sure that audio systems are accessible to him. So just making sure that his DM is connected to the smart board, that everybody knows how to use that.

We provided an in-service to the team so that everyone's on the same page. Then I also verified the equipment to make sure that the school

equipment is compatible with his personal devices.

>> SHERRY SOUSA: Thank you, Tracy. Amelia, any questions for Tracy?

>> AMELIA BRIGGS: No.

>> SHARON HENRY: I have a parent question. This is Sharon, so I'm John's father [laughter].

>> SHERRY SOUSA: Perfect.

>> SHARON HENRY: Tracy, can you tell me what the plan is, if the equipment breaks down? We've had several issues where John has been without his equipment for two or three weeks because no one realized the equipment was broken, and then it took a while to coordinate the repair. Could you update me on that?

>> TRACY HINCK: Sure. I'm sorry to hear about that. The team has a point person, the SLP, which is me. I check the equipment every morning. And I have a document sheet. If it's not working, we have a backup system through a loaner program, through our state agency. So we'll have a loaner transmitter if that breaks, and we also have a loaner transceiver so he won't be without it if it goes in for repair. The SLP will be the point person at school to check that equipment. We also have a backup with the interpreter. The interpreter, if John lets her know the equipment isn't working, she knows to go to the SLP. But that's a great question, thank you for asking that.

>> SHERRY SOUSA: Thank you. Rebecca?

>> REBECCA LALANNE: Hello. I work with John around specific goals around vocabulary and to match that with what's being taught in the classroom. You know, we talk about who he is as a boy, and we talk about the things happening in the classroom.

We also talk about the seasons and so forth, and vocabulary around that. And we talk about insects, all sort of things that he might be interested in. And also, you know, the kind of things that he's exposed to

in his home. You know, activities, his daily routines at home and at school. We're starting to work on facial expressions and body language as part of ASL, and using beginning classifiers such as how a car moves through space, and talking about yes and no questions and those kind of things.

>> SHERRY SOUSA: Thank you, Rebecca. Amelia, questions for Rebecca?

>> AMELIA BRIGGS: No questions, just very happy to know what he's working on and also the facial expressions, because we've noticed he doesn't really move his face at all when he's signing, so it's great to see that his expressive language will be coming along.

>> SHERRY SOUSA: Thank you. And then educational interpreter. Jen? Oh, you're on mute.

>> JEN BOSTWICK: Sorry. I tried to mute myself because I keep coughing. I apologize. So I definitely noticed his -- that his ability to attend to me has definitely improved for the year. In the beginning, he was not really aware that during story time or whatever, that he really needed to look to me to get -- or that he could look to me if he felt like he was missing information.

So I'm definitely seeing him sort of like, oh, looking to me, which is great. I have seen him -- he has come to me a few times during social situations, which is in the past he didn't do that. He will now come to me if there's a communication breakdown with a peer that he is playing with or wants to engage with, which is great, it's really showing that he's understanding my role. So I love to see that.

>> SHERRY SOUSA: Thank you, Jen. And again, Amelia, any questions?

>> AMELIA BRIGGS: No, not at this time.

>> SHERRY SOUSA: Thank you. This is dialogue with evidence of EE1, EE4, EE5, around training, and EE6, team meetings and collaboration, and EE7. So I would like to present a proposed IEP for the next school year.

We will review the cover page. Please look at the cover page to see if dates are appropriate and make sure that information is accurate.

With that confirmation, let's begin with the present levels of performance. Amelia, could you provide some input that you would like to be listed on our present level of performance in terms of strengths and concerns?

>> AMELIA BRIGGS: Like I said before, I think one of my concerns is his expressive communication, his receptive seems to be really good, but we're not seeing him use expressive ASL very much. He chooses to voice. I think that's about it. I'll come up with some more later [laughter].

>> SHERRY SOUSA: That's fine. Amelia, I want to reinforce that we're engaging you, that we're respecting your input. In terms of -- we want to give a model, the molds always is you always have an opportunity to communicate. We always defer to you first. We want to make sure you have opportunities to engage in questions. So that's what I'm trying to model. So don't feel pressured, if you don't have any questions, that's fine.

