

1. Change the funding protocol. [Deleted]

See statement four.

2. Develop an internship program for teachers and interpreters at MSD to promote quality personnel.

But generally trying to establish -- establish programs in Michigan for the training of our teachers and interpreters. My understanding is, we currently don't have training programs or we do, but in a collaborative sense across -- nationwide approach, but trying to address that more specifically in Michigan.

>> Just a clarification, are you talking about the program being at MSD or this program is for the teachers and interpreters at MSD?

>> What I'm trying to address is that as we train teachers or interpreters that they would have -- I'm trying to address that cultural -- the Deaf culture piece, and to address that thinking that new interpreters and/or teachers coming out of university programs would spend some time at MSD. As whether that's a semester or whatever, to get experience, add to fluency, understanding culture.

>> So program being located at MSD, but available for people statewide to participate in there.

>> Yes.

>> As a part of their training process.

3. Develop a university bilingual bicultural ASL English program in the state.

The purpose of this -- of this subject is future teachers, current teachers. We need a site, an University site where there could be training, not just only on American Sign Language, but in Deaf culture, something very similar to what they do in world language, there's certain things required in world that should be included in deaf education training.

4. Engage MDE leadership and state budget office to work with the legislature to change MSD's funding so local districts are not charged.

As we talked in our first two sessions, we would like all of the parents to have a choice about sending their study -- their kids to MSD and right now the funding charges the local district, so that's a barrier to letting parents make that choice. So if we wanted to change that and give the parents the options, obviously we have to change the laws that fund MSD, and that is a real hard process. And to do that, we have to start with getting Department of Education leadership on board to convince them that this is a worthy goal, and then they would have to work with the state budget office, who works for the governor, to get him to support the idea and introduce the language to the legislature, and then after those two challenges are met, then we would have to convince the legislators to vote in favor of this change. So it all starts with the department leadership being supportive of the concept. So that's what I wanted to put out there.

>> I want to go back to statement one to make sure that that continues to capture your thoughts and your statement.

>> Yes.

>> Thank you.

5. Engage the deaf community to speak with each of their legislators.

I was very honored to be asked to join and I think she had a lot of insight in doing that, because if there's no staff of the slave offices who has been through this whole process, then they would not be able to comprehend why it's so urgent some of these things get done. And we have another staffer from the Deaf culture, Sean over here from Senator worn burglary's office. This is the last session, we have all been up all weekend trying to read into last minute subs people are throwing on to bills to get passing and try to get good bills through. What I'm trying to say is that each legislative office is extremely limited in resources and we pull our hair out

because phones ring nonstop and there are nonstop bills pulled through that we don't get a chance to understand until we get a chance to read all 200 pages. And it's so important, and I tried to say this before here, but it's so important if there's a problem in the state that you tell somebody, because the numbers are only there in the house for six years, and they come a limited set of experiences, just like we all have a limited set of experiences. And they are expected to be able to understand and make very good decisions about every single aspect of state government. And if people don't go in and talk to them, they don't know. It takes constituents from the district going in, too, because you don't understand something the very first time you hear it.

6. To create a meaningful and inclusive strategic planning process to move the outcome of this phase forward.

So I know that all of you coming into this process took a bit of a step in faith, because this is a unique structure for how we can have a lot of different perspectives in this really complicated issue we're trying to come together on. But I do hope it's clear that at the end of these three phases, the ideal, the barrier identification and these ideas are not action steps, nothing is going to happen because of our time today if we don't come together, the thoughtful group who are identified not because of who they are, but because of the perspective they have around this issue, to really look at developing a strategic action plan. There are some things we can do quite easily in the short term. There are other things that are going to take us a little longer to put into place to be able to move forward, and then there are some even loft year and longer things that will take as Mark says, something as ambitious as changing state laws, but I think we need to do it in an intentional and plan full way. My hope is as a result of these structured dialogue activities, that we can put this process together and actually start doing some of the things we know need to be done.

7. Resolve conflict between Deaf educational philosophy using evidence based practice.

I think Beth did a great job expanding upon this, so if it's okay with you, I would like to merge mine and the one that you made.

8. Collaborate and invest in summer programs for the Deaf, Hard-of-Hearing, Deaf Blind and their families.

Before we -- in the previous sessions, we had already discussed -- I think it was mentioned that studies show students, Deaf or Hard-of-Hearing, when they go home in the summer and they come back in the fall, their literacy skills have regressed. Is that who you mentioned -- one of us did. So I think the idea of having year-round school or balanced school year is great, but I also think this, we should invest more in summer programs for children and their families to promote literacy skills specific to American Sign Language, so that their skills do not regress. Clear?

>> I'm guessing from your background, you provide summer programs. You're saying, should it be MSD? Should they set up their own, or should it be an outside program?

>> It could be outside vendors, retreats or camps. Michigan has limited amount of programs -- summer programs. It would be nice to have more available here in the state of Michigan, more accessibility, especially more camps that are local to a region. Steve.

>> So do you mean only outside vendors or could we also have some non-MSD campuses as well?

>> I was thinking only off-campus. My idea was to include MSD, LIE, MEO and DCR, all of those organizations could be included to promote establishing, you know, camps for gifted students or academics or family and school need more help in learning ASL. They could have different specialized camps and programs. I was thinking off-campus, but it could be on campus, as well.

>> When I heard this, I was thinking of a balanced calendar. And what I hear you saying now is you're not thinking of a balanced calendar, but some type of summer programming?

>> Yes, either for all families who want to go to a summer program before we have the opportunity to provide a

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balanced school, plus when students -- if they don't want to go to a balanced school year, they have the option of going to a summer program.

>> Just a clarification. The students around the state, not just MSD studies; correct? You're going to collaborate for all the students around the state, like local school dictionary, many stream students, other students that don't attend the school. Is that what you were thinking?

