

State Superintendent's Advisory Council- Deaf and Hard of Hearing

Friday October 10, 2014

GEF III Room P41

9:00 am – 3:30 pm

Notes

Members present: Beth Larimer, Amy Otis Wilborn, Koryn Koneazny, Debra Anken-Dyer, Robin Barnes, Paula Minix, Brian Anderson, Kip Jackson, Andrew Konkel

DPI representatives: Alex Slappey, Marcy Dicker, Barb Van Haren

Interpreters: Tim Mumm, Maria Rivera

Note taker: Rita Dietzel

9:00 a.m. Call to order

Housekeeping

Agenda repair

Review/acceptance of May minutes: Kory is listed twice. Minutes accepted with the change.

Council Introductions

Brief Council member introductions to guests

Amy Otis Wilborn shared that UW received a grant for the teacher training program to use for a distance learning program that includes auditory oral to sign language.

Guest introduction

Barb Van Haren- DPI Director of Special Education – Is a Wisconsin native, product of public schools and the UW system.

DPI Reports:

WESPDHH Outreach Director's Report

PAST EVENTS

- **College and Transition Fair** – Wisconsin Lions Camp (July 11 and July 18, 2014) – there was a small turnout. We will probably do this event at our Fall conference in 2015 (theme of the conference will be Transition), instead of next summer.
- **WDBTAP Intervener Community of Practice Meeting**, July 16, 2014 – 10 participants
- **WDBTAP Tips and Tools** – July 17-18, 2014 – 24 participants
- **WESP-DHH Summer Institute**
 - **August 4-5** - *Cottage Acquisition Scales for Listening, Language and Speech (CASLLS.)* – 13 attendees
 - **August 6-7** - Dr. Kristin DiPerri, *"Reading and Writing From the Start: Building a Firm Foundation for Students Who are Deaf and Hard of Hearing."* – 20 attendees
 - **August 6-7:** Summer Institute – Skill building Workshop *"Enhancing Visual Interpreting to Optimize Student Learning."* – 14 attendees
- **WDBTAP Family Summit** – August 15-16, 2014, Wisconsin Dells -
- **Spanish-Speaking Family Weekend** – Wisconsin School for the Deaf, Sept 12-14, 2014 – a collaborative program with WSD and Outreach. 11 families in attendance, with "mentor" families and their young adult children providing guidance to newer families. Many presenters and child care staff were Spanish speaking or deaf and from Spanish speaking families.

The families expressed strong interest in continuing this event. We will be planning another weekend for the Summer of 2015.

- **Annual Fall Training (for GBYS and DMP)** – October 3 – 5, 2014

FUTURE EVENTS

- **WSD College & Transition Fair** – October 16, 2014
- **Partners in Listening Training** – October 23 – 25, 2014 – CANCELLED, due to contracting issues. The first training will be March 12-14, 2015
- **Teen Getaway Weekend Jr** – WI Lions Camp, Nov 7-9, 2014

DPI INITIATIVES

- **Expanded Core Curriculum**

Marcy, Jennifer Meyer and Stacie Heckendorf began working on re-organizing/revising an Expanded Core Curriculum (Iowa Dept. of Education) for use here in Wisconsin. The skills included in this curriculum are outside the usual math, language arts, etc. but are critical for success for a child with hearing loss. At a recent CESA Itinerant Teacher Retreat, we learned that teachers preferred the shorter Minnesota Compensatory Skills Checklist for Students with Hearing Loss (Minnesota Dept. of Education). As a result, we are in the process of merging the best elements of both documents into an easy to use paper and web-based checklist, which teachers can use to develop goals and explain their roles in supporting the students. We are hoping to complete this project this and get DPI “approval” for posting and disseminating by early Spring, and we will share this tool at our March PST meeting.