>> AMELIA BRIGGS: I feel like you should have more.

>> SHERRY SOUSA: No, no. As the facilitator, it is my responsibility that at every point that I respect your input and value what you want to have in the document. So that's what I'm trying to model.

>> AMELIA BRIGGS: Perfect.

>> SHERRY SOUSA: Not trying to put any pressure on you. If we're doing it the right way, this is what we want to do. So I want to review what's currently drafted and proposed in terms of this draft IEP. I'll read this aloud. If any of the service providers would like to make any changes or correction.

So currently in our draft, our proposed IEP, we have John's ASL kids were assessed using the ASLRST with a standard score of 88, low-average. And ASLEST, 10 percentile overall. Go ahead, Jen.

>> JEN BOSTWICK: This is Jen. Do you want me to write out the name of the tests, would that be better? No? Okay.

>> SHERRY SOUSA: No. We're just -- process, we're modeling a really high quality process. Well, what do you think, in terms of parents, would parents and classroom teachers want to know what ASLRST means?

>> JEN BOSTWICK: It's expressive skills test, I will write that in there.

>> SHERRY SOUSA: We don't want to use acronyms too much, that's bad practice. Thank you. There's a recommendation, we recommend a functional listening and evaluation in order to better understand auditory comprehension and classroom listening situations that may be contributing to challenges following class discussion.

So currently we don't have that data. It's the recommendation with this proposed IEP that that assessment be completed. And then we also recommend an increase in terms of consultation from the teacher of the Deaf and the speech language pathologist for front loading classroom discussion, topics, stories, and vocabulary.

So maybe the team is agreeing there is a need, instead of a recommendation, a need for a functional listening evaluation and a need for increasing consultation.

>> JEN BOSTWICK: Sherry, just halt for one second. This is Tracy. In this place, are we just keeping it to present levels? Because I think we talked about, this is the place that we recommend information we might need. Or should we be sticking just to present levels here?

>> SHERRY SOUSA: Well, I think there's different -- I would not typically put that here. But I think it's fine too in terms of, you have your strengths and needs, and the team can say at this point in time that we have insufficient information regarding, you know, the functional listening. And we could put that there. I don't think -- to me, that

wouldn't be a problem.

>> TRACY HINCK: Why don't we take out the increase and put services. Should we talk about that in the services instead? Okay, let's take that out, then.

>> SHERRY SOUSA: And also as well in terms of the consultation. Anything else in terms of present levels of performance? And I mean, typically -- and again, is this where you, Jen or Tracy, would have like academic -- I would typically have a cognitive score. I would have some achievement scores at this point.

>> TRACY HINCK: Yeah, I was thinking we would have the Peabody picture score for expressive and one-word, that will help with the vocabulary. Then the mean length of veterans score. So I'll add those to this section.

>> SHERRY SOUSA: Whatever you would typically put in that place. I'm more comfortable with a specific learning disability, I'm more comfortable with emotional disability. I really want -- you both are much more familiar in terms of what you would want. Amelia, what would you want in this part of the IEP, in terms of present levels of performance?

>> AMELIA BRIGGS: Umm --

>> SHERRY SOUSA: In terms of your experience and how you want your daughter described, are there pieces here you feel would be really helpful for classroom teachers, service providers, to know about your child? And that's really the purpose of the present levels of performance.

>> AMELIA BRIGGS: Right.

>> SHARON HENRY: How about how he's doing at home during dinner or his ability to follow dinner conversations or his social interactions with his siblings at home? Do you always have to have the background music off at home?

>> AMELIA BRIGGS: Would that come in here, though? Because we're talking about present levels at school.

>> SHERRY SOUSA: Yes, educational performance. But if you have a question whether it's happening also in the classroom, that would be a good question. So what I noticed when we're in social situations, what I notice at home is this, is that also happening in school, if it's happening in school it should be listed here.

>> AMELIA BRIGGS: Okay.

>> JEN BOSTWICK: This is Jen. I agree. Also if we want to add something, you know, like some general information from the classroom teacher, I think we would want information from what -- from the classroom teacher's perspective. That's something we don't have.

