

>> Welcome, everyone. My name is Diana Netto, and I am with CADRE. I am the dispute resolution and equity specialist here. And welcome to the presentation, "Making the IEP Process More Inclusive : Supporting Culturally and Linguistically Diverse Families." And this is Briceida Nunez Martinez. This is a prerecorded webinar, and the webinar itself is about 20, a little over, 20 minutes. So there will be time for some questions or comments. Briceida is here. She's currently working with a little bit of technical difficulties but is probably going to be up and running and just fine when this ends. So we'll just jump in after the recording to meeting in person. So welcome, and I will go ahead and start the video. Hello, everyone. My name is Briceida Nunez Martinez, and I am currently a doctoral student studying special education at the University of Northern Colorado. Today I will be talking about making the IEP process more inclusive, supporting culturally and linguistically diverse families. Objectives. After this presentation, or this session, participants will, number one, identify existing barriers that culturally and linguistically diverse families experience when engaging and collaborating in the IEP process. Number two, identify current practices and resources that support CLD families in the IEP process. And number three, be able to implement the recommended practices within your educational setting to help increase the participation of CLD families in the IEP process. Before we move on to talk about some strategies that can support with making the process more inclusive for culturally and linguistically diverse families, I'm going to take a minute to talk about some barriers that impact the collaboration of CLD families within the educational system as well as within IEP meetings. So Goss 2017 had the opportunity interview advocates that worked with families of students with disabilities and found that parents from the program that participated in this empowerment program for parents shared that they felt fear to advocate for their children. Parents felt that the school was resistant to involved them in school activities and would not allow them to participate in classrooms. They were given pushback. Their parents shared that their children were bullied as a result of parents having questions for staff members. Parents were charged with trespassing when they showed up to the school to try to advocate for their children. Parents did not feel welcome to be part of their children's education. And one of the parents actually shared within the interviews that she struggled a lot to get the services that her son required, and that it took a lot of money and time for her so that she was able to hire an advocate to allow her voice to be heard. Barriers to collaboration for CLD families continued. Burke and Goldman also examined the barriers that impact or that prevent families from continuing to advocate for their children with disabilities by interviewing that advocates that work with these families. And they found the three following barriers: disempowerment and perceptions, service delivery from schools, and language. They felt that some of the families felt fear to speak up and as well as did not know how to speak up. Families shared that many of the times, educational systems did not want to change the current practices and structures they had in place to try to establish or increase that collaboration of CLD families within their educational agencies. And then language was a huge factor that they identified that prevented their collaboration with educational staff members. And although they did mention that they are provided with interpretation services, most of the time interpretation services are not the best or adequate for these meetings as well as that it was very difficult for them to understand

