

State Superintendent's Advisory Council Deaf and Hard of Hearing

Tuesday October 27, 2015
CESA 1 Pewaukee- Conference Room A119
Notes

Voting members present: Margaret James, Cookie Roang, Amy Schuh, Kory Koneazny, Cookie Roang, Beth Larimer, Lisa Perry-Burkhardt, Kip Jackson, Paula Minix, Deb Anken-Dyer, Michelle Pandian.

Not present: Andrew Konkel, Robin Barnes, Amy Otis-Wilborn, Beth Hall.

DPI Staff: Marcy Dicker, Marla Walsh, Maria Rivera, Dr. Barbara Van Haren

Note taker: Maria Rivera

Interpreters: Sara Miller and Sue Gudenkauf

Guests: Dan Houlihan, Carol Schweitzer

I. Introductions

- a. Call to order- 9:11
- b. Agenda/minutes review
 - i. Minutes are unfinished due to several issues with accessing files. Minutes will be sent via email to the council for approval at a later date.

II. 9:30 a.m. DPI Reports

- a. Marla Walsh and Connie Gartner WSD Report: See Attachment A
- b. Marcy Dicker WESP-DHH Outreach Report – See Attachment B

III. 10:30 a.m. EIPA Discussion

- a. Carol Schweitzer- Update- This session will be focused on items 1, 2 and 3, related to licensure, and the requiring of passing the EIPA written and performance for licensure.
- b. Barbara Van Haren presented the Council with DPI's initial standing on licensure, stating that Carol's involvement has been very helpful and her continued involvement will help DPI and the policy department move forward on this recommendation. A concern surfaced in raising renewal licenses from 3.0 to 3.5 and initial licenses from no EIPA requirement to 3.3. The concern is that that move could cause shortages in interpreters, specifically in the northern region of WI. DPI's suggestion is to raise EIPA score requirements for both initial and renewal licensure, but not require passing the written portion of the EIPA for initial licensure. She then discussed the process- Tony will approve the recommendation, then it goes to the Legislature, then to public hearings.
- c. A suggestion was brought to the table (and was followed with a discussion) to establish a tiered licensure that incorporated a natural forewarning for interpreters.

- d. Motion #1-Margaret James- Michelle Pandien 2nd- A recommendation that DPI establish a skill level expectation for educational interpreters in 5 year increments as follows: Initial Licensure- 3.3, 5 year renewal- 3.5, 10 yr renewal -3.8, 15 yr renewal- 4.0
 - i. Ammendment (MJ-MP)- Initial Licensure- 3.3, at first (5yr) renewal- 3.5.
 - ii. Motion #1 redacted.
 - e. Motion #2 (Margaret James-Michelle Pandien 2nd): For new interpreters- initial license require EIPA- 3.3. At the next renewal, interpreter must score at 3.5. For currently licensed interpreters, next renewal will be 3.3. The following renewal will be 3.5.
 - i. Amended and Final motion: The Council recommends that DPI establish a skill level expectation for educational interpreters as follows:
 - 1. For new interpreters- Initial licensure with an EIPA score requirement of 3.3. At the next renewal, interpreter must score at a 3.5.
 - 2. For currently licensed interpreters, EIPA score requirement for next renewal will be 3.3. The following renewal will be 3.5.
 - 3. Motion carries unanimously.
 - f. Motion #3 (Deb anken- Beth Larimer 2nd)- Council Recommends that it be required that interpreters pass the EIPA written exam (at their own expense), at the first renewal (for new interpreters) or next renewal (for currently licensed interpreters). This test need only to be taken and passed once.
 - i. Amendment- For all interpreters currently unlicensed, once initial licensure is acquired, by first renewal, must pass the EIPA written and at their own expense. Once the EIPA written test is passed, it does not need to be taken again.
 - ii. Amendment- At first renewal of license for educational terps with initial licensure on or after July 1, 2017, licensed interpreters are required to present a one-time passing score on the EIPA written test, taken at their own expense.
 - iii. Final Motion: Council Recommends that educational interpreters with initial licensure on or after July 1, 2017, must pass the EIPA written exam at first renewal of licensure. All interpreters currently licensed are required to present a one-time passing score on the EIPA written test at next renewal, taken at their own expense.
 - iv. Motion carries unanimously.
- IV. DSPS vs. DPI licensure and interpreting for “school sponsored events”- CS got names of those who are interested in starting a discussion on DPI vs. DSPS interpreters. Changing the licensure rules and who can interpret when.

