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Deaf & Hard of Hearing Program Review

Recommendations

May 27, 2015

Calgary Board of Education

Recommendations

Programming

1 | Well-planned D/HH programming should be clearly described with a visible process, appropriate supports, a range of options, and fluidity between programs. Choices for a student and a family must be revisited as the child's strengths and needs grow

Objective	Strategies	Collaborative Engagement	Timeline

To provide consistent and comprehensive programming and services using Alberta Education's *Essential Components of Educational Programming for Deaf and Hard of Hearing Students* document as a guide	Discuss and review alignment between current programming and the 6 Essential Components, which include:
	
	▪ Meaningful parent and family involvement
	▪ Learning team*
	▪ Knowledgeable staff
	▪ Individualized Program Plan
	▪ Educational programming and services
	   o Language and Communication
	   o English or French Language Instruction
	   o Assistive Technology
	   o Classroom Environment
	   o Social Emotional Development
	▪ Planning for transition
		*For the purpose of this document, the core *D/HH Learning Team* refers to:
		
		▪ Certified Teacher of the Deaf and Hard of Hearing
		▪ Special Education teachers working in D/HH congregated settings
		▪ D/HH Specialist and / or D/HH Strategists
		▪ Parents
		▪ Students
		▪ School Administration Team
			September annually & January annually (IPP meetings) and ongoing

To ensure shared standards of practice of D/HH program delivery	Provide and review the Essential Components document with new teachers and principals.		

To provide a consistent and transparent process for students to access supports and resources
 	
Essential Components:
#2) Learning Team
#5a) Educational Programing-Language and Communication
#5c) Assistive Technology
	Identify supports available and ensure criteria for access is transparent and equitable.
	▪ Access to technology
	   o CART,
	   o Remote Video Interpreting,
	   o FM systems,
	   o iPad
	
	Sign language and Voice Interpreters
	▪ develop and implement a Functional Assessment rubric to identify communication demands in various contexts, in conjunction with individual student factors, to determine need for a sign language/voice interpreter
		D/HH Learning Team
		
		Expanded D/HH Learning Team:
		
		▪ Educational Audiologist
		▪ Educational Interpreters
		▪ Educational Assistants with D/HH designation
		▪ Speech Language Pathologists
		▪ Learning Leaders
			Ongoing

Objective	Strategies	Collaborative Engagement	Timeline
To ensure the signed environment promotes communication and access to information **Essential Components:** **#5a) Educational Programming and Services – Language and communication** **#5d) Classroom Environment**	Assess the signed environment to ensure it lends itself to effective interpretation. Examples: ▪ complete an Interpretation Audit rubric ▪ observe and assess understanding in various contexts Modify environment to effectively engage learner in accessing sign language interpreter, if needed. Examples: ▪ sight lines, fatigue, working with visuals ▪ refer to the *Standards of Practice for Sign Language Interpreting* document as a teacher resource	Classroom Teachers Interpreters	May / June and ongoing

2 | A multi-disciplinary team of Human Resources, Learning Services and school personnel should review role descriptions, processes, and caseloads. This will enable qualified professionals to do their best work, in the service of students.

Objective	Strategies	Collaborative Engagement	Timeline
To enhance operational performance through effective and efficient processes and practices that steward our resources **Essential Components:** **#3) Knowledgeable Staff**	Collaborate with Human Resources to support the process of hiring qualified professionals. ▪ Staff members from Human Resources to tour congregated sites; staffing requirements and required skill sets to be identified ▪ Review applicants with D/HH backgrounds to determine best fit for possible placement in a D/HH program ▪ Review the position description for a Teacher of the D/HH that includes the necessary qualifications and those specific to the method of communication in the classroom	Human Resources Staff D/HH Specialist School Administrators	May and ongoing
To capitalize on human resources to support students in enriching learning environments **Essential Components:** **#2) Learning Team** **#5a) Educational Programming - Language and Communication**	Employ the specialized skills sets of staff: ▪ offer ASL instruction through a Deaf teacher with training in ASL pedagogy ▪ encourage cross-collaboration and observation of classes and colleagues ▪ engage members of the entire school community in understanding needs of D/HH students Conduct a comprehensive review of caseloads. ▪ Review Strategist caseloads, focus of tasks and priority-setting practices for students in K-12 ▪ Review increasing the number of Strategists to enable them to enhance service to teachers and students Consider hiring a Hearing Instrument Specialist (HIS) as a cost-effective measure to alleviate the time spent with monitoring, troubleshooting and repairing equipment by the D/HH Strategists	D/HH Learning Team School community	September and ongoing

