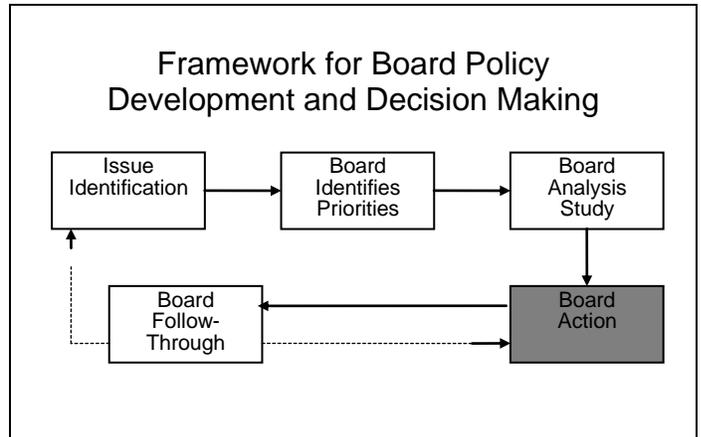


Iowa State Board of Education

Executive Summary

September 16, 2010



Agenda Item: Report of the Coordinating Council for Hearing Services

Iowa Goal: All

Equity Impact: The Coordinating Council for Hearing Services report contains recommendations for addressing the educational needs of students who are deaf or hard of hearing.

Presenter: Sr. Jude Fitzpatrick
Member, State Board of Education
Co-Chair, Coordinating Council for Hearing Services

Attachments: 1

Recommendation: It is recommended that the State Board approve the Preferred Future Plan which was developed by the Coordinating Council for Hearing Services.

Background: In February 2007, the Board of Regents and the State Board of Education created the Coordinating Council for Hearing Services. They were asked to review all statewide services which support the education of students who are deaf and hard of hearing, identify the future needs of these students, collaborate with other providers in ways that would benefit students statewide, and ensure that existing services are being provided in the most effective and efficient manner.

The Coordinating Council developed the Preferred Future Plan, a blueprint for developing a statewide system of excellence to provide education services to Iowa students who are deaf or hard of hearing.

REPORT OF THE COORDINATING COUNCIL FOR HEARING SERVICES

Action Requested: Consider approval of the recommendations of the Coordinating Council for Hearing Services.

Executive Summary: In February 2007, the Board of Regents and the State Board of Education created the Coordinating Council for Hearing Services for the purpose of reviewing all statewide services which support the education of students who are deaf and hard of hearing. The Coordinating Council was charged to examine the future needs and solutions for all Iowa students who are deaf and hard of hearing; to engage in collaborations which benefit students statewide; and to ensure that existing services are being provided in the most effective and efficient manner.

The Coordinating Council was asked to address the following questions.

- ◇ Are there services or learning experiences that can be offered or developed statewide to support the education and growth of all students who are deaf and hard of hearing?
- ◇ Are there possible collaborations among the Board of Regents, Iowa Department of Education, and other education agencies which further the mission of all?
- ◇ Are there other organizations with which collaborations would be of benefit?
- ◇ Are the existing services provided in the most effective and efficient manner?

The following functions were identified for the Coordinating Council:

- ◇ Identify strengths and opportunities for improvement in the current educational delivery system and develop plans which build on the strengths and address the opportunities for improvement.
- ◇ Continue to improve efficiency and effectiveness of statewide services, including continued development of flexible and innovative services, as needed.
- ◇ Develop and implement a comprehensive professional development plan that will provide all Iowa service providers, including the ISD faculty and staff, with the knowledge and skills needed to contribute effectively to the continuous improvement of services to children who are deaf and hard of hearing and to their families.
- ◇ Develop cooperative agreements between the Board of Regents, Iowa Department of Education, and area education agencies to develop a statewide service delivery system for students who are deaf and hard of hearing.

The Coordinating Council was created to include representatives of service providers and service recipients. The Council was co-chaired by Rose Vasquez, Board of Regents, and Sr. Jude Fitzpatrick, State Board of Education.¹ The Council began its work on October 29, 2007, with an opportunity to hear about national trends and perspectives relating to education services for children who are deaf and hard of hearing; statewide data pertaining to Iowa students; and services provided by the Iowa School for the Deaf. At a later meeting, the Council had the opportunity to tour the ISD facilities and observe the services provided by the School.

Since then, the Council spent significant time exploring the needs of children who are deaf and hard of hearing across the state. During the 2009-2010 academic year, the Council began to explore a process to describe a preferred future regarding statewide services for children who are deaf and hard of hearing. At the April 12, 2010 meeting, the Council approved the preferred future overarching statement and the indicator statements for the 0-3 age group. Following that meeting, the indicator statements for all other age groups were developed and approved by the Council.