Expanded Core Curriculum (Iowa Dept. of Education):

<https://www.educateiowa.gov/sites/files/ed/documents/1%20of%209%20ECC-DHH%20revised%20January%202013.pdf>

Minnesota Compensatory Skills Checklist for Students with Hearing Loss (Minnesota Dept. of Education):

<http://bertchurch.rockyview.ab.ca/Members/tsweetapple/hearing-loss-resources/Minnesota%20Skills%20Checklist.pdf/view>

- **Assessment Accommodations**

We do not; yet, have good information from DPI about appropriate accommodations for these assessments, though we are collecting thoughts and issues as this time. We will know more in January, and will work to disseminate this information once DPI provides it to us. We had originally planned to do this at the December PST meeting, however, we won't have information in time.

- **Educator Effectiveness**

Jennifer Meyer has been working with Suzan Van Beaver to develop FAQs (specific to Teachers of the Deaf/Hard of Hearing). We are already providing guidance to teachers in the field; our December PST meeting will also address this topic.

- **Ed Aud Bulletin FAQ**

Stacie Heckendorf completed two FAQs (Educational Audiology FAQ and Optimal Listening Environments). They have been submitted to DPI for approval, and to be posted along with other DPI bulletins.

- **PST Meetings**

As part of the D/HH Consultant's (Carol Schweitzer) role, Outreach is now planning and running 3-4 Program Support Teachers (PST) meetings.

Schedule for 2014-15:

- **October 1 & 2, 2014 (Wisconsin Dells) - Collaborative PST Meeting (sponsored by DPI)** – TOPIC: improving reading outcomes through beliefs, instruction, and high standards. WESP-DHH Outreach (along with WCBVI Outreach) provided an opportunity during the conference to support the application of information presented at the conference specifically the work of itinerant teachers of students who are D/HH, B/VI, or Deaf-Blind.
- **December 2, 2014 (CESA 10) & December 8, 2014 (CESA 1)** – DHH PST Meeting – TOPIC: Educator Effectiveness (changed from Assessment Accommodations)
- **March 17, 2015 (CESA 5) & March 19, 2015 (CESA 8)** – DHH PST Meeting – TOPIC: Expanded Core Curriculum

Consultation Data from 2013-14

The WESP-DHH Outreach Consultant team has been designed to provide educational programs with an opportunity to obtain in-depth information, free-of-charge, from highly qualified and experienced educational personnel regarding the array of educational needs and supports for students who are deaf, hard of hearing and deaf-blind.

Last year the Consultation team:

- Provided consultation to 45 students/children ranging in ages from six months to seniors in high school;
 - Birth to 3 – 9 consultations
 - Early Childhood – 5 consultations
 - Elementary – 17 consultations
 - Middle School – 9 consultations
 - High School – 5 consultations
- Received referrals from school districts within every CESA (1-12) and nine counties for B-3
- Received and processed five consultations to begin in the fall of 2014.

Are our Outreach Consultations Beneficial?

- 88% rated “Services and Information Received” as Extremely Valuable or Valuable;
- 79% rated “Overall Satisfaction with Services and Information Received” as Extremely or Very Satisfied.