their rights as parents and those rights for their children. Understanding the IEP process, procedural safeguards. Pearson et al. 2019 argue that CLD families require more support when understanding the overall IEP process. As well as Burke and Goldman also found that there are certain procedural issues that impact the overall level of parent involvement and understanding in the IEP process. And further explained that procedural safeguards and understanding is an issue that impacts families from being able to effectively advocate for their children and kind of mention that parents are given a booklet of their procedural safeguards as well as a summary. And so when they ask parents if they have any questions, a lot of the times parents are so confused, lost, that they don't even know what to ask for. They don't always think about how many of us here or people that we know have actually sat and looked through the entire booklet of procedural safeguards. Or how many of us just kind of stick to the bulleted summary of what that booklet kind of outlines and details for us. So just the fact that parents are handed this booklet and are expected to know or read through in itself is problematic. The CDC and McLeskey et al. 2019 identified three high-leverage practices that can support the collaboration of parents in special education. High-leverage practice number one, collaborate with professionals to increase student success. High-leverage practice number two, organize and facilitate effective meetings with professionals and families. High-leverage practice number three, collaborate with families to support student learning and secure needed services. Now, let's think about these questions. Can using these practices increase the opportunity for CLD families to participate more in IEP meetings? How can educational team implement these practices within their educational settings to make their IEP meetings more inclusive for all families? This includes culturally and linguistically diverse families. Next I will be talking about some current practices that may support the collaboration of culturally and linguistically diverse families and the educational system as well as practices that promote the engagement of CLD families and the educational system and with school professionals. Cultural awareness and competence, family engagement opportunities, family inputs, language and interpretation services. Cultural awareness, understanding diversity is very important to allow us to be culturally aware and competent. We have to be able to acknowledge different gestures, attitudes, beliefs in working with culturally and linguistically diverse families. Some educational systems or departments include a cultural liaison within their educational meetings to allow them to be able to engage with the family, understand the family's beliefs, what's important to them, to be able to communicate with the team of what the family is expecting or needing. This just helps with the overall level of comfort for both the families as well as the team working with the family. So being able to get that information from a person who understands their culture, who is competent, can help the IEP team or educational meeting teams understand where the family is coming from, what is important to them, as well as make sure that we are communicating information to the family in a way that make sense to them as well as in a way that does not disrespect them or dishonor them in any way. And for some families, even the word special education is kind of foreign, or when we talk about disability, they might have different questions or concerns. So being able to understand where the family is coming from and understand, as I said before, the expectations that they have from us is very important when working with them and allowing them to feel secure in an environment or space where they feel comfortable to share their experiences or their expectations for their children or even just what they think in general. Family engagement opportunities. This can be achieved by providing parents with the opportunity to participate in parent centers, parent support groups, family-centered activities. Being able to invite

the family to the educational setting can allow the family to feel a certain level of trust, welcomed, encouraged to come and meet their children's teachers, the staff working with their children, as well as can help build that positive relationship that we want to have with families so that they can feel comfortable, that they can feel comfortable working with us because at the end of the day, it is them how know their children more than any of us. So it's very important to be able to allow them to feel welcome, to allow them to feel that they can share their voice, that they don't have fear to be able to share what they think, share what they want, and the expectations that they have for their children, for the school working with their children. Providing them with the opportunity to attend parent groups or workshops and kind of providing them with the opportunity to learn more about certain terminology or different processes in education that they may not be familiar with and kind of that they don't find out until the evaluation process or the IEP process. Providing them with that opportunity to know beforehand and learn more about/ what is special education? Topics like special education rights, the difference between and initial evaluation and triannual evaluation, different timelines in special education. What should they expect when they go through a consent form or receive that assessment plan for their children? And when they sign, what do they have to look out for? The difference between conflict resolution, what is the least restrictive environment? A lot of the times when culturally and linguistically diverse families come and participate in meetings, many of them are like, "Okay, yeah. That sounds good. That sounds good." But do they really understand what we're talking about when we say, "Oh, least restrictive environment, and this is what its going to look like. This is the percentage of time in special education versus general education." What does that mean. Do we ensure that it make sense for them or that they truly know what it looks like? I know by previous experience we've had families where they want their children to be in special education setting for the majority part of the day, and when you ask them the reasoning behind that, they explain that they just want their children to learn more. So do they understand the difference between learning and different settings? Being able to allow them to know the information beforehand will help them understand when we are talking about the plan for their children.

Increasing parent participation. Let's think about the following: What resources does your educational agency offer for CLD families who participate within your educational agency? How does your educational agency ensure that families coming from culturally and linguistically diverse backgrounds particular in IEP meetings? Do you guys have different workshops that you guys invite parents to? Different committees that you guys invite your families to participate in? What are those services, resources that we offer and provide for our CLD families as a way to kind of encourage them to able to be part of the educational agency when supporting their children and knowing how to effectively advocate for their children? Ways to communicate with families to gather the valuable input. Sometimes I've hard, "Oh, well, we can't communicate with the family. They don't answer their phones. They don't answer my e-mails. They're not communicating with me." Here are some ways in which we can gather their valuable input because, as we know, there family is who knows their children more than anyone, so their information is everything important to have and gather when creating those plans that will support their children's needs. So phone calls, input forms and home visits are some strategies the educational stakeholders can use to allow for that collaboration of culturally and linguistically diverse families. So the phone call strategy, phone conversations can go a long way and allow educators to better understand the parent's concerns as well as allows them to document important information that will help with creating the plan to support the student.

