



Draft Meeting Minutes

Name of Organization: **Nevada Commission for Persons Who are Deaf and Hard of Hearing: Education Subcommittee**

Date and Time of Meeting: Wednesday August 19, 2020 | 10:00 am

Place of Meeting: ZOOM

CART will be accessible by following the link: [CART Link](#)

Pursuant to Governor Steve Sisolak's [Emergency Directive 006](#), there will be no physical location for this meeting.

The meeting can be listened to or viewed via ZOOM.

Note: Minutes of this meeting will be produced in summary format. Please provide the secretary with electronic or written copies of testimony and visual presentations if you wish to have complete versions included as exhibits with the minutes.

Note: Items on this agenda may be taken in a different order than listed. Two or more agenda items may be combined for consideration. An item may be removed from this agenda or discussion relating to an item on this agenda may be delayed at any time.

1. **Roll Call:**

Eric Wilcox, Subcommittee Chair

Subcommittee Members Present:

Eric Wilcox, Maureen Fradianni, Daina Loeffler

Staff:

Carole Hanley, Khianti Thomas, Dawn Lyons

Guest:

Laura Fink, Lora Turner, Mike Eifert, Obioma Officer, Jennifer Montoya, Cheyenne Pasquale, Eli Schwartz, Jeff Beardsley

CART & Interpreters:

Becky Van Auken - Caption

Chrissie Chiasson -Interpreter

Kay Ledbetter - Interpreter

2. **Public Comment:**

(No action may be taken upon a matter raised under public comment period unless the matter itself has been specifically included on an agenda as an action item. Comments will be limited to five minutes per person. Persons making comment will be asked to begin by stating their name for the record and to spell their last name and provide the secretary with written comments.)

Eric Wilcox, Subcommittee Chair

- No public comments made

3. Approval of the June 17, 2020 Meeting Minutes: (For Possible Action)

Eric Wilcox, Subcommittee Chair

- Daina Loeffler moved to approve the minutes, Maureen Fradianni second the motion. Minutes were approved by a majority vote.

4. Report and Discussion of appropriate requirement levels for interpreters in schools.

Eric Wilcox, Subcommittee Chair

- Review elements of strategic plan, specifically objectives under 1.3 which are all related to the education objectives of the strategic plan
- 1.3.1- develop a policy recommendation to the Dept. of Ed to incorporate certified education interpreter as a standardized component of the education system. Ensuring qualified interpreter is assigned to individual children.
- Question was raised regarding raising/ increasing the standard for educational interpreters. Previously a proposal was made to update the code for Nevada from 3.0 to 3.5, Jennifer Montoya was asked to provide a status update concerning the change in the code.
- Jennifer reported that it is still under review by the legislative council and there was no estimated timeline as to when the code will be updated and approved. The reason it has been postponed is due to the Corona Virus. Currently, Nevada is one of the last few states with low requirements for educational interpreters, hence the reason for the suggested change in increasing the standard.
- 81% of the educational interpreters currently have a level 3.5% or above. The remaining 19% have less than a 3.5 rating. CAS program has developed a mentoring program to help these individuals improve. In addition to partnering with the school district to provide advice and counseling. Question was raised regarding mentoring, there are roughly 20 that still need to improve to reach the rating of 3.5. 3 out of 20 are participating in the mentoring program. Will mentoring be provided to all 20 of the interpreters that need to improve their score? As of now there are 4 state interpreter each have 5 mentees. Also, there will be a temporary registration for anyone interested in being mentored or becoming a mentee.
- Mentors are paired with mentees through a filter application process. Mentorship hours can be accepted through CAS only if the mentor is on the approved list. Mentors are encouraged to meet the qualification so they can mentor others in the free mentorship program. Those that have enrolled in the program have improved their scores.
- Eric raised a question regarding the geographic relationship between interpreters who are not meeting the new standard. Are they mostly rural interpreters in rural school districts or are they throughout the entire state? Jennifer shared it is across the state and it varies- most are in the North due to there not being an interpreter training program in the north.
- Daina raised a question regarding how the mentorship program messaging is getting out to the districts. Jenn shared there is a mass distribution email sent to all interpreters that are registered, in addition to workshops offered by state interpreters that remind people about the mentorship program.