>> SHERRY SOUSA: Right. Great point, Jen. We don't have a classroom teacher listed here.

>> JEN BOSTWICK: No, we don't.

>> AMELIA BRIGGS: Occupational therapist for working on hand shapes.

>> SHERRY SOUSA: I mean, you cannot have a service provider as long as the parent signed off on that. But we absolutely have to have a gen ed teacher and describe John's functioning in the classroom.

>> TRACY HINCK: How did we miss that?

>> SHERRY SOUSA: I know, I'm like, oh, my gosh.

>> TRACY HINCK: That's a big one.

>> SHERRY SOUSA: Sharon, could you maybe be the classroom teacher?

>> SHARON HENRY: Absolutely. Just feed me the information. I've never taught kindergarten. I've always been at the other end [laughter]. Kindergarteners scare me.

>> SHERRY SOUSA: Me too, especially in the winter when you have to do hats and galoshes. The just some general observations based on on how Jen and Tracy have described him.

>> SHARON HENRY: Okay.

>> SHERRY SOUSA: You know, he has some challenges participating with

his peers. Jen is now talking about now he's accessing more in terms of peers.

>> JEN BOSTWICK: Maybe something like circle time is an area where he might get kind of fidgety, we notice he has a harder time attending because that is something that we often see, you know, because it's a time when there's a lot of effort needed in order to get the information, and so they sometimes -- you know, he may just be rolling on the floor or something.

>> SHARON HENRY: Okay. I got it.

>> SHERRY SOUSA: We're all going to keep it short. Oh, my gosh. See, that's why we're doing it now. Sharon, now you're a kindergarten teacher. Let's review the proposed goals and objectives. Recommendations for additions or corrections. The following will be monitored through the report cards, they'll be assessed through ongoing data collection and assessments.

Do we feel like we want to go through the goals quickly?

>> JEN BOSTWICK: When Tracy and I did this, we just sort of put them down and we didn't talk specifically about what they are going to be, basically because we know we have not very much time.

>> SHERRY SOUSA: Okay. And so do you want me as facilitator, I can say the proposed goals and objectives addressed the goals of auditory comprehension, self-advocacy, vocabulary, syntax and morphology, academics, use of interpreter, self-determination, and ASL acquisition? And I can say at the same time, in a typical IEP meeting we would review each of the goals and objectives for the purposes of this mock IEP we aren't able to have that time. What's important in our mock IEP is that all of the stated needs are identified with goals and objectives.

How does that sound?

>> I like it.

>> SHERRY SOUSA: We've agreed upon present levels of performance,

we've agreed on what are the goals and objectives for John. Let's look at information pertaining to consultation. At this point in the meeting, let's assure that in order to accomplish the goals that we've outlined, we have sufficient time and resources to accomplish those goals.

And at this point in time, our audiologist, what would you recommend?

>> TRACY HINCK: So I would continue recommending monthly consultation and technical assistance to John and the school team.

>> SHERRY SOUSA: For speech language pathology, what would you recommend?

>> TRACY HINCK: Two times a week for 30 minutes. One session will be one on one, one session will be small group instruction. We'll be pulling him out of the class for this time so it's nice and quiet. I would also like to see him one time a week as a push-in model and an hour a month will be consultation with the educational team.

>> SHERRY SOUSA: Jen, in terms of your work with John.

>> JEN BOSTWICK: I would recommend that we continue with the five times a week for 60 minutes to focus one to one, to focus on foundations for literacy program and work on some self-advocacy. I also would like to see an increase by adding an extra hour a week to consult with some of the other members of the educational team, maybe the interpreter, the classroom teacher, to talk about how we can maybe front-load some of the vocabulary and concepts that we know John is going to be seeing throughout the week.

>> SHERRY SOUSA: Recommendation around Deaf mentor sign instruction?

>> REBECCA LALANNE: Yes, I would recommend working with the family and friends once a week for an hour each time. And then additionally with students, peers, staff in the classroom, 30 minutes once a week. And then being able to support direct service and direct communication with his peers.

>> SHERRY SOUSA: Thank you, Rebecca. And then educational interpreter?