Input forms, providing parents input forms may allow parents to communicate in their own language as well as allows them to express their concerns and/or make comments before the meetings. Providing them with the opportunity to share what they think or what they would like or what they would think is more beneficial for their children without having to put them on the spot during the meeting may help support in having more feedback from parents and more input. Many times when they're sitting in the IEP meeting, they're so intimidated by the seven plus professionals sitting there that, when you ask them and put them on the spot, some of them are just clueless or kind of shut down or are not sure how to be able to express their feelings, concerns. So providing them with the opportunity to let us know what their expectations are, what their concerns are for their children can kind of help to prevent anything feeling of discomfort that some the families may feel when being put on the spot. And the last strategy to obtain family input can be done by doing home visits. Home visits may also help build that rapport with the family and the school as well as sends that message to the parents that we, as educators, are willing to take that extra step to reach them to obtain their valuable input. Interpretation services and language. Research studies have identified that language is a factor impacting the overall collaboration of CLD families and IEP meetings as well as a factor impacting their overall level of advocacy that our families have. So here are some things to consider: Does your educational agency contract interpreters for educational meetings, IEP meetings, et cetera? Are the interpreters trained in educational content? Are they culturally competent to work with CLD families? How soon does your district request interpretation services for an IEP meeting? Does your district have interpretation services for multiple languages? Then, if so, what are those languages? As one of the factors impacting the overall level of advocacy for CLD families, is language. Many times, although they are provided with the opportunity to ... Or it's actually a right of theirs that they are providing with an interpreter for IEP meetings. Some of those times that they are provided with interpretation services, some of those times those interpretation services are not necessarily the best to communicate all the information that we're trying to communicate with the family. So it's very important that interpreters are trained, appropriately trained, not only to interpret, but to interpret the educational content information that we are trying to provide the family with as well as that they communicate with the family in a way that makes sense to them. So here are some language services interpretations tips when work with an interpreter within your educational setting: If we know that they haven't necessarily been trained in special education or educational content, providing the interpreter with information before communicating with the family. For example, terminology or acronyms that they may be unfamiliar with may help when they're communicating with the family during the IEP meeting instead of getting stuck on a certain word on a certain content that the interpreter needs to provide the family with. Number two, allow for the interpreter to have close proximity when meeting with the parents to allow them to speak directly to the parents and not necessarily with other IEP team members. It's very important as well as some cultures really, really value that and honor that, that they have that visual contact, that close proximity when communicating with them. As well as, three, speak in a normal tone and at a steady pace ... I'm sorry, speed, to allow the interpreter to understand the information. So for the educational team, they can speak at a normal tone or not so fast to allow the interpreter to be able to acquire all the information that the educational team wants to present to the family to allow the interpreter to communicate the information the way that it is meant to be communicated with the family as well as in a way that makes sense to the family. Okay. So making

the IEP more inclusive for culturally and linguistically diverse families. The ultimate goal for educational systems should be to be able to create a plan for the student while working collaboratively with the family. The family is who, most of the time, is the expert when it comes to their children and what they need. As such, it is important to complete practices that can support educational stakeholders in increasing their participation in the IEP process as well as make families feel welcomed, appreciated in the educational setting and provide the families with enough time to prepare their input before meetings. Whether this is done by calling them, completing parent questionnaires or input forms and/or by doing home visits. Final thoughts. All of our families, including CLD families, should feel welcomed and encouraged to advocate for their children. Families should be given the opportunity to engage in the IEP process from beginning to end and parents should be able to understand this process by having the opportunity to understand their rights and what being part of the IEP process or IEP team means. And parents should be provided with trained interpreters who know the terminology used in IEPs and who are able to communicate the information to the family in a way that makes sense. Being able to increase their overall participation in this process will not ultimately help educational agencies have that collaboration of CLD families but will support with ensuring that, as a team, we all create a plan that better supports the child to allow the child to make educational achievement. Here are my references. Thank you so much for listening. Have a good one.