3 | Assessment and reporting should be strength and growth based, with the processes and outcomes tailored to the specific needs of D/HH students and their families

Objective	Strategies	Collaborative Engagement	Timeline
To personalize learning by identifying the specific supports that need to be in place and the areas of targeted instruction **Essential Components:** **#4) IPP**	In the *Conditions for Success* or *Accommodations* sections of the IPPs (IRIS or SIRS), identify what the student needs to best support learning. Examples: ▪ Mode of Communication ▪ Use of technology ▪ Learning resources ▪ Consideration of acoustic/lighting environment ▪ Timetabling considerations In the *Priority Learning Areas* or *Long and Short Term Goals*, identify areas of learning targeted for intentional instruction and assessment.	IPP team, including students and parents	Ongoing
To ensure meaningful student engagement **Essential Components:** **#1) Meaningful student involvement**	Initiate and maintain student input into IPPs. Examples: ▪ schedule regular IPP meetings with student ▪ compose a list of conversation starters or questions for use during IPP planning meetings ▪ create a list of possible goals and strategies to share with students ▪ help student to populate *Student Learning* section of IRIS	IPP team, including students	Ongoing
To ensure meaningful parent involvement **Essential Components:** **#1) Meaningful parent involvement**	Continue to engage parents in the IPP process and/or learning plan. Examples: ▪ compose a set of questions or conversation starters to send home prior to IPP meetings ▪ ensure ASL and/or second language interpreting is available for IPP meeting, when needed ▪ schedule longer IPP meetings when interpreting is needed	IPP team Interpretation and Translation Services	Ongoing
To implement a variety of assessments techniques in order to inform teaching and learning	Design differentiated tasks for the contemporary learner. Examples: ▪ use of iPhone to communicate with non-signers ▪ iPads for vocabulary development	IPP team Classroom teacher	

Objective	Strategies	Collaborative Engagement	Timeline
	▪ use of APPs to create presentations on hearing loss Use differentiated assessment: ▪ Learning is assessed and understood against outcomes derived from the Programs of Study.		

4 | The current processes for entry, placement, transition, and exit from the CBE D/HH programs should be clearly defined and communicated

Objective	Strategies	Collaborative Engagement	Timeline
To develop a predictable and consistent process for entry into and between learning environments **Essential Components # 6) Planning for Transition**	Engage one staff member as a main contact at each site to manage the transition process Develop, implement and/or refer to guiding documents in the transition process. Examples: ▪ Intake and Placement Process flowchart ▪ *Intake Summary Report –Deaf and Hard of Hearing* for pre-K and kindergarten students from agencies ▪ *Transition Form –Deaf and Hard of Hearing* for students within the CBE and grade 1-12 students from other Boards ▪ refer to Placement Process for Deaf and Hard of Hearing in *Specialized Classes and Unique Settings* document Explore and plan for meaningful transitions opportunities. Examples: ▪ Plan a student tour of the D/HH programs; visit the congregated classrooms and view the technology and supports available ▪ Reverse transition by having receiving staff connect with incoming students ▪ Plan an orientation day where students spend time in classrooms they will be entering	D/HH Specialist Learning Team from student's current environment Learning Team from the receiving environment	Spring annually and ongoing
To enable parents to make informed choices for placement decisions **Essential Components:** **#2) Learning Team** **#6) Planning for Transition**	Clearly communicate to parents programming options and supports available. Examples: ▪ Tour programs ▪ Discuss how students learning needs will be supported in each program For DHH students with complex learning needs, engage the multidisciplinary team to develop a comprehensive learning profile of the student	Teachers of the Deaf D/HH Specialist D/HH Strategists Complex Needs Strategists Psychologists Speech Language Pathologist Occupational Therapist	April / May annually