>> JEN BOSTWICK: Yeah, I would recommend full-time educational interpreter. So, all day, including a half hour lunch for myself which I believe is 420 minutes is what the school day would be.

>> SHERRY SOUSA: So would the interpreter be meeting John as he arrives at school, or are there -- do you see if there's any parts of his day where there's opportunity for independent or do you think at this point in time he would need someone with him at all times?

>> JEN BOSTWICK: This is one thing, I would be careful when you say independence about an interpreter. I just want to make sure that it's not seen as, if they're not with the interpreter, that that means they're independent. They can show a great deal of independence if they recognize, oh, I need an interpreter.

>> SHERRY SOUSA: Good, thank you.

>> JEN BOSTWICK: But I think that we would have to look throughout his day. He oftentimes, recess is a time when especially as a kindergartener, he's probably just going to want to go and play. That's probably the time I would choose to take my lunch. That's what I did this year.

And lunch is another time that it can be a really challenging time for communication. So I may be needed during that time. And then the time with his SLP, when he's working with the SLP, maybe she and I will need to talk about that to see if I will be available during that time or if that's really just focused on listening and spoken language.

>> TRACY HINCK: I kind of had a question about that, do we say in an IEP that he won't have his interpreter because you're taking a lunch, or do we say that he doesn't need -- because that's about staffing, it's not really about the student's need. I'm just wondering how that's addressed at an IEP meeting. Like, would we say that or would we just say he will

likely not need ASL interpreter during recess because he's out running around and playing versus I need a break for lunch?

>> JEN BOSTWICK: I think we would say recess time is a time when he's likely just going to want to be out playing, you know, moving his body, and there's not right now a ton of need for an interpreter during that time, is what we've seen so far.

And we'll continue to monitor that through the year. If we notice that there is a need, then we'll come back together and look at how we can put that in place. Does that sound good?

>> SHERRY SOUSA: Sounds perfect. Amelia, what do you think of these services as proposed?

>> AMELIA BRIGGS: I think it's great. The only question I might have is, I don't know if maybe he would benefit from having a little more time with the Deaf mentor or maybe having some time with other fluid signers.

>> JEN BOSTWICK: I don't know who is -- I can talk. I agree, Amelia, looking for opportunities for John to have more interactions and opportunities to be around peers, especially peers his age, is something that we as a team should really work to put in place.

And I will try to share opportunities that I know about with you as well as Sherry, the case manager, and she can share that with you just to make sure that the information is shared. Hands and Voices is another great organization that you may want to consider looking into.

They set up social opportunities throughout the year in various parts throughout the state so that families that have children who are Deaf or Hard of Hearing can get together and they can have those, you know, direct peer to peer opportunities. And there are often other Deaf adults there as well.

>> SHERRY SOUSA: And we can add that in the accommodations section of the IEP.

>> JEN BOSTWICK: I think we did. Yeah, okay. Does that answer, Amelia?

>> AMELIA BRIGGS: Yeah. Because I was just thinking, because right now we have the Deaf mentor set to work with the family and then with the students and the staff but not necessarily John himself. So I was hoping that maybe there could be a time where the Deaf mentor could come in and work directly with John on some signing and communication, even if they're just playing some games or something, but just that chance to work with the Deaf mentor himself, because right now the Deaf mentor is just for the family and friends.

>> SHERRY SOUSA: Great point. Rebecca? Do you think that would be a possibility?

>> REBECCA LALANNE: Yeah, I think that's a definite possibility, we can certainly increase hours to make it what you need. As Jen mentioned, it's critical to have the interaction with peers as well as Deaf adults to have him improve his expressive and receptive abilities. Yeah, we can do two or three times a week for an hour apiece to make sure he's getting what he needs and he'll definitely pick up language from that.

>> SHERRY SOUSA: Why don't I list it as one time a week for family, one times 34 for students and staff and one times 30 or 60, one times 60, with John and Rebecca only? Great. And see, that was really important to do that. Amelia, thank you for pushing our thinking. Great for Rebecca to jump in. That's what we really want to model, this is an interactive process, we're relying on the expertise of the people at the table and we're responding to the needs of the parent. That was really well done, thank you.