The Coordinating Council for Hearing Services seeks approval of the **Preferred Future Plan** which will become the blueprint for developing a statewide system of excellence to provide educational services to Iowa students who are deaf or hard of hearing.

Following approval by the Board of Regents and the State Board of Education, an Executive Council will be organized to begin the process of implementing the Preferred Future Plan.

¹ The Coordinating Council membership is included on Attachment A.

PREFERRED FUTURE PLAN FOR STATEWIDE SERVICES FOR IOWA CHILDREN WHO ARE DEAF OR HARD OF HEARING

The Iowa Department of Education and the Board of Regents, State of Iowa, will establish an executive council/team, which includes a representative of the Iowa Department of Education, Board of Regents, Department of Public Health, Area Education Agencies, Vocational Rehabilitation, a physician specializing in hearing rehabilitation associated with the University of Iowa, an educational professional with a significant hearing loss, and a parent of a student with a hearing loss, to provide statewide oversight to ensure systematic/uniform services (oversee delivery of services) and yearly evaluation of effectiveness. The executive council/team will use ad hoc members of stakeholders and service providers as necessary.

We will know that this is occurring for all students who are deaf and hard of hearing by:

- ⇒ Eliminating geographical differences in the distribution of resources.
- ⇒ Providing a full range of services throughout the state, including those available at the district level, AEAs, and the Iowa School for the Deaf, to ensure equitable access and services statewide for students who are deaf and hard of hearing.
- ⇒ Informing families of the full range of services available in the state, including those available at the district level, AEAs, and the Iowa School for the Deaf, as families consider the most appropriate service for the benefit of children who are deaf and hard of hearing.
- ⇒ Informing and providing to families advanced medical, assistive technology, and communication opportunities related to their children no later than one month after diagnosis of hearing loss and regularly throughout their school career.
- ⇒ Developing a one-stop shop for hearing, health, and education records and assessment (data base) and assigning a unique student identifier that is linked to a hearing health data base, including all audiologic interventions (by physician or audiologist) that impact hearing as part of the medical records.
- ⇒ Developing and sustaining a website interface with information about services, diagnostics, need for early intervention, ongoing services, and links for nurse practitioners/family practitioners, parents, and service providers for students who are deaf and hard of hearing from 0-21.
- ⇒ Evaluating the most efficient and effective allocation of professional service coordinator responsibilities.
- ⇒ Developing and using a referral process that is consistent and standardized for all children who are deaf and hard of hearing.

- ⇒ Providing statewide habilitation coordination and technical assistance service for children who have received and use cochlear implants and/or hearing aids.
- ⇒ Providing systematic parent learning and advocacy opportunities.
- ⇒ Assessing adequacy of available personnel and providing programs to assure access to professional preparation for providers of services to children who are deaf and hard of hearing.
- ⇒ Coordinating with institutions of higher education to ensure that the state of Iowa has adequate personnel (teachers, audiologists, speech-language pathologists, interpreters, captioners, and counselors) trained to meet the needs of deaf and hard of hearing children.
- ⇒ Providing language and communication enriched programs which target pre-literacy to literacy skills and adaptive and social competency across academic and expanded core curriculum areas.
- ⇒ Facilitating each student's ability to reach his/her maximum academic potential using the state's program standards and curriculum guidelines.

We will know that this is occurring for the 0-under 3 year-old population (infants and toddlers) by:

- ⇒ Providing professional development opportunities relating to deaf and hard of hearing special education for continued licensure and enhanced effectiveness of early interventionists, pediatric audiologists, and other service providers.
- ⇒ Requiring training of all teachers of the deaf or hard of hearing, including those with permanent licensure to understand the preferred future for the 0-under 3 population.
- ⇒ Providing effective transition from 0-under 3 to pre-school and elementary school.
- ⇒ Providing language development opportunities, including center-based programs for children who are deaf and hard of hearing.
- ⇒ Providing a strong link from school to parents and home for transition facilitation.
- ⇒ Accessing available funds to carry out programming, including providing financial support to allow/promote parent participation.
- ⇒ Continuing to explore provision of mandatory coverage of hearing technology for 0-under 3, ensuring access to appropriate hearing technology.

We will know that this is occurring for the 3-5 year-old population (preschool) by:

- ⇒ Establishing professional development opportunities relating to deaf or hard of hearing special education for continued licensure and enhanced effectiveness of preschool teachers, pediatric audiologists, and other service providers.
- ⇒ Providing personnel to work with children who are deaf and hard of hearing to ensure transition from preschool to school.
- ⇒ Providing specialized training in language acquisition, including sign language, and literacy development opportunities/programming dedicated to children who are deaf and hard of hearing.
- ⇒ Accessing available funds to carry out programming, including providing financial support to allow/promote parent participation.
- ⇒ Providing each deaf and hard of hearing child with appropriate access to all relevant and needed hearing technology.
- ⇒ Encouraging the establishment of center-based programs to facilitate development in the areas of language, socialization, and literacy.