>> Yes, it was focused on off-campus activities, so yes, any Deaf or Hard-of-Hearing student in the state.

>> I just need to clarify, MSD would be the center and it would be like the home base for the programs would she know off-chute from the programs to satellites; it could be MSD, LIO, MDCR -- what's your organization -- MDA, yes, some way to promote or to invest scholarship programs, any deaf organizations could be in on the collaboration to provide additional summer programs.

9. Request that the state of Michigan allocate general funds for the support of the Michigan School for the Deaf and allow us some of the extras like a social worker and a psychologist.

I think this speaks for itself. We use all our money for daily activities, you know; the dorm, the school, and we would like additional people. And if we hire more people, tuition goes up. So if we pay our people a competitive wage, tuition goes up. So if there was money allocated specifically for the dorm and we have this extra money, people could -- we could provide a competitive wage, you know what I mean? We had one teacher who left years ago -- she had three years' experience. She moved up north and she got a huge increase in her wage. So some people who stay are really dedicated and not in it for the money. But it's nice to have some money to play with, so to speak.

10. Establish a state law requiring that any child found to be Deaf must be referred to the Michigan School for the Deaf first.

To clarify this, most of the time, hospitals, doctors' offices, if they find out that a child has a hearing loss, they already are thinking, this is a good cash cow. Let's have a cochlear implant or some all these other testings. They never think about having a deaf program or sending them to the deaf school. The medical profession never thinks about that. But I think if we had a state law saying that we -- you had to give this brochure of various programs, maybe five or six, including MSD, and name out the options, having contact information available and they could go from there.

>> A clarifying question. So the various options, do you mean all the statewide hospitals, if they find out a child is deaf, give them options and then refer them to MSD? That it would be the center -- that would be the center where they could talk about -- talk to the parents about their intent. So you would like them to create a law for all hospitals during their infant screening, if detected, should be referred to MSD.

>> Yes, they would encourage them to go to MSD, encourage them to go to MSD to gather information to help them make a decision for their child for the right placement, whether that be at MSD or not. I'm not that I go that their child must attend MSD, I'm just saying that they should come and we should be able to provide resources of the programs about their -- even their local district, we could help find that, "This is what's available in your local district and this is what's available here." I think that would help a lot, because parents could actually see the facility, see education in action, and then they could go to their local district and compare, and maybe they can see, you know, that the comparison is not really apples to apples.

>> Okay. I understand especially the last part, the benefit of having a parent going to see the facilities, but I'm just thinking about utilizing the UP and being required by law to travel to the School for the Deaf. Maybe there would need to be reimbursement for that travel, or maybe could a team from MSD go to parents if they were not able to travel to the school to share that information?

>> Yes, I agree, either way. If parents can't afford to come to the school, then we should have a team that comes to them and tells them about all the information.

11. Provide incentives to Michigan universities to offer teacher preparation programs in the area of Deaf, Hard-of-Hearing.

By this statement, we currently do not have one Michigan University that offers the teacher prep program for Deaf and Hard-of-Hearing. We have a consortium we've developed using Allstate institutions by our office, JoAnne W. coordinating, we work with universities and asking the and pro, we tried a few years ago and maybe we should do to get Michigan universities on board

>> When I heard this, I was thinking of either scholarships, loan forgiveness and carve-outs for salary for those that have advanced degree.

>> No, that's for students. You're talking incentives for students. I'm talking incentives for Michigan universities.

12. Develop a plan to establish and implement outreach collaborations with ISD's/RESA/LEA/Agencies/Universities.

I want to remind people, too, that it's critical that we pay attention. Please put away your electronics. Please limit side conversations. It's critical that we understand the intent of the author, because tomorrow, we're going to be influence mapping. So if you would, please, that would be.

>> So my purpose is, I think over the four days that we've already spent together, there has been agreement that we do need to establish and implement collaboration statewide, and I just wanted to make sure that it gets -- I don't have an answer.

>> Could we add deaf programs, for example, Detroit public schools has a deaf education program.

>> In addition to I was thinking school districts, as well.

13. Improve MSD education to improve student abilities.

Well, I think we need to do this so that we can maximize the students' abilities to get into college. I mean, we need to get students college-ready. We have to be college-ready.

>> So can you talk about how you want to do that; better teachers? Different subject areas? Vocational training like welding or things like that? You know, education can be broad.

>>Everything you just said.

14. Develop and collaborate with community stakeholders to provide parent support groups at the school for the Deaf for parents with children from birth-to-three.

We're all aware that there are individual approaches to deaf Ed. So we know that we need to improve the collaboration and talk about the alternative and options from zero to three that are available in the state so that we can have the best outcome for each students' needs so that there's the best future opportunities for all of those students. And if the opportunities aren't at the School for the Deaf, we want to make sure that there are the best leaders there, the best teachers there, also that parents can see that those opportunities are there and, in turn, their child will have the best opportunities for their future.

15. Develop, refine and coordinate training assistance within the state to implement an ASL curriculum within the classroom including all subject areas.

Currently, the common core standards do not include an ASL curriculum. You would be shocked to know the types of opportunities that could be part of that curriculum and what I want to emphasize is that we need to make sure that ASL has to be a part of each subject area. We need to expand and enhance this curriculum. So, for example, deaf authors, there are deaf authors in literacy. Introduce those authors as part of that curriculum so deaf students are inspired by their culture and by the authors that are part of list race's. That's just one example that I can add to how curriculum can be enhanced.

16. Develop and implement a program to educate and inform adults about the evidence-based benefits of various education and communication options for students who are Deaf or Hard-of-Hearing.

