

# Goals 2017-18

Tuesday, May 23, 2017 9:15 AM

## DHH Community of Practice

Grant Request Submitted: 5/11/2017 2:26:16 PM

### Meeting Minutes

### Meeting Survey Results

#### 2017 END OF YEAR DATA

Goal 1: EHDI/OAE: Echo initiative; each district seems to have their own procedure, but all are participating to some extent. This goal will be continued so that a contact list can be created and work to fill in the service gaps within districts.

Goal 2: ASL: Direct teaching from a deaf person as well as the opportunity to earn ASL CEU's. Continue goal.

Goal 3: Expanded Core Curriculum: Continue working on social language and functional skills for DHH students.

#### CHAIR

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#### IDENTIFICATION OF NEEDS

Continue to build ASL, Echo Initiative, EHDI, Expanded Core Curriculum, Professional Development

#### GOAL 1

Region 10 DHH teachers will access various professional development opportunities related to the Echo Initiative and reading topics for DHH students.

A: Region 10 DHH teachers will explore effective reading practices for students who are deaf or hard of hearing.

B: Region 10 DHH teachers and Audiologists will receive training on the Echo Initiative. The trained EHDI individuals from Region 10 will attend a CoP meeting to train the DHH teachers and Audiologists on the Echo Initiative as measured by a survey of those in attendance at the training.

Installation - Building your capacity, training, coaching, and data systems are conceptualized, created, or purchased.

#### GOAL 2

The Region 10 DHH teachers will have various opportunities to earn ASL CEU's as required by state law.

A: During our Region 10 CoP meeting, a qualified ASL presenter will present on current ASL topics.

B: Teachers and families who attend the August 18 and 19, 2017 ASL Hands Land workshop will learn ASL rhymes and how to present phonetic awareness through American Sign Language.

C: Teachers and families who attend the Family Emersion Weekend in April 2018 will have the opportunity to attend multiple sessions on topics related to hearing loss and communication as well as the opportunity to socialize family to family.

Exploration - Assessing the needs, Identifying possible programs and practices to meet those needs, Assessing the fit and feasibility of implementing and sustaining the identified programs

#### GOAL 3

Using the recently developed physical education standards, DAPE and the needs areas for the expanded core curriculum, field trip opportunities will be provided for DHH students in Region 10.

A: Region 10 Kindergarten - 5th grade and 6th - 12th grade students will have the opportunity to attend the YMCA to develop skills in communication, advocacy, social emotional, functional skills, physical education and wellness.

B: Region 10 high school students will have the opportunity to attend the Work Skills Challenge Day if it is available to develop transition and self-advocacy skills.

Full Implementation - The processes and procedures are in place.

#### ALIGNMENT WITH CURRENT INITIATIVES

Support equitable and accessible educational services by utilizing a multi-tiered system of support, including Universal Design for Learning to meet academic standards for all learners, with a specific focus on those with low incidence disabilities., Support licensed and certified educational staff serving students with low incidence disabilities by building local capacity through high quality retention and recruitment., Support access to equitable educational services., Through professional development, support staff and parents have access to effective implementation for evidence-based practices.

Universal Design for Learning, Standard Based Individual Education Plans, Multi-Tiered Systems of Support, Access MN Standards (i.e., Reading,

Writing, Math), Accessibility Features

Indicator 1 - Percent of youth with IEPs graduating from high school with a regular diploma., Indicator 3 - Participation and performance of children with IEPs on statewide assessment, Indicator 5 - Percent of children with IEPs aged 6-21: A. Inside the regular class 80% or more of the day, B. Inside the regular class less than 40% of the day, C. Served in schools, residential facilities, or homebound/hospital placements., Indicator 8 - Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with IEPs., Indicator 13 - Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

## RESOURCES

ASL presenter, EHDI trained on Echo Initiative, MSAD Family weekend, exploring reading EBP, Fall field trips, Metro Reading Tool Kit,

## READINESS

Exploration phase

## CAPACITY

Identify the reading EBP's, gain knowledge of the Echo Initiative, increase staff ability to be a resource in the Echo Initiative, practice and implement captioning

## MEETING DATES

- October 4, 2017 - 9-3 Woodlake Meeting Center
- November 20, 2017 - 9-3 Woodlake Meeting Center
- January 17, 2018 - 9-3 Woodlake Meeting Center
- February 27, 2018 - 9-3 Woodlake Meeting Center
- March 12, 2018 - 9-3 Woodlake Meeting Center
- May 16, 2018 - 9-3 Woodlake Meeting Center

## Budget

7000