>> JEN BOSTWICK: Sherry, this is Jen. Will we try to reenact that exact situation on the 19th where Amelia asks that question? Are we going to add the time in now?

>> SHERRY SOUSA: No, I would not add it now. That was a great opportunity, Amelia, you did that really well. I wouldn't add it now, because that gives us a nice opportunity to kind of model that, and having Rebecca there and -- again, that was really a nice process.

Now, there's also a recommendation for a communication plan to ensure all communication of social and emotional needs of students are considered. Is that a recommendation of the IEP team?

>> JEN BOSTWICK: Well, the communication plan is -- let me turn on my camera -- it's not -- we don't -- Vermont doesn't yet have an approved communication plan. It's something we're working on. What it does is look at the special considerations for Deaf and Hard of Hearing. So it is looking, do they have opportunities for direct communication with peers and other adults? It's looking at all of those opportunities, which I think we sort of covered.

>> SHERRY SOUSA: Jen, again, nice dialogue, including this. I would stop right there and say, oh, Jen, why don't I put in the accommodations that once available, that we will complete this plan.

>> JEN BOSTWICK: Okay.

>> SHERRY SOUSA: How about that?

>> JEN BOSTWICK: Sure.

>> SHERRY SOUSA: Again, I like that dialogue, that's what we want to happen. So I can say recommendation to complete a plan, you can say they're not ready yet, and you'll explain just like you did, and I'll say, great, let's put that in our accommodation, when available the team will complete a communication plan for John.

>> JEN BOSTWICK: Okay.

>> SHERRY SOUSA: How does that sound?

>> JEN BOSTWICK: That sounds good. And most of what's in it we are covering in the IEP process. I feel comfortable we're not leaving out

something that's necessary. Okay. Perfect.

>> SHERRY SOUSA: Great. In terms of case management, I would recommend one times 60. John has a very large team. There are many aspects to his team. And so to ensure the level of communication and collaboration that we've discussed thus far, I would recommend one times 60 for case management and consultation. Any other thoughts regarding the service plan -- I mean, the service portion of the IEP plan?

If not, I would like to move forward in terms of review of placement determination. It's the need of the team to determine what is the least restrictive environment for John to receive his education and program. Who would like to lead in terms of discussion about setting up social -- so we have some recommendations in terms of setting up social interactions with other students.

We have some recommendations that we can put into the -- who would like to -- okay. Freeze. Who wants to lead this part of it? So as case manager, remember, case managers are special ed generalists.

>> JEN BOSTWICK: When Amelia was asking about increasing the Deaf mentor, and we talked about the need for interaction with adults. That was basically all we're recommending. We know that's incredibly important for kids who are using ASL, to have those opportunities. And so we would like to make sure that we try to be creative as we can, so set up, even if it's a Zoom call where they're meeting with other kids that have a like communication modality or language.

>> SHERRY SOUSA: Jen, I would have you step in at this point and summarize that. I feel like the team has had an adequate conversation on how John can receive his program in the least restrictive environment. And then I can make the summary statement that the team agrees that at this moment in time that the least restrictive environment for John is with his classroom peers in a general ed setting with the services outlined in the

service portion of his IEP.

And I would ask the team do we all agree, and we would say, yes!

>> TRACY HINCK: I think that's what needs to be said in this section.

And maybe one of the accommodations would be that he'll have opportunities for communication with other kids that are Deaf or Hard of Hearing. I don't know if that's a placement topic as much as it is an accommodation. I'm not sure kindergarteners are necessarily going to get on Zoom calls for any length of time for social interaction. Maybe we can recommend an ASL clean up at their school.

Maybe we know there's a second grader that's also Deaf or Hard of Hearing, and they can get together during recess. Maybe we can recommend something like that instead of a placement decision.

>> SHERRY SOUSA: We still have to have the placement decision. If you said, Tracy, this is one piece I would add to make sure all his needs are met is that we work as a team to identify opportunities where he can have -- and I know there's an another student, and I think we can do a lunch buddy meeting or something like that. So that makes it -- otherwise it feels so stagnant, like we're only going to talk about accommodations. Again, that's a model IEP. It's never that clean and simple where we're really building this program together. And I like that.