>> Great. Thank you very much, Briceida. So Kevin, not sure if we've got Briceida pinned to the top and feel free to either enter questions or comments into the chat, or you can unmute. And actually, since we do have a number of people in here, if you can see the raise the hand icon in your lower menu bar, that might be the best way for questions and comments at this point. It looks like Penny has a question.

>> Hi, everybody. I've been trying to post the link in the chat, and some people aren't able to open it, so I would just refer them to open their symposium page, and you can find the direct link there if it's not opening for you. Sorry. Just wanted to clarify that.

>> So we have a ... Hi, everyone. We have a question from Jerome. Did I pronounce that correctly? So the question is, "Is an interpreter the same as an advocate?" I would say that an interpreter would be different than an advocate because an advocate is there more to kind of guide the family or help them if they have any kind of questions. When compared to the interpreter, the interpreter would be there just letting them know or communicating with them. And sometimes parents will say, "Here, this is my advocate, but I would also like for my advocate to be my interpreter" and that's totally okay. As we know, sometimes we do have difficulties with the interpreters that educational agencies provide given that going back that the language, the content provided within these very important meetings, they might not be trained necessarily to provide that kind of information to families. So sometimes it's important to just kind of have that other set of listening ears to help the families understand what they're communicating. The next question is, do most schools provide interpreters? So for parents in terms of ... Yes, someone put it in the chat. Thank you for helping me answer the question. Schools are required to provide interpretation services for families. I've had an [Indistinct] where somebody said, "Well, the school asked me to bring my own interpreter." And we're like, "Whoa, no. You have the right to have an interpreter there provided by the school." The school is legally mandated to provide that service for you. You don't have to go out and search for someone to come and translate during these meetings. They have to provide you with the interpretation support, and, no, it may not necessarily be the best given that there are many factors that impact the way they're able to communicate or the lack of training, or even though they have the knowledge in terms of what something may mean in Spanish and in English, it can be very different. We're talking about different acronyms within special education. Okay, let's see the next question. In your experience, do you think families from CLD backgrounds think of relatively high-instance disabilities, SLD, ADHD in the same way as educators [Indistinct] particularly white educators? As we know, different families from different cultures have different kind of ideas or beliefs about disability. And so ... Let me see, I just want to ... culturally and linguistically diverse, CLD means culturally and linguistically diverse. So I would say no. To answer the question, no. I don't think families from CLD backgrounds think of these disabilities in the same way as educators and it might be that they don't ... they're not aware of these disabilities. Yes. CLD. Thank you, Diana. So they might not be aware. They may never have had experience or have heard the term or the disability. So for them it might be different, which is why it's important to provide them with the opportunity to understand what it means. And the educational setting, when you're providing the parent with that information, sometimes they think, "Well, you're diagnosing my child with this disability." But we all know that educational evaluations are very different than clinical evaluations. So the way in which you present it to the family by also letting them know, I'm not giving this diagnosis. I'm just saying that this is what your child, your daughter or son, qualifies for, meets eligibility for at this time given A, B, and C. I hope that answered the question. Okay, so, Hannah, we encounter CLD families who speak some English. They're reluctant to ask for an interpreter. I wish the burden didn't have to be on the parent to ask. The district should offer instead. Yes. I agree. Although we do have some families that understand the English content sometimes. Everything shared might be different. I know I've had a parent share it's not the normal English. So what's the normal English? Although they're fluent, they've had higher education, even the terminology just used even when communicating with our educators, it's like, okay, can you explain this a little bit more? And for our families, it's going to be difficult for them to understand, so that's why we have to

