

LOW INCIDENCE SUB-COMMITTEE MEETING

Meeting Minutes

12/17/19

1:00-3:00

Attendance:

Sascha Etienne

Mara Kunitz

Mylene Foster

Lynn Miskiel-Chair

Lissett Robayna

Barby Sanabria

Kathleen Vergara

Susan Swancey-Interperter

Lynn Miskiel welcomed group. She then reviewed the minutes from the last meeting. Next, she moved on to the Goal Setting Worksheet as the group reviewed the goals stated for the team.

1. Dual sensory identification

Mara Kunitz addressed how the district receives information from Early Steps to determine how they identify these students.

Child find/PreK diagnostics- If hearing loss is mild or vision is mild the identification might not be noticed in the early stages of identification (Review diagnostic procedures).

Refreshing/Review the staffing specialists with appropriateness of Dual Sensory eligibility considerations (State TAP).

Kathleen Vergara- what happens when they are identified in school?

Lissett Robayna- the parent will be given a letter stating child did not pass the screening with the Health Department. After 3 times of contacting parent about the screening the information is documented.

Teachers are made aware of the failed screening and they refer students.

Audiological services are offered in MDCPS through audiologist in the District
Vision services through The Florida Heiken Vision Program which is given by the school counselors to the parents.

Through RTI the screenings take place at the beginning of the process.

Lynn Miskiel- Reviewing Action Plan for the goal of Dual Sensory identification

Files from Early Steps are reviewed by the two Part C Liason PreK ESE Placement Specialist, one in the north and one in the south. They review child's chart, flag for exceptionality but what happens after that? Dr. Leslie Walker determines eligibility for Part A for Deaf and Hard of Hearing. Mara Kunitz determines eligibility for Part A for Vision. Lynn Miskiel stated that the

PreK Chairperson for Speech and Language Pathologists contacts and assigns cases to staffing specialists.

(Susan Swancey (interpreter) was released at 1:45pm)

(Zoom was closed at 1:45pm)

Lynn Miskiel- As per the data presented in November the State recorded 8 students identified with Dual Sensory in Miami-Dade. Sascha Etienne stated the number of identified Dual Sensory students are not documented as primary. Most of the recent staffed students have multiple exceptionalities which out-weigh the auditory and vision impairment. With this being said, many student have cognitive disabilities which proceed the hearing and vision loss.

Goal #2

Transition: Road Map to prepare students for transition

1. Once DHH students enter High School the Itinerant teachers will have a Road Map to educate the mainstream students who are college bound and the vocational track as well.
2. Transition Specialist present the options but they are not familiar with the students as their teacher would be.
3. Train itinerants to implement the plan.
4. This would have to be created for other exceptionalities.
5. Collaborate with other exceptionalities in order to share resources.
6. Parents will be included in the Road Maps.

Goal #3

Provide professional development for educators that instruct and support low incidence exceptionality populations.

1. Survey school sites
Implement by sending a weekly briefing to principals to notify ESE chairpersons to identify staff who would be able to participate in the survey.
2. Provide strategies for parents.
3. Weekly Briefing would state: The purpose would be for principal/AP to notify their ESE person to determine the needs of various exceptionalities (stating exceptionalities).
4. Survey questions would be established.
5. In summary of the plan; step 1 – Memo in Weekly Briefing, step 2- Send Survey, step 3- Provide professional development based on results.

Meeting adjourned at 2:35pm