>> TRACY HINCK: I think people get confused about placement, that it's a place. Really it's his program, his primary placement is in his classroom but he also has some additional services and that's part of his placement too. Is that right?

>> SHERRY SOUSA: Yeah. Maybe I feel more comfortable in terms of review of the least restrictive environment for John.

>> TRACY HINCK: Okay.

>> SHERRY SOUSA: If we can change that, if the LRE conversation, it's not placement. So we're determining at this point, and I'll ask the team,

do we agree the least restrictive environment for John at this time is with his peers in a general education environment with the supports and services that we've outlined and accommodations we've discussed?

>> SHARON HENRY: Yes.

>> SHERRY SOUSA: There you go.

>> SHARON HENRY: We're at 41 minutes, to give you a sense. We're almost done.

>> SHERRY SOUSA: At this point you've observed EE1, EE2, EE3, EE4, EE5, EE6, EE7, EE8, and EE9. So the team's decision regarding acceptance -- so I would say at this point in time, typically I would say, is the team in agreement that the proposed IEP with the recommendations noted in this meeting, that they would agree that this is an appropriate individual education plan for John for the next year?

>> SHARON HENRY: Yes.

>> SHERRY SOUSA: And Amelia and Mr. Amelia, you have time to take this plan home and review, if you have any questions, I am the case manager, please review them to me or if you want to touch base with any of the other team members. And please give me feedback in terms of your acceptance of the plan.

>> AMELIA BRIGGS: A quick question. Under accommodations, should it be listed, the technology that will be provided for him by the school?

>> JEN BOSTWICK: So I can tell -- where it's underlined, that says "accommodations," that was going to be a link to some general accommodations including hearing assistive technology, interpreter, some general accommodations we want to put in place for him.

And then Tracy and I just added another -- I think it would probably go under accommodation, talking about a safety plan for --

>> SHERRY SOUSA: If you and Tracy could talk about that piece. I wouldn't put it as bullets there. Least restrictive environment is

different than accommodations. So that should be -- those last two bullets should be -- and if you guys can talk about, again, generally, accommodations, why you would want a safety plan.

Then I would finish up with the agreement with the proposed IEP with changes and recommendations noted today.

>> JEN BOSTWICK: Okay.

>> SHERRY SOUSA: And then we're done. How's that, Sharon?

>> SHARON HENRY: That's great. We're at 43 minutes. We stopped and discussed different things. So I think we're well within the 40-minute mark, if we stick with the script. Great job. That's awesome. That's awesome.

>> SHERRY SOUSA: We've done this before a few times.

>> SHARON HENRY: I should hope so, yes.

>> SHERRY SOUSA: It's been a while for me, though.

>> SHARON HENRY: Yeah. I know that Sherry has to go at 3:20 but while we still have her for three more minutes, does anyone who was part of the mock IEP have questions for her or any other discussion we want to take advantage of while Sherry is still here?

>> TRACY HINCK: I have just one question. Can you go back and just look at that last section where you said that should be part of F? I think I lost you there on what should be E and what should be F on our mock IEP, Sherry, if you have time to look at that and help us with that.

>> SHERRY SOUSA: If E is review of the least restrictive environment, right, we're going to talk about just like Jen's going to talk about and say, you know what, we talked about all the pieces that need to be in place. I feel like they've been included. And so then I would say that the least restrictive LRE, least restrictive environment for John would be the general classroom setting with support and services in place.

F would be accommodations. So that's the discussion of placement

opportunities.

>> TRACY HINCK: Okay.

>> SHERRY SOUSA: We wouldn't go through the whole continuum. We would talk about -- we always have to start with the LRE, that's throughout this piece, general ed setting. F would be accommodations and safety plan.

>> TRACY HINCK: Perfect.

>> SHERRY SOUSA: That to me makes sense. Then we would say proposed IEP with recommendation and changes noted, team agreement.

>> TRACY HINCK: Perfect.

>> JEN BOSTWICK: I'll make the changes in the document.

>> TRACY HINCK: Actually Sharon is already on top of it. Thank you, Sharon.

>> JEN BOSTWICK: Of course she is.

>> TRACY HINCK: Of course she is. Thank you, Sharon.