invest some time to provide them with the resources and the support that they require to allow them to fully understand when we're communicating with them. Let's see. So then Antiqua put in the chat, "Some community-based organizations have to encourage parents to agree to include an interpreter." Yeah. That's a good kind of support to have, just giving them the opportunity to have an additional person there in case they might have a question, or they might not necessarily understand. It's important to allow them to have that opportunity. So the next question is, do you think Zoom IEP meetings would help parents more than in-person IEP meetings and in what way? So I think one of the kind of benefits that we have seen with the Zoom IEPs, it's that we have had more parent participation for all our families, CLD families as well as non-CLD families. And I think that it's been very good and beneficial because, for some of us, it's been the first time we've actually met with the family. Before it was just like, oh, it's okay. Go ahead and hold a meeting. Send the paperwork home and we'll review. But how much of that reviewing do they ... When they review the content, how much of that do they understand? Or are they fearful to ask questions or call the school back? Hey. I don't get what page number two says or what the plan is. Can you explain to me? So having the opportunity to actually see them and have them there and say, "Okay. Do you have any questions? Do you truly understand this or how else can we support?" I think it's very important to be able to have ... I think just having the parent at the meeting is very important to allow them to participate more and to be able to collaborate with us. Let's see what else. Thank you for including the explanation of acronyms because it is difficult for families to understand that. Yes. I think some can feel less intimidating for some. I agree. Yeah, you don't have to be at the table with 10 other people there. So just being able to be in the comfort of your own home and just communicating that way, it can be less intimidating. I totally agree. And then thank you. These meetings have been very successful for me. Yeah. And we're seeing that, I'm not sure about you guys, but here in the state of California, due to our high numbers, we have still continued to use the Zoom meeting format for all of our meetings, for IEP meetings, for staff meetings, for just regular team for student success meetings. And we have seen that due to just the flexibility, we have seen that more and more families join us for our meetings when compared to before. Sometimes I have found that asking, "Do you understand?" or "Do you have any questions?" still doesn't give them the comfort to speak up. Yeah. They might not feel comfortable. So that's why I think one of the ... It's good to get that parent input even before the meeting. So like I said, sometimes, even as a parent myself, when I've had to attend an IEP meeting, I'm clueless, and one of the easy questions, "What are your child's strengths?" And I'm like, "Oh, I should've thought about this before coming to the meeting." So it's just being put on the spot and getting asked a question can make you feel intimidated whether you know the content, you know what they're sharing or not. So, yeah, just being able to gather that input by either sending them input forms, that way you have the information beforehand, and during the meeting you can ask for clarification [Indistinct]. Okay, this is what you shared, would you like to share anything else? Or do you have any other concern? Because we really want to address them before we finish this meeting to ensure that we have a good, solid plan to better support the needs of your student. Let's see. The next question, how can we increase the comfort of our CLD families to feel confident to speak up with teachers during these meetings? Are there other ways we can establish trust and build relationships before handling CLD families? It think one of the biggest things for me would be to build that family trust would be by inviting families over to different parent groups, to different school activities to get them to know the educators as well as to feel appreciated and welcome and