Current Activities/Projects

- Recruiting, interviewing and hiring of two new positions:
 - Administrative Assistant/Event Planner
 - Staff Interpreter/Adult Role Model Program Coordinator
- Determining the role of the WESP-DHH Early Childhood: Deaf/Hard of Hearing Consultant, given changes in the Southern Region with the CARES Coordinator position (developed by Wisconsin Sound Beginnings and Wisconsin Birth to 3 Program)
- Incorporating a new tool (The Standardized Visual Communication and Sign Language Checklist for Signing Children - <http://vl2.gallaudet.edu/labs/early-education-literacy-lab/vl2-data-sharing-project/standardization-visual-communication-and-sign-language-checklist-signing-children/>) as an evaluation and goal-setting tool for the Deaf Mentor Program. The Visual Communication and Sign Language Checklist (VCSL) for Deaf and Hard of Hearing Children is a tool that documents a child’s American Sign Language (ASL) growth
- Presentation at RSN on 11/20 (by Marcy Dicker and Heidi Hollenberger) regarding identifying students who are deaf-blind (new document developed for IEP teams “Checklist to Consider WDBTAP Supports and Services”: <http://sped.dpi.wi.gov/files/sped/pdf/db-wdbtap-001.pdf>)
- Establishing, in collaboration with WSD, a “support / discussion group” pilot (to be facilitated by Hollie Barnes Spink, School Psychologist) for four school districts who will bring their students together 3-4 times per year. Discussion groups will be facilitated and will have a topical focus, such as “Healthy Relationships” etc.
- Adapting WDBTAP database system (File Maker Pro) to meet the needs of WESP-DHH Outreach
- Planning for the move from First Class to Google Apps for Educators and Outlook email system
- Redoing an exhibit board for conferences, in preparation for the State Supt. Special Education Fall Leadership Conference in two weeks
- Revamping of Distant Pals, to include technology (Lindsay Raclaw)
- Establishing a Book Club for middle school students (Lindsay Raclaw)
- WESP-DHH Long Range Planning (LRP) - Meetings of the Administrative team continued through the summer, and we have monthly meetings established for the 2014-15 school year. Deaf Adult Role Models - establishing a Adult Role Model Program

Alex Slappey WSD Report: Shared the WESP-DHH long range plan mission/vision statement and goals:

Mission

To provide comprehensive education and support services to all Wisconsin children who are deaf, hard of hearing and deaf-blind, their families and their service providers.

Vision

The programs of WESP-DHH utilize evidence-based practices and seamless supports, services and resources to enable all children to achieve their maximum academic, social and emotional potential in their respective environments.

Values

Student-Centered: We support and foster the development of the whole child, including physical, intellectual, social and emotional abilities.

Diversity: We embrace the diverse needs of the student and their families, respecting varied communication styles and preferences, family dynamics, cultures, creeds, religious preferences, identity, race, and ethnicities.

Service: We strive to serve as a first point of contact for families, service providers, and the community, providing a complete spectrum of resources, supports and services, with expertise in the field of deafness.

Excellence: We pursue excellence, using evidence-based practices, provided by experts in the field of hearing loss.

Collaboration: We work in partnership with parents, school districts, Birth to 3 programs, service providers, and other hearing loss-related entities, organizations and agencies, as well as programs within WESP-DHH to ensure seamless provision of services in a timely manner.

1. **Region/Center/Satellite:** To establish a comprehensive program, including regional centers (in addition to WSD), in order to provide resources and services by highly skilled professionals to all people involved with the education of children who are deaf, hard of hearing and deaf-blind in Wisconsin.
2. **Technology:** To use contemporary and emerging technologies to access and facilitate communication and as a teaching tool for students, families, and professionals.
3. **Vocational/Post-secondary readiness:** To develop, expand upon or enhance current transition programs for children who are deaf, hard of hearing and deaf-blind in Wisconsin by providing vocational and post-secondary readiness training.
4. **Diversity:** To address the diverse cultural, ethnic, communication modality, and disability needs of Wisconsin's children who are deaf, hard of hearing and deaf-blind.
5. **Internal/External communications:** To increase an understanding (both within and outside of WESP) of the WESP-DHH programs and goals.
6. **Birth to 3:** To strive to serve the needs of children with hearing loss as early as possible to ensure they receive information and services they need to reach linguistic milestones, and be on par with their peers, as much as possible.
7. **Whole Child:** To increase knowledge and awareness of the academic, social, and emotional needs of students who are deaf, hard of hearing, and deaf-blind.

8. **Deaf Adult Role Models:** To foster and provide opportunities for children who are deaf or hard of hearing to interact with deaf or hard of hearing adults who serve as mentors and role models.
9. **Professional Development:** Adapt WSD specialized resources to support local LEA's and provide targeted professional development in order to enhance the skills and abilities of individuals serving students who are deaf, hard of hearing, and deaf-blind.
10. **Parent/Parent Education:** To foster family involvement in the education of their child who is deaf, hard of hearing, and/or deaf-blind.