>> SHARON HENRY: I hope that gave everyone a great sense of confidence and competence that you're going to knock it out of the park. And I will talk to my friends who are kindergarten teachers and get a little more background so I will be up to snuff with the rest of you. So our next item is on July -- oh, I'm sorry. Laura?

>> LAURA SIEGEL: I have a question. I don't know whether -- what kind of -- who will be in the audience. You know, would you act as the dad and the teacher? I'm just wondering if another councilmember could join the mock interview, the mock IEP meeting, to take on one role. Just an idea, in terms of making sure that the audience isn't confused about what role you're taking on.

>> SHARON HENRY: No, I'm going to be the introductory speaker, and I'm going to be the gen ed teacher. I'm not going to be the father. I was just jumping in there to make it more spicy.

>> AMELIA BRIGGS: And this is Amelia, I'll be sure that question was

asked.

>> SHARON HENRY: Amelia was being a very quiet parent and I didn't want to see that happen.

>> AMELIA BRIGGS: I'm learning with the assistive technology.

>> SHARON HENRY: I think we're all set, Laura, thank you.

>> LAURA SIEGEL: And just a little bit of feedback for Sherry.

Breathe! Please breathe. You know, you don't want to go too, too quickly. Time for people to digest what you're saying. And you're talking about the different sections, E1, E2, E3, I felt like we were somewhere -- the Ewoks in "Star Wars" talking about a different language.

>> SHARON HENRY: Thanks for the feedback, Laura. We need to move on to the next agenda item. On July 10th we'll need to meet to review all of the feedback we've received so far. Right now on your calendars, you have a Zoom meeting for 9:00 to 10:30. And I would like you to consider and would you be willing to meet from 9:00 until 12:00? This was a suggestion that Sherry made. And that way, not only would we meet from 9:00 until 12:00, but Sherry can find us a conference room in Montpelier so we can meet in person.

So my first question is, can you and are you willing to be available from 9:00 until 12:00, can you just raise your thumb for July 10th, if you're willing to do that? Jen, Tracy, Amelia maybe. Rebecca? Not sure. Okay.

>> AMELIA BRIGGS: Natalie is tentatively scheduled for surgery on July 10th. If it is, then I can't be. If it's rescheduled, then I can be.

>> SHARON HENRY: Okay. Our goal on that day would be to take into account all the feedback on the quality tool and the feedback we receive on May 19th, which we'll share with the group a checklist with Tracy and Jen have created, which in essence is a distilled version of our tool to just the essential elements that are needed to be included in a meeting, an IEP,

504 or an EST meeting. I will email the checklist to the group in a couple of days. Jen and Tracy and I are making a few last revisions on that.

On May 19th, the audience will also have some feedback for us, hopefully also on the checklist. Monday, July 10th, would be a big day of distilling lots of feedback and getting all the documents in place. Thank you for being available. Jen?

>> JEN BOSTWICK: I just had a question about, so if we're not -- are we not sharing the tool on May 19th? Because I'm worried there's going to be confusion about all of the essential elements listed that Sherry is saying this covers essential elements 1 and 2 and whatever, if we're not using that tool, if we're now using this checklist.

So I guess I just wanted to get -- I didn't know if we needed to talk about that further.

>> SHARON HENRY: No, I think we're all set, because on the checklist, the right hand column says essential elements and Vermont statutes and powers. So the essential elements is maintained in the checklist, which is why I wanted you and Tracy to work off of that document so that we maintain the continuity between the two documents.

So on May 19th, we definitely will mention the tool, absolutely. But we're not going to be handing it out. And we will tell people where the link is on the website to find it. And we will have paper copies of the actual checklist so that the people in the audience can follow along.

So when Sherry says EE1, they can look on their checklist and see EE1 is the unique needs of the student. Does that clarify it for you?

>> JEN BOSTWICK: Yes, it does. Essential element 9, that's really more state collaboration, that's really not something that's going to be discussed at an IEP team meeting. Do we take it out?