just encouraging them. I know one of the support systems that we have, it's called a parent cafe workshop where we just reach out to families when we get new students. How can we support you? We're here for you. We have these activities. Just providing them with those reminders we want you here. We really want to see you. We really want to interact with you. So just I think to build that relationship, I think you have to be consistent and encouraging and reaching out, reaching out, reaching out because a lot of factors like work schedules or different resources. They don't have transportation, or they don't have child care. So being able to identify those different barriers that can impact them from being able to come to us to allow them to meet us, to become comfortable with us I think is very important. Let's see. Do you believe they should have facilitations before mediations to help resolve conflicts concerning IEP issues and concerns when this can be more successful? Yeah. I had the opportunity to participate in facilitated meetings, and they're actually a good way to kind of allow everyone to kind of share what they would like, both positives and concerns, in a way that and then it turns out to be kind of smoother than compared to those meetings that don't allow for the use of facilitation or facilitated IEP meetings because it's kind of a way to kind of mediate the situation when everybody is becoming kind of a little elevated or sometimes aggressive because we also know that we have some families who can respond to us and think that instead of us being there to try to help, we're there to not help. So it's a good way to be able to have a smoother transition between the meetings. So especially when we know that there might be some difficult situations or conflicts, and if we know ahead of time, which is always good to be able to know what the family is needing or what they're expecting from us to provide them with for the purpose of their children's education. So Elena put in the chat, "Sometimes we meet with families before their IEP meetings to help them understand the process and any questions that they might have. We also help them with prioritizing," I'm assuming. Yeah. That's an awesome process to have. That's really good. It think it's important that when families come in, especially for those initial evaluations, prioritize ... It's important that when they come in, it's, oh, they understand what the process looks like, what I'm expecting from the team. Okay, I'm expecting for them to present me with my rights or ask me if I would like an explanation. For them to have asked me or asked me during the meeting for my input because that's going to help with the goals and the objectives we're going to have for my student. Because, as we know, parents know their children more than we do, and so they might have beneficial or very important information that we need to know that will be beneficial to create that plan. So, yeah, that's really good. That way they understand what the difference between today's meeting and a meeting from a year from now. Whether it's the initial, whether it's the annual, the tri and what to expect. For an annual, should you expect all the teams members to be there? Probably all service providers, but maybe not the psychologist if there's no new information or anything that needs to be updated. But some parents don't know, and some of our educators still have difficulty understanding what the difference between meetings are, especially for our new educators coming in. So it's very important that they have the information and the knowledge prior to attending these meetings and that they know what to expect and their rights. Let's see. So Jerome put, "Yes, this works great for me. Continue doing meetings before meetings." And then Enrique put, "Sometimes families are concerned with not signing the IEP because while delaying the process of obtaining what they need." Can you elaborate a little bit more on that, Enrique? I think I'm a little ... I'm trying to figure out. Sometimes families are concerned with not signing the IEP because it will delay the process of obtaining what they need. In terms of



services? Or because they're not in agreement with something? Yes. Okay. Yeah. So sometimes families are concerned with not signing the IEP if they are presented with something that they do not agree. Right. And so that's why it's important that the team kind of meets in the middle and kind of sees both sides of it to ensure that at the end we all agree on a plan because the child is the one at stake here. It's important to provide him with what he needs, and the educational team should be able to provide the parent with something that they can agree upon as well as providing something that they're going to agree upon based on what the parent is expecting and would like. Thank you, Enrique, for elaborating. Elena put, "In California we have family resource and empowerment centers, which help parents with the process before, during, and after IEP meetings." Elena, where are you located in California? I'm interested to know. LA county?

>> Yes. Can you hear me?

>> Yes. Yes. Thank you for sharing. That's awesome.

>> Yeah, and because I just wanted to say at times, parents that just are anxious and nervous because of the IEP and sometimes meeting with us before and explaining to them the process just helped their nervous, so their anxiety goes a little bit down. And at times, we also help them to understand a page by page because sometimes you'll be surprised that families don't understand the process, where the primary language is, the primary diagnosis. What are the goals and objectives? And it's just explaining every section of the IEP forms that helps the parent to be more comfortable when they have the IEPs. And that's something that we can do in all the family empowerment centers and family resource centers here in our area.

>> Right, and you ... But this is a partnership or a center out of the school?

>> Yes.

>> Okay.

>> We are ... Empowerment centers are part of the California Department of Education but out of the schools, separate from the schools.

>> Yes. Like I mentioned before, we actually have a phase department that also helps family, but it's more just general and more broad and not specifically what you guys are doing talking to the family between the process before, what to expect during, after. But I think it's awesome. I think these are awesome things to have out there, for lack of a better term, to be able to to continue to support families and help them become comfortable when actually going to the school and meeting with the educational team.

>> Briceida, can you still hear me?

>> Yes.

>> Oh, one thing that I want to say, and, thank you, Diana, too, but In your presentation, you said that it's important for explain, to spell the words because usually they have acronyms, but parents don't understand. So when they spell everything out, then it says ... Because what is this? What is that? Many, many times we have parents that they don't understand what the SEP means, EDU, CDE, et cetera. And then it's ... So you, Briceida, said in the presentation, especially with Spanish-speaking families and another language, it's important for families to understand all those acronyms. So thank you for including that in your presentation.