So this is specific to the barrier of conflict between philosophies and methodologies, and in my mind, this could be done various ways, this word program, develop and implement a program. Maybe it's a one-day professional development geared towards teachers, maybe it's a series of group work with a facilitator, but I personally believe and have seen the benefits of various different methodologies for students and the idea of finding a good match with a student. But I know there are many people in the field of deaf education who don't -- who have a specific idea that this is the only way, and there's got to be a way that we can present the benefits of various programs to counteract that kind of closed-minded mind set. So this -- in my mind, this one is geared towards adults, so whether they are parents, health professionals, teachers. So this -- in my mind, this one is geared towards adults, so whether they are parents, health professionals, teachers. The one thing I think Gary had in his statement that I don't have is evidence-based, so I would like to add that. So maybe develop and implement an evidence-based program. Does that make sense to put it there.

>> I don't know about an evidence-based program.

>> Before -- in between the word the and benefits -- to inform the adults about the evidence-based benefits.

>> You could say, evidence-based resources would be terminology you could use that would be appropriate, evidence using evidence-based resources.

>> So can you take out evidence-based where it is and put evidence-based in between the word "the " and "benefits"? I don't know. To me, that makes more sense to put it there.

>> I agree. I think that works there.

>> I have a quick question. I don't mean to stir the pot -- forgive me -- but as I look at this, this is early the intention and intervention. This is what they do. How is this different than what they are doing. To me, I'm just looking for a point of clarification. Can you explain how this is different than what they do?

>> Could you mention ASL, because maybe that would help make it different.

>> Are you saying that you feel like early hearing intervention detection agency already does this?

>> This seems to me the exact description of what they are called upon to do for me. When I look at this, if you want to make a distinction is to be adding ASL. EHDIA gives information about ASL, but as an agency -- I mean, this isn't mentioning ASL, so this seems very much parallel to what they do. I don't mean to stir the pot, as I said, or rock the boat.

>> My understanding of EHDIA, Early Hearing Detection Intervention Agency, is that it's a medical-based agency. Their focus is identification of hearing loss, amplification and early intervention. That's their three goals; one month, three months, six months. My intent with this is, so they are all about identification -- yeah, they might give some information, but they are not educating about all of the methodologies and cultures and aspects of educating a child. That's what I think is missing in their approach. I don't know that it should be in their approach. They have a certain mission, and it's a good mission, and we can collaborate with them. But I feel like what's missing is educating all of us about the benefits of all methodologies. That, to me, is how to get at the conflict. That's one way to get at the conflict is, let's highlight the great things -- maybe the strengths and weaknesses of each of the traditional methodologies of educating deaf and hard-of-hearing children. So I can name them. I can name the five if you want, but in my mind, when I say various education and communication options, that's what I'm talking about. So ASL bilingual by cultural is one, auditory verbal is one, communication, queued speech, oral methodology. Those are the five typically accepted five main ways of educating a deaf child.

>> I have a point of clarification. When you say the word adults, you mean the parents or do you mean educators or interpreters or people that work in deaf Ed? Could you clarify?

>> All of the above including us.

>> I have a question, point of clarification, yes. You said the five methods -- does that mean you want MSD to pro complete the use of all -- all five methods -- all five methods?

>> Nope, I'm not talking about changing the mission of the School for the Deaf. I'm talking about helping everyone understand the value of all -- of different methods so that we can reduce conflict. I'm not saying that the School for the Deaf should be teaching people about auditory verbal therapy. I'm not saying that.

17. Implement state of the art English ASL bilingual programs servicing Deaf children birth-to-three throughout the state of Michigan through home visits and the use of technology.

So we discussed this in October or November. I'm not sure how to elaborate on this further. As I said, there's no program from zero to three in this state, and I would like a program implemented throughout the state. I'm not sure how to make that happen to get parents to fly in, to come in. I don't know how to get them to where they need to be, but we want to make sure that that's done and we want to make sure it's done in American Sign Language.

18. Set up and expand the administrative team of Michigan School for the Deaf to carry on the vision, mission and belief statements of MSD.

Right now, we just in the academic setting, we have one principle, and that can't work. It's not acceptable to have one principle for the entire school.

>> Campus-wide, do you mean opening the SAM position, team?

>> I'm thinking multiple players.

19. Develop college, MSD and Michigan Low Incidence Outreach collaborative to produce more interpreters and teachers.

But trying to coordinate our efforts in order to increase the number of interpreters and teachers. That, to me, is a consistent barrier that we have, both in the number that are applying, the students that are coming through programs and the lack of programs that we have in the state. And how do we [RAL] lie our resource how did we incentivize programs or incentivize people to take on those roles.

>> Does that include national colleges like Gallaudet university, SECON?

>> I'm not opposed to those, I don't know how it could be done.

20. Create regional MSD, 0-3 ASL English and Deaf/Hard-of-Hearing programs across the state.

We all agree of the importance of language development for our zero to three population. However, some families may find it difficult to go to Flint. For this reason, I'm making this recommendation, is that there are satellite programs or a team from MSD that assists families maybe at the LEA level, maybe at the ISD level, but that whatever happens at MSD is duplicated across the state.

>> I do have a question. Do you mean -- do you want it to be state-run or MSD would run the satellites, as well?

>> MSD. And this is pretty similar, or I think it piggy back what was said and about programs and outreach.

>> Is this solely for hard-of-hearing?

>> It includes deaf.

>> Is this just the zero to three population.

>> For the purpose of my intent, yes.

21. Improve the student's equal to educational access to education.

So I have seen a lot of students in my school complain about various challenges they have had with teachers or saying some people are too hard on me and some classes are too difficult. It seems like there should be a -- there's too much variation in the classroom, and it's a hard -- it's hard for the teachers to have to teach to the different levels. So I think that there should be maybe separate classrooms, one class specifically for students who are, you know, more talented in maybe one class for students who have additional needs.