V. Hollie Barnes/Marcy- A presentation was given to the Council on the impact of hearing loss on the current mental health/wellness needs of DHH students in the state of WI, resources (or lack thereof) for DHH kids with mental health needs, and to increase the understanding of the council of the current issues surrounding the topic of mental health for kids who are DHH. (<https://drive.google.com/file/d/0B4T2fSwWf4xmVmoyWFBZOW1NQzhaN3RRLVdGS1doeVhvenRn/view?usp=sharing>). Hollie asked 2 questions of the council: How can we better support school districts? And how can we better support professionals who work with students? The following were suggestions from the council:

- a. Develop curriculum geared towards professionals on how to 'dig deeper' in their conversations with students.
- b. Develop 'Identity Building' activities that professionals can use in their work
- c. Include identity building activities into the Deaf Olympic Day
- d. Emphasize to school districts the issue of isolation
- e. Use WSD as a resource to provide guidance and support
- f. Work with parents and teach them how to help their child develop their own identity
- g. Create a listserv or a facebook group for parents only, to give them the opportunity to talk with each other, get feedback, and learn about how to foster identity.
- h. Convince the board who grants licenses for psychs to allow for clinical hours to be transferred to this state, or videotaped in another state. Use your professional organizations to lobby for this change.

VI. Possible future topics to discuss and improve: Professional Development opportunities, and licensure for those teaching ASL as a foreign language, AWSA (State organization for school principals)

VII. Next meeting: April 26, 2016 at DPI in Madison.

Meeting adjourned 3:05pm

ATTACHMENT A

WESPDHH Director's Report (Marla Walsh and Constance Gartner) October 26, 2015

Staffing- Rita Dietzel, who was the Secretary Confidential to the Director, and Secretary for this council, passed away after a long battle with cancer. Our thoughts are with the family as we remember the great work she did for the council.

With the passing of Rita comes a transition to the WSD administration office, so please be aware of this as we try to have a smooth a transition as possible.

Recent Hires- 1 new hire during the fall semester - William Jennison, former WSD grad (1999) teaching HS Science.

Vacant positions that are or will be open for recruitment are: Confidential Secretary 2, WESP-DHH Director, Transition Coordinator, School Psychologist, and ASL Online Instructor.

STAR- HR systems, along with payroll, procurement, purchasing, and time reporting has transitioned to a new statewide system called STAR. We are currently into the transition phase. Some processes have been delayed as a result of this change.

Playground- Planning for our new playground is underway. Bidders will be visiting the campus on January 20th.

Calendar- Our 2016-17 school calendar is in the works and we expect to have this ready in the Spring.

Summer School- Due to the many transitions, including financial transitions that WESP is faced with, WSD will not be offering summer school/camps for the summer of 2016.

Student teachers- 2 from NTID - both HS, one in English Language Arts, one in Social Studies; last semester 1 student teacher from Illinois State University in 3rd grade. 1 UWM ITP student intern

UWM students serve as Big Brothers/Sisters to WSD students in the dorm. So far this year, we will have 4 Big/Lil Sis/Bros.

DeafBlind programming - currently 4 staff (3 dorm, one EA) going for the online DB training thru Utah State starting this semester.

Online classes - a total of 10 students from around the state. 2 instructors - Brian Lievens and David Copeland. Teaching 2 ASL courses and one MS SS. We will again be offering courses next year and will have a planning meeting 1/15. 1 vacant online instructor position - hoping to hire this spring. Will be teaching ASL and other online courses to DHH students. We will rely on outreach to "push out" our classes, so please watch for those announcements. FUZE is the online tool that we use.

Online and distance instruction for hearing students continues to be a need that we cannot meet. We currently have 1 instructor teaching 2 courses at DDHS daily. Second year. We will call him back to teach online DHH students next year.

Assessment: Moving forward with the **Forward** exam. Training will be this month around the state. Like the Badger exam, the Forward exam will have ASL prompts. Marcy and I have had discussions with Troy Couillard RE assessments and DHH students. We will continue that dialogue to see how we can improve participation of DHH students in statewide assessments. Will administer the **ACT** for 9th - 11th graders. **ACCESS-ELL** is underway currently. **DLM** will be administered in the spring. We will continue with **MAP** testing at grades 3 - 11.