Objective	Strategies	Collaborative Engagement	Timeline
To ensure appropriate supports are in place for continuity of programming **Essential Components:** **# 6) Planning for Transition**	Schedule transition meetings with stakeholders: ▪ kindergarten students transitioning into the CBE from agencies ▪ students transitioning between schools ▪ students transitioning between classrooms and / or grades within a school	D/HH Specialist Learning Team from student's current and receiving learning environment Agency or pre-school representative(s)	April / May annually
	Build knowledge of community classroom teachers through staff in-services Assist graduating students with accessing and being aware of post-high school options. ▪ Develop a checklist / pamphlet with suggestions regarding considerations before graduation Examples: ▪ Scholarships available to D/HH students ▪ Obtaining an updated audiogram ▪ Making post-secondary disability services contacts	Students D/HH Strategists D/HH Specialist Learning Teams Community Partners	Ongoing Sept 2015

5 | With the understanding that there is significant space and financial constraints, the CBE should endeavour to explore the highest yield improvements to physical learning environments for all D/HH students, regardless of placement or program choice. Enabling physical environments should also be considered during new construction to the degree CBE controls the architectural design

(For the purposes of this Review, the learning environment refers to physical characteristics only.)			
Objective	**Strategies**	**Collaborative Engagement**	**Timeline**
To provide a physical environment conducive to learning that promotes communication and access to information **Essential Components:** **#5c) Assistive Technology** **#5d) Classroom Environment**	Address minimal acoustic environment requirements: ▪ closed classrooms, where possible ▪ consistent use of FM ▪ hush-ups in student's classroom Develop a document identifying the attributes of an ideal acoustic and visual environment Provide in-services for school based staff on acoustics and environmental considerations	Classroom Teachers Principals Educational Audiologist D/HH Strategists CBE Planning Department Students	Ongoing

6 | For D/HH children to be successful in school and in life, their social/emotional needs must be considered in conjunction with communication and academic needs.

Objective	Strategies	Collaborative Engagement	Timeline
To foster socialization skills to promote healthy adult and peer relationships ***Essential Components:*** ***#5e) Social Emotional Needs***	Develop a list of professionals and organization that can support D/HH students with social/emotional wellness ▪ network with various professionals and organizations to compile a spreadsheet of resources Continue to build capacity of CBE staff ▪ explore opportunities for professional learning ▪ catalogue and share materials and resources between sites Provide opportunities for students to meet other D/HH peers. Examples: ▪ encourage use of technology to communicate with D/HH peers (e-mail, text, FaceTime) ▪ work with organizations that promote peer interaction by disseminating information on their behalf (bowling, picnics, movie nights) ▪ create short-term programs for students which also supports meeting D/HH peers	D/HH Learning Team Organizations and Agencies D/HH Advisory Committee D/HH Specialist Students D/HH Learning Team	Fall 2015

Supporting Early Learning

1 | Support the establishment of Early Intervention Programming in order to maximize language development.

Objective	Strategies	Collaborative Engagement	Timeline
To support the need for early-language intervention for D/HH students **Essential Components:** **# 5) Educational Programming and Services**	Work collaboratively with the Connect Society to support the acquisition of space for a D/HH pre-school in Calgary	Staff from the Connect Society CBE Planning Department Learning Services Director	Spring, 2015
To provide students with the opportunity to maximize language learning through the creation of a D/HH kindergarten. **Essential Components:** **# 5) Educational Programming and Services** **#6) Planning for Transition**	Using the natural progression upon completion of pre-school, collaborate with the Connect Society and pre-school agencies to transition students to a CBE D/HH Kindergarten	Learning Services Director D/HH Specialist Early Learning Specialist Parents	September, 2016