Kory asked who is the parent involved in the parent/parent education goal? Alex will send the list of the staff that is working on each of the goals; Kory could then contact that staff person.

Role of this Advisory Council: It was explained how the working document the "WI agenda" developed from the National Agenda and how that evolved to the tool "Basics" PowerPoint

"Basics" PowerPoint was shown by Beth.

The council asked for questions/concerns/direction from Ms. Van Haren: Ms. Van Haren said yes to use the PowerPoint! It is a good beginning guide for administrators. DPI will do a compliance check for FAPE & LRE and then it will be ready to use on websites.

Ms. Van Haren also stated that speaker notes could be added, although she would want to see anything that is added before posting/using. Marcy & Ms. Van Haren will work on getting this out. The target audience is building level administration, principals as well as school district administrators. Ms. Van Haren thinks this would be good as a required in-service in schools and a good tool for itinerate teachers. Ms Van Haren also liked the rest of the flowchart and recommended to move to a webinar or an articulate module. The Educator Effectiveness is using Live Binder as their vehicle. Live binders could be the organizational piece for the flow chart.

New DPI initiatives – Ms Van Haren: Office of Special Education Programs has a rating of how states are carrying out IDEA and WI met the requirements. They also looked at compliance and results - WI strong in compliance, there is work to be done in results (looked at 4th & 8th grade writing and math. DPI is working on a systemic improvement plan, focusing on literacy, including reading achievement for students with disabilities at the 3rd grade as it aligns with Dr Evers agenda.

WI DPI Special Education has a twitter account: widpisped

Process to examine raising the scores for interpreter licensure: The 3.0 score has not changed in years. There are other states that have raised the EIPA scores. In order to change the passing score the state statues would need to be revisited. Another question posed to Ms. Van Haren is if the Special Ed director can ask for the score. Ms. Van Haren stated that in order to raise the score, one would need to look at the impact and if its affect would be regional or not, would it create smaller pools of interpreters to pull from. If the score were to be increased there would need to be given a time period to adjust for the raise. Brian expressed interest in knowing where the resources are to help the interpreters increase their skill level so the districts could help support them.

The Council work on that, Marcy will invite Carol Schweitzer and make sure Margaret James is at that meeting and then look at a sample of the EIPA. Then the Council can make a written recommendation to DPI.

Brian wondered how many Ed. Interpreters would be affected if the passing score became 3.5? Marcy did not beleive as many as one would think.

How to obtain letters of support for Council members who may need substitutes to attend meetings? Ms Van Haren will check into this, there are other councils and she is sure there are other issues like this.

Lunch

Where do we go from here?

The Council is very pleased that Ms Van Haren liked the PowerPoint and approved its use - add to the next agenda for Marcy to come back and report on the progress in working with Ms Van Haren on the compliance.

Identify "Chairperson in training" - think about it for the January meeting

Council Vacancies: Beth Hall was just accepted to fill the Parent Role that Michelle K. had left. All other Council members whose terms were up, have been reappointed.

Next meeting dates/locations: Rita will do a doodle survey for 2 dates in January (2 dates in case the first is cancelled due to snow) and an April meeting all in Madison.

- EIPA – It is important to have Margaret & Kip at the next meeting for this discussion. Is there anyone else we should bring in? Marcy suggested Dan Houlihan. Something that needs to be explored, at least in the states that have already done so, with the higher rate requirements was there higher pay?
- PowerPoint update
- CARES position (b-3)
- Where to go with the rest of the flow chart? What is the content we want to share and then the design can come later. Since there is a lot of content for the mental health piece work on that and see what is missing. Invite DPI tech people? That should be the last step; we need content then invite technology advice for the April meeting.

General - discussions/help:

Paula - child 504 accommodations for a child without a diagnosis for reading disability but does have a hearing deficit is it okay to use that for the accommodations. He wants tests read to him or audio texts.

Adjourn