We will know that this is occurring for the K-6th grade population (elementary) by:

- ⇒ Developing professional development opportunities relating to deaf and hard of hearing special education for continued licensure and enhanced effectiveness of teachers, audiologists, and other service providers.
- ⇒ Providing personnel to work with students who are deaf and hard of hearing to ensure transition from elementary to middle and high school.
- ⇒ Providing language and literacy development opportunities/programming, as well as academic development opportunities/programming, dedicated to students who are deaf and hard of hearing.
- ⇒ Accessing available funds to carry out programming, including providing financial support to allow/promote parent participation.
- ⇒ Providing each deaf and hard of hearing child with appropriate access to all relevant and needed hearing technology.
- ⇒ Providing language development and remedial opportunities, including center-based programs for children who are deaf and hard of hearing.
- ⇒ Providing learning opportunities for Deaf culture, including sign language.
- ⇒ Encouraging the establishment of center-based programs to facilitate development in the areas of language, socialization, and literacy.

We will know that this is occurring for the 7-12th grade population (middle and high school) by:

- ⇒ Developing professional development opportunities relating to deaf and hard of hearing special education for continued licensure and enhanced effectiveness of teachers, audiologists, and other service providers.
- ⇒ Providing personnel to work with students who are deaf and hard of hearing to ensure transition from high school to work or higher education.
- ⇒ Providing academic development opportunities/programming dedicated to students who are deaf and hard of hearing.
- ⇒ Accessing available funds to carry out programming, including providing financial support to allow/promote parent participation.
- ⇒ Providing each deaf and hard of hearing child with appropriate access to all relevant and needed hearing technology.
- ⇒ Providing language development and remedial opportunities, including center-based programs for children who are deaf and hard of hearing.
- ⇒ Providing learning opportunities for Deaf culture, including sign language.
- ⇒ Coordinating comprehensive transition to post-secondary education and/or employment opportunities.
- ⇒ Encouraging the establishment of center-based programs to facilitate development in the areas of language, socialization, and literacy.
- ⇒ Providing language and communication enriched programs which target pre-literacy skills to literacy skills and adaptive and social competency across academic areas and expanded core curriculum areas for students with multiple needs.

MEMBER	ORGANIZATION
Rose Vasquez – Co-Chair	Board of Regents, State of Iowa
Sr. Jude Fitzpatrick – Co-Chair	Iowa State Board of Education
Kristi Abel	Graduate of ISD
Mary Ellen Becker, Ph.D.	Director of Special Education Services (ret.) – Great Prairie AEA
Patrick Clancy	Superintendent – Iowa Braille and Sight Saving School
Cindy Donaldson	Education Service Center Associate Director - Urban Education Network of Iowa
Vitaliy Dovgalyuk	Parent of deaf students at ISD
Polly Fullbright	Deaf and Hard of Hearing Program - Des Moines Public Schools
Bruce Gantz, M.D.	Professor/Otolaryngology - University of Iowa
Diana Gonzalez, Ph.D.	Chief Academic Officer - Board of Regents, State of Iowa
Glenn Grove	Chief Administrator (ret.) – Loess Hills AEA 13
Susan Hagarty	Parent of a deaf student who attends a local school district
Shirley Hicks	Deaf educator (retired) – ISD
Richard Hurtig, Ph.D.	Professor/Speech Pathology and Audiology - University of Iowa
Kenda Jochimsen	Bureau Chief – Iowa Vocational Rehabilitation Services
Kim Lestina	Itinerant Teacher of the Deaf and Hard of Hearing – Grant Wood AEA
Suzy Mannella	Consultant – Deaf Services Commission of Iowa
Joan Martilla	Coordinator of Audiology, Assistive Technology and Vision Services (ret.) – Mississippi Bend AEA 9
Lana Michelson	Bureau Chief/Student and Family Support Services (ret.) - Iowa Department of Education
Tammy O’Hollearn	Early Hearing Detection and Intervention Coordinator – Iowa Department of Public Health
Jeanne Prickett, Ph.D.	Superintendent – Iowa School for the Deaf
Patrick Sell	Graduate of ISD
Rick Varney	Principal – John Cline Elementary School, Decorah
Kathleen Van Steenhuyse	Dean/Social Science and Career Options Programs - Kirkwood Community College