Accommodation planning for a centralized D/HH school site

1 | Combine the auditory/oral and ASL Programs for grades K-6 at one school site in order to bring together various D/HH resources and options

Objective	Strategies	Collaborative Engagement	Timeline
Collaborate with the CBE planning department to find suitable space.	Locate a school that can accommodate the D/HH programs. The location needs to be: ▪ reasonably central ▪ close to QEHS ▪ have a sufficient population of hearing peers to provide integration opportunities ▪ have closed classrooms	CBE Planning Department Director, Learning Services	
To accommodate students in an enriching learning environment by merging resources for D/HH students **Essential Components:** **#2) Learning Team** **#5 a) Language and Communication** **#5e) Social Emotional Needs** **#6) Planning for Transition**	Support students by making best use of a combined D/HH site: ▪ personalize learning by providing communication options with the ability to revisit choices with minimal transitions ▪ provide students with opportunities to interact with a larger group of peers ▪ maximize teacher networking and professional learning opportunities ▪ diversify student experiences by exposing them to a variety of communication approaches and role models ▪ integrate the collection of teacher and student resources for sharing: technology, books, supplies, assessment tools	D/HH Learning Team Expanded D/HH Learning Team	When suitable space is available

D/HH Advisory Committee | Engaging our Public

1 | School and system personnel to work jointly with representatives of D/HH organizations to provide specific, tailored opportunities for D/HH students to grow as individuals and gain a sense of identity within a community of people who are hard of hearing or participate in Deaf Culture.

Objective	Strategies	Collaborative Engagement	Timeline
To steward resources by engaging CBE staff, professionals in the community with expertise, parents and students to gather information, address questions, and respond to issues that impact D/HH students	Schedule first meeting of an Advisory Committee Establish Terms of Reference with committee members at first meeting. ■ frequency of meetings ■ roles and responsibilities ■ formation details (main purpose) ■ goals (primary and secondary) ■ deliverables (outputs requested from the team) ■ scope/jurisdiction (scope of authority and what is considered out of the scope of authority) ■ resources (people, equipment, materials, skills) ■ governance (decision making-technique) ■ communications (how, reporting back)	D/HH Specialist Representatives from: ■ D/HH Learning Team ■ ACH (Hearing Clinic) ■ AHS Staff (SLP) ■ Connect Society ■ Hand and Voices ■ Deaf and Hear ■ Parents ■ Students	September, 2015 (first meeting)

2 | Communication is a mutual responsibility of all stakeholders, with schools and CBE staff best positioned to take a lead role in facilitating the communication process

Objective	Strategies	Collaborative Engagement	Timeline
To provide easily accessible and in-depth information on D/HH programming to the public at multiple levels	Develop a website that describes programming available for D/HH students at the system level. Examples: ▪ support for integrated students ▪ support for teachers in community schools ▪ D/HH programming in congregated settings ▪ technology ▪ resources ▪ links to websites ▪ contact information Use various forms of communication at the congregated sites. Examples at the school level: ▪ website ▪ newsletter ▪ open-house Examples for class/program specific level: ▪ D2L ▪ class newsletter Examples for student –specific: ▪ agenda ▪ parent calls ▪ e-mails ▪ parent meeting	D/HH Specialist D/HH Strategists School staff from congregated sites IT Specialists	January, 2016
To improve visibility of the D/HH team within the CBE	Explore the possibility of listing the D/HH team under "Deaf and Hard of Hearing Services" on Outlook, so CBE employees can easily locate contacts. Add D/HH onto the Area Referral Form so that Area personnel are aware of the supports being provided for students with hearing loss Explore the possibility of creating an electronic newsletter or invitation-only blog, for teachers of integrated D/HH students to share ideas and ask for advice on topics related to educating students with hearing loss	D/HH Specialist Area Directors D/HH Strategists	September, 2015 September, 2015 November, 2015