Technology: Continual upgrades of website and **social media sites** (youtube, pinterest, instagram, Facebook, twitter). Please send us your events that you would like to “push out”.

We are in the process of creating “publishing” standards which will improve the overall quality of the content that we post. We are in the middle of a **studio renovation** with green screens, new cameras & lighting. Our hope to eventually stream content online (morning announcements, courses, etc).

We are upgrading our **emergency systems** (message boards, VP) to Convo. This will enable us to make emergency announcements quick and efficiently, put the entire campus under one system.

Campus upgrade to **GAFE**. Now seamless communication with DPI (no dropped emails and NO LIMITS to inboxes). Campus wide training on 10/30 & 31. We hope to be able to improve our efficiency with Google analytics that can allow us to analyze data from student/staff attendance to requests for maintenance, resource usage, etc.

Continual **PowerSchool** upgrades including behavioral plug in which helps us monitor and track behaviors and interventions and replaces older tracking systems (and paper/pencil spreadsheets).

GPSD tourney February 11 - 13. Expecting 8 schools and a great tourney

WSD will host **Walworth County Transition Fair** 4/19

ATTACHMENT B

WESPDHH Outreach Director's Report January 14, 2016

OUTREACH STAFF UPDATES

- **Early Childhood: Deaf/Hard of Hearing Specialist:** Five total candidates were interviewed. Two of the five were considered qualified. The top candidate has been offered the job; we are currently negotiating, and hoping this person will accept and begin within a few weeks.
- **Office Operations Assistant:** This position, formerly held by Marianne Jodie Grote, is now vacant. We are currently in the process of finalizing the position description and posting the position.
- **Jennifer Meyer** has been on maternity leave since early December. She had twins – both girls! We are excited that she will be returning on January 19.

CURRENT ACTIVITIES/PROJECTS

- **Website**
 - We are still working on redesigning our website, in conjunction with updating our logo (ensuring common branding with DPI/WSD). The website content has been moved over, but the website now needs to be restructured, and new logo/branding needs to be incorporated.
 - New proposed logos attached
- **Consultations** – We are in the process of redesigning our consultation process to include more follow up and opportunities for ongoing coaching and modeling, and includes a “work plan” developed collaboratively with Outreach team members and educational team members. The purpose of this document will be to set goals (based on recommendations made in the summary report following the visit), track progress, follow up and provide resources/support. New process, new information on website and new forms should be rolled out in late January.
- **Google Plus Community** – we are building participation in our new Google Plus communities (Outreach, Deaf Mentors, D/HH Professionals). We plan to use this tool, instead of our traditional listserves, beginning in Fall 2016. For now, we are slowly working to help people learn how to use Google Plus (in addition to the listserv).
- **Survey of Educational Interpreters and Teachers** – we will be sending out surveys to these groups of professionals to help us determine several kinds of information. This information can be shared with staff and administrators, and can be used to help shape services/supports provided by Outreach. The information will include, but is not limited to:
 - For Teachers
 - Students are being served in an itinerant vs classroom model?
 - Average time spent with students
 - Time spent in push in vs. pull out model
 - Students who are considered deaf / hard of hearing
 - Students who use technology (and type)
 - Language/modality/type of communication used by students (ASL, spoken English, simultaneous communication, SEE, etc)
 - For Educational Interpreters
 - Roles/Responsibilities
 - Job Classification
 - Type of communication used for interpreting (ASL, simultaneous communication, sign supported speech, etc)

- **Mental Health Focus**
 - **Support Groups** – We piloted an initiative last year, bringing together several school districts for four meetings throughout the year. Hollie Barnes Spink facilitated these groups, and worked with teachers to determine topics. We will continue to grow this program; four different areas of the state will participate; topics will be consistent from region to region. Hollie will meet, in person, with each “group” for their first meeting, and will use technology to join and facilitate the rest of the sessions. Sessions are scheduled on a monthly basis for four months during second semester.
 - **Kathryn Bush? Training Modules** – we have connected with Kathryn Bush, School Psychology Consultant for DPI. We are excited about this connection and will be meeting with her in February to discuss the possibility of adding a “deafness focus” to one of her training modules that she is creating for Student Services personnel.
 - **DPI /Student Focused Workgroup** – we are hoping to reestablish a DPI/student focused workgroup on mental health and wellness, after meeting with Kathryn Bush and determining next steps. We have participated in the Taskforce on Mental Health for individuals of all ages who are d/hh/db, but feel we need more focus on supports for students.
- **UWM Interpreting Intern**
 - We will be working with an interpreting intern in the Spring, from the UWM interpreter Training Program.
- **Adept Board**
 - Marcy has been asked to join the board of the Adept Teaching Training program at UWM (see flyer attached). First meeting was in December, 2015.