>> I just want to clarify your statement here.

>> So you feel like there's too many classrooms, that like a teacher has to teach three different curriculums, so

there's a curriculum for this set of students, a curriculum for this set of students. You want one class to have a sole curriculum?

>> Yes, because the class would then function better.

>> Do you want to add or change based on what you said? You said like three different levels, three different characteristics. When I see equal access -- I don't know how else I would say it. Educational access.

>> Should I -- equal educational access?

22. Move to a new state owned facility with sufficient capacity and proper design in a desirable, optimal location.

Well, bearing in mind that this is our place talk about our ideal vision, my eye deal vision, we would have a state-owned facility that had enough capacity to invite all of the families who want to send their kids to MSD but currently can't. We talked about a number could be 4 to 500 and right now, we're at about 165 kids, and we're staring at our capacity of 180. And what we're going to do once we get to 180, we're not quite clear yet. So I think it's proper to talk about the future facility at the school. We talk about having a -- right now, the benefit to the kids to have a balanced school year where we would have classes during the summer. We don't have AC in the dorm, so that's another barrier. If we could implement this action, it would move us closer to the ideal, and hopefully, the department will give thought to this going forward.

23. Create a statute requiring a physician who identifies a Deaf or Hard-of-Hearing child to provide the family with the contact information and printout from each of two state agencies, LIO under MDE and DODDBHH under DCR, Department of Civil Rights, along with a family resource page compiled in coordination with the Michigan Deaf Association.

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24. Set up a incentive or a mentor program for long term subs to become permanent employees at MSD.

So over the years, the school has relied heavily on long-term substitute teachers, and some of those substitute teachers are really committed to their work, committed to the students, and really, maybe we could make their commitment come to fruition by helping them be credentialed and go from having a long-term sub becoming a permanent educator and take advantage of maybe the transfer time, maybe there's less training between transition. They already have a rapport with the students. If they have the appropriate skills to be a teacher, we should have something to help them incentivize them to become credentialed so therefore, they can stay as a permanent educator at the school.

25. Establish a team of experts and resources to respond to identify needs of ISD/LEA operated Deaf and Hard-of-Hearing programs.

So this was just my way of trying to figure out how to create better capacity at the school; to support ISD programs or local district programs who have identified areas where they need to improve, which I think kind of goes to what Beth was saying earlier. We need to look at what that team would have to be experts in, and I think there's a need for there to be a continuum of understanding about various types of strategies to impact children who are deaf and hard-of-hearing, whether or not they are enrolled at the school. So if the school is going to be that center of expertise, how can we create a team of experts that represent lots of different understanding about resources and approaches and interventions that could be utilized based on the needs that programs have wherever they might be within ISDs or local districts across our state.

26. Enhance Michigan civil service employment descriptions for MSD employment positions.

This is based on our discussion in the previous session regarding barriers.

One issue that we talked about was the job description for MSD staff, faculty. My understanding is that Civil Service also had a job description that was with corrections, and that kind of is also in MSDs PD. So I think if

we had a more specified position description about being bilingual, having educational credentials that that would help, so that's the intent of this.

27. Establish a team of Deaf specialists who can consistently work the MDE, special education and Deaf education.

I don't know how many individuals who are in the special education system in an EIO, I don't know how many are qualified to do the job, but it would be nice to have those who have had experience in the deaf education system at the state level compliance officer, not specifically in the districts, but on the administrative team, someone who is experienced of working their way through the system for an EI, EO, the decision-making process so that we always have an individual that has that ability to provide the input.

>> I do have a question. You said an expert in deaf education? Is it someone who is actually deaf or someone who has the training?

>> Someone who grew up experiencing the deaf special ed program from firsthand experience.

>> Really, this doesn't make sense to me as worded.

>> I understand the misunderstanding, not just experience in training, but someone who has grown up, lived the experience of what the system -- what they have received from the system and who also has credentials and certifications, that would make sense, but not specifically that. My intent is for someone who has lived the deaf education experience as a student.

>> Special -- deaf educator or special education?

>> Deaf education.

>> Okay. With that, to add to what he said, expertise, the expert skills and the personal experience, because you said personal and professional experience. Is that what I just heard from you?

>> Correct, I mean, as worded, you're right. I can see where the misunderstanding would come from and the confusion. The point is personal experience. A deaf individual, maybe they come from a deaf family.

>> I don't want to be like an affirmative action type of thing so we've got to replace someone who is working there with a deaf individual. My point is to seek out and recruit candidates who have the appropriate background, and there are individuals who have that special knowledge, and if able to provide the opinion and perspective that others might not have because they have lived it, they have experienced it, and is able to better define the pros and cons of the special education system.

>> So to monitor -- yeah, it is more of a monitoring IEP meetings and to ensure that MSD is providing options equally -- equivalently.

>> I do have a question of clarification. It makes me think of like a deaf mentor sort of thing. He says yes, but this is a specialist, so someone, you're speaking the IEP process, the collaboration between campus, MSD and other schools and MDE.

>> Yes.

28. To set up a speaker bureau or group includes teachers and linguistic models to travel to present info regarding ASL linguistics and Deafness around the state.

MSD frequently gets calls asking if we can send someone to MSU to speak to those in deaf education to go to various locations, churches, and whatnot, to speak regarding deafness, to educate those various stakeholders -- police officers often call us because Michigan School for the Deaf, so, of course, they call us. So the point is, it would be nice instead of calling someone from a classroom or dorm, to go to these events to have individuals from the community -- I mean, teachers are fine, as well, to be on this, because they can be a model, but depending on what the topic is, then we have a list of individuals who are on call and ready to go, because we tend to send the same individuals time and again. So to set up a speakers' bureau that can include teachers in linguistic models.