- There are 2 curriculums for the mentorship program, one for interpreters with experience the other is for those who have no experience. The CAS program selects which curriculum applicants will follow based on a screening process. The first curriculum is based off a self-analysis approach. Mentors within the state are not required to follow the states requirements, how they provide mentoring is up them.
- Workshop training educational interpreters in the virtual setting will be presented on September 10th

5. Report and Discussion of the Availability of Transition Specialist throughout all Nevada School Districts.

Daina Loffler, Commission Member

- Strategy 1.3.3, work with education and other interested partners to support availability of transition specialists throughout every school in Nevada.
- Daina reached out to her colleague Jennifer Kane regarding transition specialist throughout the state and inquired if each district had a designated transition specialist. Clark County has a designated specialist for students who are Deaf and Hard of Hearing (D/HH) this varies by district. Additionally, they host specific events related to transition for D/HH students however, not sure what will take place this year due to COVID.
- Question raised concerning data collected by the Dept. of Ed on the outcomes of children with special needs who transition out of the school district? There is some indicator data collected but it is not population specific, it would be for all students that are exiting school that have an IEP
- Vocational rehab partners with the school when students are transitioning, however uncertain if there is so a specific person for the D/HH population.

6. Report and Discussion of best practices in providing student support

Lora Turner, Rehabilitation Counselor, Bureau of Vocational Rehab

- Prior to Laura Turner arriving there was no VR counselor for D/HH transition students. She is now the transition counselor for the Southern Nevada district and consults in the North. She also works closely with Clark County School District (CCSD)-CCSD has a designated specialist for D/HH.
- There are specialists designated for each school, most times D/HH students are assigned and work closely with the regular transition specialist assigned to the school. The specialist then operates as a consultant due to the lack of staff throughout k-12. More specific consult is provided to itinerant or Deaf teachers for the students based on their high school assignment.
- Rural area's such as Pahrump, Laughlin, Sandy Valley are covered, and some districts have closer partnerships with and stronger referral source that are used regularly. As of now because there are only 4 transition counselors in VR for all Southern Nevada, they only visit those areas upon request.
- Question raised if there are aspects in terms of the interaction between Voc Rehab and the school districts that work/ do not work particularly well that can be promoted more broadly across the state? Laura Turner explained VR challenges consist of implementing pre-employment transition services WIOA and creating that engagement with school districts. They currently have a partnership with them, so they do have a transition state coordinator through VR that arranges pre-employment transition workshops. CCSD request them, and then they are facilitated through the transition specialist.
- Students that are not in self-contained classes are challenged to participate in those workshops especially due to COVID- they are currently in the process of developing virtual workshops.

- Utilizing the teachers has been the most successful method because the assigned transition specialist per each school does not have the expertise in D/HH culture. As a result, working with teachers gives counselors the opportunity to present to the classroom directly to talk about VR services, pre employment transition, and encourage families to begin as early as 16.
- One of the biggest needs is addressing communication access, their rehab technology needs.
- VR has a third-party cooperative agreement with CCSD for one of their transition programs-CCSD has a vast number of transition programs after their senior year if they need additional training for independent living skills or work skills. Most of the D/HH identify to be in those programs and most of them take place in the community.
- Challenges: turnover in staff (both in VR & School district), education and awareness, leveraging resources and understanding roles and responsibilities, irregular communication as D/HH team specific. Difficulties reaching out to the school districts to find all the Deaf students specifically those in mainstream schools, however, they can identify the students that are 16 and over that are currently in the Deaf program.
- Hosting virtual pre-employment transition workshops, 3 were held this summer and related to soft skills and was transition specific
- Since there is not a DHH specialist in the north related to transitions, that partnership with DCN might be valuable in the Northern region to get not only the transition expertise but also involve the DHH/ Deaf culture expertise.

7. Review, Discuss and Approval Tentative Agenda Items for meeting: (For Possible Action)

Eric Wilcox, Subcommittee Chair

- Follow up on SB203/ LEAD-K

8. Public Comment: (No action may be taken upon a matter raised under public comment period unless the matter itself has been specifically included on an agenda as an action item. Comments will be limited to five minutes per person. Persons making comment will be asked to begin by stating their name for the record and to spell their last name and provide the secretary with written comments.)

- No Public Comments made

9. Adjournment: 11:13am

Note: We are pleased to make reasonable accommodations for members of the public who are disabled and wish to attend the meeting. If special arrangements for the meeting are necessary, please notify Khianti Thomas in writing at 3320 W. Sahara Ave, Suite 100 Las Vegas, Nevada 89102, email kthomas@adsd.nv.gov or call at (702) 468-3368 as soon as possible.

Notice of this meeting was posted in the following N/A. Notice of this meeting was faxed, e-mailed, or hand delivered for posting to the following Carson City and Las Vegas, Nevada, locations N/A Notice of this meeting was posted on the Internet through the Nevada Aging and Disability Services Division website at adsd.nv.gov, and Nevada Public Notices website at www.notice.nv.gov. Supporting public material provided to Commission members for this meeting may be requested from Carole Hanley, Commission Secretary, ADSD at (702) 486-9765 and is/will be available at the meeting locations and ADSD website at [Link](#).