DPI INITIATIVES

- **Assessment Accommodations** – With a new statewide assessment, teams from WCBVI and WESP-DHH teams were supposed to be involved prior to implementation of the test, to determine necessary accommodations for students with disabilities. We are waiting to see a demo of the tool.
- **WISEdash** – A meeting has been set for late February so that Outreach teams can learn how to access information and query this comprehensive student data collection system. Up until this time, we have never had access to this system or the information contained within. Several Outreach team members will attend. At the next meeting, more can be shared about what kinds of information we can get from the system.
- **Indicator #14 of the State Performance Plan (SPP) – Post High School Outcomes** - Indicator 14 helps DPI describe the further education and competitive employment experiences of youth with disabilities as they transition from high school to adult life. Indicator requires states report an **unduplicated count** of the: *“Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:*
 - A.** *Enrolled in higher education within one year of leaving high school.*
 - B.** *Enrolled in higher education or competitively employed within one year of leaving high school.*
 - C.** *Enrolled in higher education or in some other postsecondary education or training; or competitively employed or in some other employment within one year of leaving high school”*

Data for this indicator is to be collected through the Post School Outcomes Survey (<http://www.wipso.org/>). Historically, we have not been able to segregate out or get good data on our D/HH students. Maryann Barnett, WESP-DHH Outreach Transition Coordinator, has been working with trainers to provide interviewers with the ability to interact with D/HH students and provide those individuals with training. Handouts are results of 2013-14 and 2014-15 results of these efforts in providing more comprehensive data on D/HH students and post school outcomes. Of note:

- **School District Participation**
 - Every school district in Wisconsin is on a 5 year rotation to participate, thus, every district is NOT in every year's results. 2014 included Milwaukee. 2015 included Madison and Appleton

- o Students at WSD are part of their home school districts data so are included as their districts turn in the rotation occurs.
- **Number of Respondents**
 - o **2012-13 Results – 1 respondent** (no special effort to collect data)
 - o **2013-14 Results – 11/22 responded – 50% response rate** (Maryann Barnett participated in collecting data, as well as obtaining phone numbers for other interviewers)
 - o **2014-15 Results – 39/60 responded – 60% response rate**(a cohort of interviewers were specially trained and then conducted interviews)
- **Percentages Reported in Handouts**
 - o Brackets [] = outcomes reported by respondents who are D/HH
 - o Parenthesis () = outcomes reported statewide

FUTURE EVENTS

- **Regional PST (Program Support Teachers) Meetings**
 - o These all-day meetings are designed to share information related to DPI updates and initiatives, specifically as they apply to professionals in the field of Deaf education, to gather information from D/HH professionals, and to provide valuable networking opportunities with other professionals.
 - Winter Meetings
 - Wednesday, February 24, 2016 – CESA 6
 - Thursday, February 25, 2016 – CESA 10
 - Spring Meetings
 - Tuesday, April 19, 2016 – CESA 6
 - Tuesday, April 26, 2016 – CESA 10
- **Spanish Speaking Family Weekend** – This weekend is specifically for Spanish speaking families, and is planned in collaboration with WSD. Maria Rivera, along with Parent Liaison, Laurie Nelson, are overseeing the event and it will be held at WSD. The weekend has been rescheduled for 3/11/16-3/13/16 due to low registration numbers for previously scheduled weekend in August. Flyers were distributed to Spanish speaking families at the conference, and have been mailed to our Spanish speaking families. Downloadable flyers are on our website as well. We have ___ families registered so far. We received \$750 from Gallaudet University Regional Center to help support this event.
- **Partners in Listening (PiL)** – This program focuses on supporting the listening and spoken language needs of young students, through professional development and parent education. This year, we will be focusing on training for Birth to 3 professionals. We are in discussions with the Wisconsin Birth to 3 Program to ensure good attendance and that our training meets the needs of these professionals. The symposium is scheduled for the spring, May 6-8; details and speakers are presently being confirmed.
- **Deaf/Hard of Hearing Outreach Day** (formerly Deaf Olympics Day) is scheduled for Thursday, May 5 at the Onalaska YMCA.