29. Increase the pay of teachers to reduce the loss.

Often we lose teachers because of pay wages. People move to different schools, they move out of state because we don't pay our teachers well, so I think if we were to pay them well, pay them enough, we would retain them and they would stay.

30. Research and if deemed effective that MSD implement off site learning opportunities, such as a satellite campus for students who are Deaf, Hard-of-Hearing.

This is an outreach type of program is what I have for clarification on this, so if you may not get all the students that we want because of where it's located on the campus instead of moving the full campus, this might be an option that we want to research to see if it would be very effective to then go have satellite campuses, such as some universities currently do.

31. Expand and build capacity to increase transition planning and programing at MSD.

We have talked a lot about how critical birth-to-three is and that we need to have it on campus and expand state. The other critical piece when we look at delivering an extraordinary education experience that leads to a career and college-ready student outcome is transition. Our transition program at the school is very small. We don't have funding. We are not part of an ISD. But we don't do as much as we should be doing to get our students to be SD ready with a transition plan that they are going to be able to carry forward with, and I think we need to expand and build our capacity. One small example would be that many programs around the state work with (Indiscernible) in a program called cash match. We don't have any cash to match, so we don't access that. We aren't enable to do that. So we really need to look at what we can do to expand and build capacity for transition planning and programming at the School for the Deaf

>> What is the transition? Are you speaking vocational training?

>> No -- yes and no.

>> So I know college, but if a kid is not planning on going to college, what?

>> Transition and planning, would that include vocational training?

>> So we need to not only get them ready for college -- and we're pretty good at that, because it's pretty easy for kids going to college. But for all those kids who aren't ready for college who are going to go out and get a job and need job, training experience, need to be able to talk to an employer and go through an interview process, we don't have the ability right now to provide all of that for students at the level that they need in order to be successful.

>> So like cooking classes and that type of training on campus?

>> No, I'm not thinking in terms of cooking classes. I'm thinking in terms of being able to help them driving their idea of the world of what they might do as a career as a focus, of having some experiences. For example, we do job shadowing in our building, which is basically, do you want to be a teacher? You can job shadow a teacher. But there aren't a lot of other opportunities to job shadow to see if something in their head is what they want to do or what's involved, what kind of training do I have to have if I want to be able to do something? We can't really provide enough of that on campus right now.

32. Improve the collaboration of the IFSP and IEP meetings throughout the state of Michigan.

So the reason for this, I think, it's important we have so many conflicting ideas, people who say I have to run the IFSP meeting and I have to run the IEP meeting, so we focus on the collaborative aspect of it for each individual meeting and ensure that each school, the parents, the child, so on and so forth, all the interests are represented at the meeting. It's easy to say that one group is controlling the meeting when really it's about the child. That's the core of these meetings. So if we focus on improving this process from the beginning, that will lead to a better future for the student.

33. Keep abreast of current research and best practices in ASL teaching as well as learning.

So I think this is self-explanatory. Any questions?

>> Do you have an idea about how to keep abreast of current research and best practice?

>> Right. We need to maintain -- well, like the LAURENT CLAIRE national resource center, they have so much resources there, instructional methodologies, ways of communicating CK, successful teaching methods, methods for deaf students, deaf adults, all of that is inclusive, and it's not just for the teacher to go to work and teach, but we have to keep our mind open to see what the research is showing, what other methods are effective in other locations and collaborate and share those ideas with other schools and those who are more successful.

34. Develop and implement a program to educate and inform students and children who are Deaf or Hard-of-Hearing about their education and communication options.

So my intent with this one is, it's the same wording as my other idea that was to develop a program to educate and inform adults, and this one is focused on informing and educating children and students about their own options for communication and education, and this is in regards to this barrier number 22 about deafness still seen as a pathology. So I think sometimes students are placed in a particular program with teachers and their parents, everyone decides for them, but as they grow older and become of the age of transition and thinking about their own goals and what they want to do with their lives, so maybe middle school/high school, when do they ever get informed possibly about other options?

35. Restructure statewide resources/and services for Deaf and Hard-of-Hearing by making MSD the central location for everything Deaf ed related including ASL PI, LIO, EHDI, teacher consultant, outreach, etc.

I feel that Michigan has those -- the responsibility for those who are zero to 26, and everybody is all over the place and we need to serve, you know, ALPIs under LIO, the early hearing detection, the Eddie. We've got interpreters who are monitored under the DOB, DOHH, so it would be nice to have an office responsible for everything that affects the teaching of kids who are deaf and hard-of-hearing. So to have a centralized location to monitor those issues for everybody across the state. So MSD would be the headquarters, so to speak -- he answers yes -- the headquarters, so people know if they need information re: interpreters, and the EIPA, they can go to MSD, best teaching practices, they can come to MSD. All of that can be housed at the school. So there would be a central office in MSD for those resources.

>> How that would be implemented, I'm not sure, but that would be the ideal.

36. Develop a partnership with an entity explore development of a satellite MSD school program in southeast Michigan.

This idea is intended to answer the question about extending the reach of MSD throughout the state and to provide parents with more options for their children. A satellite school would lay the ground for early education and early language development (perhaps pre-K to 5, and could serve as a feeder program for MSD at higher grades. Highlighting the satellite in southeast Michigan addresses the largest population in the state. In partnership with others, MSD will be able to leverage resources and attract support to MSD as a whole entity.

37. Establish a list of legislative and systematic barriers to be address by a lobbying group.

There exists barriers to MSD's progress that are baked into policy and legislation, making changes will require a coordinated effort that pulls together stakeholders from throughout the state.