>> SHARON HENRY: We'll take it off, in the same way in the tool we did not include the principle number 6 from the NASDSE guidelines because that

has to do with financial and fiduciary area issues that providers don't have any jurisdiction over. So yes, we'll take it off. And I will revise our script so Sharon doesn't say EE9 when there is no EE9. Make sense? Okay.

So I will send out a revised meeting planner for July 10th from 9:00 to 12:00. It will be in Montpelier at the VSA office which is on Prospect Street. I'll send you those details in a couple of days. I just need to get them from Sherry.

The last item on our agenda for today was the July 14th meeting. So that is a provider education meeting. And just to refresh your memory, it's been a while, we're going to have lunch from 12:30 to about 1:15. Cheryl DeConde Johnson has agreed to Zoom in from 1:15 until about 2:15 to talk about the NASDSE guidelines, the importance of these standards of practice in providing education for these students. Practice Michelle John is going to come and speak from 2:15 to 2:30 to explain what the Vermont NASDSE Coalition is actually doing. And then our group will run our mock IEP from 2:30 to 3:30, so basically we will reenact what we do on May 19th, obviously incorporating any feedback or changes that we need to based on what we learned on May 19th.

So how does that sound? And can everyone put a thumb up if they can commit to being there from at least 2:30 to 3:30 so that we have enough people to run the mock IEP again? Tracy can be there. Great. Jen, can you be there?

>> JEN BOSTWICK: I think so, I'm sorry, I'm just looking at my calendar.

>> SHARON HENRY: Rebecca LaLanne, can you be there?

>> LAURA SIEGEL: This is Laura. So have you booked interpreters and captioners for that day too, Sharon?

>> SHARON HENRY: Absolutely. Put the request in to Sabine, yes.

>> LAURA SIEGEL: Perfect.

>> SHARON HENRY: Are you able to be there, Laura?

>> LAURA SIEGEL: Yes. Let's see. I know I can -- the 19th -- where is it happening on the 19th? Rebecca, is this happening on Zoom or in person?

>> SHARON HENRY: It's in person, Rebecca. In Montpelier, the Capital Plaza. I sent that in email a while ago.

>> TRACY HINCK: It's July 14th, right? I have the 19th stuck in my head.

>> LAURA SIEGEL: I can't on the 19th, I can be there on the 10th.

>> SHARON HENRY: One conversation at a time. Laura, I'm talking about Friday, July 14th.

>> LAURA SIEGEL: July 14th. The interpreter I think misinterpreted that date initially.

>> SHARON HENRY: Okay.

>> LAURA SIEGEL: And what time, again, is the 14th?

>> SHARON HENRY: 12:30 to 3:30.

>> LAURA SIEGEL: Shoot.

>> SHARON HENRY: Okay. Rebecca, can you be there on July 14th?

>> REBECCA LALANNE: It's 12:00 to -- I'm sorry, to what again?

>> SHARON HENRY: To 3:30. Our committee would be presenting from 2:30 to 3:30.

>> REBECCA LALANNE: I'm looking at my schedule. It looks like I can.

>> SHARON HENRY: Great.

>> REBECCA LALANNE: Yes.

>> SHARON HENRY: Obviously we would love for you to be there from 12:30 to 3:30 so you can enjoy the entire program. But if your schedule is compressed, at least 2:30 to 3:30. Okay. Amelia, July 14th?

>> AMELIA BRIGGS: It all depends on if she has surgery on the 10th or

not. I'll hopefully know in the next few weeks.

>> SHARON HENRY: Of course. And I can always jump in and be the parent. So I'm taking careful notes about what questions you're asking about. So it's no problem. Did I miss anybody? That's everybody. Okay. Wonderful. Is everyone squared away on the dates and the times?

Okay, wonderful. So I will see you Friday, May 19th. I'm going to arrive at 9:00 a.m. Our presentation is at 9:30 to 10:30. I have emailed Chelsea to ask her what room we are presenting in. I will share that information with you as soon as I have it. I think we're going to do a great job. So thank you, everyone, for your efforts, and I'll call the meeting to a close.

Tracy and Jen, do you have a minute to stay on with me after everyone else gets off? Thank you. Thank you, everyone. We'll see you in a couple of weeks. Thank you to the interpreters and the captioner, once again. Bye-bye.