>> Oh, thank you. Yeah. Even, like I said, even for some of us, it's like, "What a minute. What does this acronym mean?" It's, I had to go back and look for it because I don't even know and sometimes there's the same ... We have the same acronyms, but they mean totally different things. So that's why it's always important to be able to know what each word means for the acronym as well as be able to explain it to the parent in a way that is accurate as well as in a way that they understand. because we know we're already, for some parents, confusing them with all this that we're providing them with or talking about, and we don't want to continue to do that for them. So we want to be able to talk to them in a way that makes sense and in a way that is appropriate and accurate and in a way that we can communicate what we want them to understand and know and leave the meeting with.

>> Thank you.

>> Mm-hmm, of course. Thank you. And then Andy put, "I encourage and guide the families I work with to prepare the input to the IEP process ahead of time. Strengths, weaknesses, goals, et cetera. The process of developing parent input also helps parents gain understanding of basics, the terminology and their rights while also building parent confidence and contributing to the discussions." Yes. And then the next chat by Jerome. "In special ed mediation cases, should they always have an IEP team present?" It seems pretty relevant. They will need one afterwards. So in special ed mediation cases, should they always have an IEP team present? Yeah. So the IEP team would be the team going to these mediation meetings to kind of figure out how they are going to resolve the difficulties they're having within the team to better support the student. Let's see. Thank you. Okay. Anyone else want to chime in? Ask any questions? Put anything in the chat? What are some other things that your agency is doing to support CLD families? For us that work in educational settings, does your district hire an interpreter? Or does your district or school setting have that interpreter on-site that's available for the family when they need it? Any other comments, questions, both? Thank you for sharing that. So that they have interpreters available on-site and as well as hire interpreters when they need from different areas or different languages in our areas. Our SELPAs hire interpreters. Now, do you know of ... Who answered? Let's see. Who answered this? Elena, are the interpreters ... Do you know if they receive special education training? And then Megan put sometimes naming that CLD families haven't always been welcome to school historically like currently, and that our school team is working and to interrupt these patterns can really help families feel more comfortable to share. Mm-hmm. Yes. I agree. We want to empower families as full partners, which often means listening first. Totally agree. Yes. Okay. Thank you, Elena. I'm not 100 percent sure, but for the most time, yes. District interpreters are trained in special ed. Yes. And the reason why I asked that is because I know my first year coming into the district that I currently work for, they had a specific training to train interpreters as well as some administrative staff of different special education content terminology and how to more effectively communicate with families that were Spanish-speaking families. Do you believe communication is the main problem with special education classes? I wouldn't necessarily say the communication is the main problem with special education classes. There are different factors that impact our special education cases, sorry, not classes. But I think that communication and language and accessibility for families all together just impact the way in which families can participate, collaborate, feel welcome to come and share and be part of that team that we really want them to be part of. And Justin in the chat, "In San Joaquin SELPA, we provide a training to our interpreters in our SELPA on regarding how to translate the special education jargon." Yup. Yeah that's why I was asking because I know some districts do it while others don't, and I am part of the San Joaquin Valley, not SELPA though. But within the same county, I know some districts do, and some don't. So I was just curious to know. Awesome. Thank you. Any other questions, comments, suggestions?

>> Great. Well, we have just a few more minutes here. Penny, I'm wondering if you can put into the chat the link to our survey, and if you all would be willing to go there and fill that out, it's really, really helpful feedback for us and also the presenters so that we can all stay to task to provide the best services and products for you all. So that would be great. And we do have a couple of more minutes, so you can feel free to fill that out now if you'd like to do so before your next presentation that you'll be joining. And thank you so much, Briceida. Really wonderful information and wonderful presentation.

>> Thank you. Thank you for providing me with the opportunity to provide you guys with my presentation as well as being here today.

>> Thank you.