38. Heal the relationship between the Deaf community and state agencies.

Heal the relationship between the deaf community and state agencies. Clarification is: After the firing of the director of the DODDBHH and the subsequent revelations about the reasons for this actions, there are RIFs between members of the deaf community, interpreters and the DODDBHH. There are lobbying groups that have no purpose but to oppose the DODD and BHH and anyone not affiliated with its previous director. These resources should be used to collaborate with the state, not fight against the state.

>> It stands for division on deaf, deaf/blind and hard-of-hearing, ODDD, BHH.

39. Make Michigan a “Deaf ed destination” through coordinated efforts to reimagine and re-educate teachers for Deaf children in Michigan.

There is no Michigan-based deaf education program that bring the most current research and practices to bear on Michigan's deaf children. Michigan has a reputation for an oral centric approach and for antiquated approaches to deaf education. A new deaf Ed program can create the next cadre of teachers and reinvigorate existing teachers in Michigan.

40. Restructure and require a balance between ASL and English literacy and instruction.

Our vision, mission and belief statement says that we will value NSL and (Indiscernible) equally, and we do not. And when people look at the word ASL, they say yeah, yeah, ASL. I'm talking about the language itself, to understand, to know how to use it, and currently, what happens is most of our professional development focused on reading English and how to assess English and the ASL assessment is not there. Therefore, we can't become a model school if it's not a balanced approach.

41. Promote and adopt a balanced calendar.

This was addressed in one of our barriers on the last -- I can't remember which session it was. I think it was one of the barriers, but I think as I look through the influence map, this is one of the things that seem to affect many other areas, address the summer programs and those kinds of things. I think it's good for all kids, whether it's Michigan School for the Deaf or broadly all of Michigan.

42. Develop a monthly publication electronic newsletter, blog, to send out stakeholders in the community.

We made comments that the school does not have public relations, so if the school were to develop a monthly newsletter, as I said, the point being electronically, so it can be a video or whatnot of what the students are doing, the after-school activities that are available, the successes and achievements of the school and the students. There will be a better image of the school. The community knows what's going Owho the staff are, who the students are, and it would be a warm, comfortable approach to what's happening in the school. And it's not expensive to do that either.

>> I'm curious, blog tends to be English or a V-blog is a video.

>> It can be both. It says electronic, but a V-log can be a video bl an E-log, so it's which electronic method. I respect we want to do V-logs, but we want to access the parents, as well, and access the information, so I would add captions, as well.

>> Question for clarification, please. Obviously, this school does not have this currently?

>> Well, yes and no. They have a printed newsletter sent out to the parents, and on Facebook, they send out information, as well. But this is envisioning a monthly newsletter to the entire community.

>> Does the school have the staff to be able to do this currently?

>> That is a very fair question and a challenge, as well. And I don't want to increase the responsibility and duties of those who are there now, but if the CTE, the training happens, then that can be a class of juniors and seniors who goes out to the community, films events, and they know that's happening internally at the moment,

but to create a method to send it out to the community for a better public relations, you know; John is doing X, Y, Z. He got this many points in the last basketball game, and whatnot.

43. Enable parents to enroll their children who are Deaf or Hard-of-Hearing in the MSD.

This is kind of a byproduct of the way we fund our school currently, and so I wanted to put it out there at the forefront, that given the current funding structure, parents cannot simply enroll students at the school, they have to participate in IEP team with the local district in combination and talk about the continuing services both at the resident school in combination with others that they may be considering, but the parent ultimately is not the only person to make the decision about enrolling their child. And I think we need a statement that parents need to be able to do that in order for that to happen, we have to look at our funding. So in my opinion, if we focus on parents and children, then the money has to follow. If we focus just on money, we can argue about money all the time. But I think this one helps us maybe focus on the kids and the money in terms of how to support the things we say are important for parents and children.

44. Create an advisory group that will work between MDE and MSD and the Deaf community.

We've talked about this issue before, a way to have a bridge between MDE and MSD and the community. Most schools have a consulting group, an advisory board, and Michigan does not have one at the time, so I suggest that we establish one, not to take over the MDE role, but to work in collaboration with MDE and MSD and include the community, as well.

45. Set up multiple national conventions in Michigan to share research, technology, ideas related to deaf education.

Part of my job, I travel around the state. I attend conferences. May not work with various experts, mental health specialists in the field, interpreters, educators, whatnot. There's one in Texas, one in Rochester, the ADIRA ADA -- I can't remember the acronym stands for -- but it's nice to attend those conferences because you interact with deaf professionals, mental health experts and share ideas and resources. And I believe that's something we could use here, and we do not have a lot of that. We don't have big conferences, and deaf individuals aren't exposed to the resources that are out there. So to host something in which various professionals come to Michigan, we can share in the resources, we can see what the opportunities are, what the resources are available, what can become available in the future would be beneficial to our state.

46. Establish a biannual convention for teachers of the Deaf regarding best practices and promising practices.

We attend various IEPs and people always ask us, "Please help us. What do we do? The local school districts aren't asking for help." And my dream for ten years has been to find out what's new in the field, to find out what's happening, to give teachers of the deaf and various professionals resources. But teachers don't have the opportunity to share resources all that often. So to provide them a place to expose them to what we do, to find out what they do and to share those resources would be phenomenal.

47. Create incentive programs for students.

Incentive program for students. And I think that should be addressed at the 9th grade level where they are involved. If you ask the 9th grade students, they say, "You want to be a." "Oh, okay." So if we could set up goals to help them along the way to reach their dream and achieve what they want to do. So to establish a path, so to speak, for them to get to their dream, so set up a scholarship or a path to achieve a scholarship to attend certain events, to make a contract of sorts to meet various steps along the way which would ensure they have a better chance of achieving their dreams, if they want to be a welder, there's no problem with that, but let's set goals and expectations and criteria for what they need to do to meet that goal, and we can provide the track for them to meet in order to become whatever they would like to become in their life and maybe they could get a full ride if that should be their goal.

48. Create a stakeholder group to develop expectations/criteria on what a new leadership structure should look like at MSD.

This is listed as a barrier which (Indiscernible) if this is the issue, we can do it together to determine what would this new leadership look like, what would be the expectations, the qualifications for certain personnel to be involved in this leadership, what would the title be, and then also address particular people in that leadership role.

49. Develop a better athletic program.

To develop more activities, more at athletics and better coaches, to enhance and develop the students' athletic abilities.

50. MDE should collaborate with MSD leaders on revising the endorsement requirements for teachers of the Deaf and Hard-of-Hearing.

So this ties in with 48. But one of the goals here, as we've discussed, is a better education experience for students so that they are college-ready and career-ready, and a big part of achieving that is to go back and reevaluate what the requirements are for teachers, so their endorsements and their requirements.

51. Reestablish the MSD teaching philosophy.

This ties in with the endorsements statement, the teaching philosophy really means that if we have one standards, we will be more effective in our teaching methods. Right now, there's a variety of philosophies that are being used, so we should revisit our teaching philosophy.

52. MSD to produce a series of YouTube videos to educate hearing people about Deaf needs.

I just think this is a very obtainable action step that we could take very quickly would be to produce short videos featuring students or staff members or both to help hearing people understand what deaf means.

53. Redesign the current campus to create an ASL Deaf friendly space with capacity to serve statewide.

I know last time -- or our dream, I'm sorry, back in October was to relocate the campus. But I went back home and the deaf community was screaming, "We have to stay in Flint." There's strong groups in Flint, and it's a new building, so we can't tear do you know what we have now. I would like to move, but I don't know how feasible that is. So the current building is not friendly for an ASL signing environment. We don't have an auditorium, so we can't serve students statewide in our current building. So we maybe need to just look at redesigning the building we have now instead of moving.

>> You're talking about the deaf community, I think we need to talk to the parents. We've got to come to the parents.

>> I support the idea of moving, but I need to throw that out on the table.

>> Just point of clarification, you said "current campus." Can you tell me the number of acres? Do we have 20?

>> We have 10.

>> I think it's on 20, but we lease the space now. Renters. There might be some option in the lease to buy back land later, I don't know. I mean, we could own some problem. We could move if we move to another city, but I don't know if we would even have community support for doing that now.

>> I do feel compelled to have to clarify, the MSD does not own anything. The state of Michigan holds a less. The MSD cannot function separately from the Department of Education in any of the things we're talking about. So the Department of Education oversees the school. We're talking about how that all fits together. So just to be clear, the current leaseholder is not the School for the Deaf, the leaseholder is the Michigan Department of Education.

54. Those positions like aides, support services, and any other contracted employee would be hired as a full time state employee with full benefits.

One of the continuing challenges that we have with our AIDES CK is that they don't have an opportunity for training to find a way to better meet the needs of our students, and the people that are contracting to get them to actually stay, I mean, it's a struggle. I mean, there's a possibility that -- I mean, it feels like their job is on a coin toss. We call it soft money, because we don't know if they are going to be there year-in and year-out. So we've got continual challenges we face, and we've got union issues that are of continual challenge, as well. Those happen in the dorms.

55. MSD to establish web-based training programs for families, professionals, and students.

My intent here is to address several items listed in the questions for 14, 22, 36, 68, 33. We can reach families and professionals and students across the state using Webinars, for example, to discuss IFSPs and IEP process with deaf and hard-of-hearing students, to give families and students across the state an opportunity to interact with deaf professionals using web cams where students across the state can communicate with each other in an educational environment with perhaps the teacher, to help with transition, to discuss Deaf culture, what's the current technology in American Sign Language.

56. Establish criterias and actions for staff to become proficient in ASL.

Our school has people that stop and sign at the same time, they do what's called SIMCOM. When the teachers do that, we have a hard time with them, so they should have more training and become better at signing American Sign Language and not doing the other thing, which is talking and signing at the same time, and they would have a better time with their students if they got better at doing that.

57. Establish better telecommunication relay services (TRS) for MSD.

The school could set up a better system on their campus. That way, students could actually become more proficient in VRS and have better training with that technology, and that way, there would not be a barrier for security, for -- from within the walls of the campus, and then there would be proper training on the system, in general, especially for everybody involved.

58. Remove union barriers (ex: banning parents/employees from volunteering).

We have several unions on campus. One union banned their people from volume tearing. They cannot -- volunteering. They cannot volunteer. If that person volunteers and they have a grievance filed, the union will have a grievance and get the money for the next person. So when we have an event and we want parents who are also employees to come, some parents do work for us, they cannot come to events like this. So there are many unions. That's just one of them. I think that's a huge barrier. I'm not against unions, just to let you know, I'm not against unions. But there are barriers

>> I'm wondering, I understand your point about volunteering. What other barriers. Can they be addressed more in general? Or specifically to volunteering solely. Is it just barriers in general? Or just specific volunteering barrier?

>> Remove union barriers and put parentheses example. Banning parents from volunteering.

>> So in the -- just for the sake of clarification, again, this is the part of this work that is challenging because the school is employed by government employees. This is Michigan government. Unions are part of Michigan government. In order for you to remove barriers from the school. Somehow you would have to abstract yourself from Michigan government. And just for clarification that's either a huge under taking or probably not likely. Now the banning of parents, just for the record, is typically for safety reasons and making sure that we have background checks and information about any adult who has contact with children to insure the safety of other

children. So I know I'm not supposed to go too far but just for clarification, just to make a decision about influencing you just can't remove the union barriers.

>> Oh sorry. I'm not asking to remove the union, I'm saying I asked parents to sit on this committee who are my employees and I was told they cannot volunteer. It's not that the parents are not saved it's because they cannot volunteer because the union will grief on their behalf and get money whether they want to come here or not as a parent. That's my concern. If I work in America I should be able to volunteer at my children's school.

59. Provide a Deaf day for all Deaf, Hard-of-Hearing, and Deaf Blind students statewide, job fair, field day, to allow students to interact with each other.

My experience in school, in high school, this was a huge thing. Because when you go to a public mainstream program, and in Illinois there was a big mainstream program. I would say may be 2 times during the school year, at different times during the semester, they would have job fairs for all Deaf and hard-of-hearing students in the entire state. All came to one location. Itch to think about my past year. I think it was like a field day with sports and some kind of academic recreational activities as well. But I think this is really important because it allows children who are isolated in rural districts, their home district who may be don't even know about the Michigan school for the Deaf they have a opportunity to impact with their peers of the same age. Also I think this is a great way to collaborate with MRS is and vocational rehab for kids to be ready for when they are leaving school.

60. Require culturally Deaf leaders in administrative levels.

What do you mean my culturally Deaf. The reason why is because Deaf people can. People, we have been there, we have experienced it, we have seen it, we have lived it. We should be running the school. So that's -- I'd love to see that happen.

61. Produce a memo from this group of stakeholders with a specific list of recommendations to submit to legislators.

I just thought this was very concrete step that we could make, a next step would be to put some of the ideas that we come up with into a list and submit it to legislators.

62. Implement state of the art career and technical education programs open to Deaf and Hard-of-Hearing students statewide.

Okay. Pay attentions. All right. Elite Deaf schools in America have CTE programs. Not like a home EC class but actually like culinary arts. Award winning career based. MSD go the skill center junior and seniors have to go within interpreter and I'd rather it happen on campus with fluent signers who teach the classes. So because of No Child Left Behind we typically focus on testing. And it's not like they are going to be able to read fluently if they are already behind before the -- you know the time they graduate. So I want to make sure that our kids have job skills.

63. Establish a collaboration between MSD, MDE, state legislators to change laws, acts and rules related to Deaf education.

Really, this is inclusive of all your recommendations. It's a huge barrier for example. You were saying CTE. We lost really good people because of No Child Left Behind is and the highly qualified certification they need. Some people were very, very skilled but didn't have that on paper. So many, many, many issues fall under this certifications, endorsements, Sign Language, Deaf child Bill of Rights. I could go on and on and on.

64. Establish a way to allow MSD to have foundation monies.

I don't know if it's even possible. But I know MDE funding and MSD has their own funding but if we could establish like a private foundation to get money to support activities or could do fundraising for individuals. Is that a conflict with MDE? I'm not sure if maybe you could address that.

>> I was confused when you said foundation moneys. Because the foundation allowance, the pupil amount is what goes to the school. So now that I understand you're talking about private funded organizations for the purposes of that.

>> Yes, yes.

>> Their statute language that prohibits public education from being able to participate in things like that. So been that's not a Michigan department of education, that's a state of Michigan requirement for all schools. I would have to get better understanding of that but we are limited in the public school classroom to take money from private foundations.

65. Open a weekend residential program for students who live far away, a family weekend, or a leadership training for Deaf children, etc.

We used to have the school open, not year around but they would close for certain holidays. But the dorm was open on the week end and we could do activities such as these listed. Just for clarification you're saying you want to offer this for students who live far away only?

>>Only for students that live far away? What about the students that live near? No, any and all. Any and all. It could be open to everyone. Kids who don't go to MSD could come to MSD on the weekend hangout and then go back to local district or if you do go to the school you can stay all week and then the weekend. No, not just for distance.

66. Promote change in embracing deaf identity while removing pathological and medical views.

This is related to our vision statement. Specifically with our students who graduate and whether they have a positive identity about themselves as a Deaf person or not. Typically it's kind of a shitty identity. It's whether they should have to fix themselves, because of their hearing loss, do they have to transform or conform to the hearing sensibility and oral approach. What do all those things look like with this approach? So that's what this is about.

67. Develop positions to teach ASL and provide ASL services at MSD and throughout the state of Michigan.

There's only one ASL specialist who is juggling a tremendous amount of responsibility. We have to give more quality and equivalency to ASL on this spectrum. It's not easy. We know that there are so many English teachers and there are so many requirements by the state with common core with CCSS, the list goes on and on. We know it's literacy and math and not ASL but we need so much more of this as I have stated here.

68. Require MSD dorms staff to have child development or college classes to continue education in the dorm.

I think this is clear as stated.

>> Do you mean my apologies for not standing. Do you mean continuing education, the dorm? For the dorm staff? Or for students? Continuing education. Can you just clarify for me specifically what you mean by that?

>> Yeah talked about the job descriptions redefining the job descriptions that they are antiquated. They were written originally for corrections. I would like the see more child development requirements for the employees in the dorms. And then for those individuals to have to get CEUs when they come to us with education requirements then have to have continuing education in that field. As staff.

69. Make it possible for all parents of Deaf and Hard-of-Hearing children to have free ASL classes, either on campus or in conjunction with local colleges.

Right now MSD has free classes for ASL for parents. But that's not available around the state. I would like to see a collaboration right now. There's a VU collaboration, I don't know what that stands for but they can actually come to take classes at a university for free -- I'm not sure exactly how it all works out but there are parents who are first frustrated but they are hitting brick walls, they have to pay, they are not sure where to go and get opportunities for education for ASL. They would like to know where to get those classes without having to pay and they would like more state support for that.

70. MSD offer 1-2 week study abroad for high school students.

I'm talking about enrichment of experience for the students studying abroad my two sons who are Deaf, one went to Italy and another went to Greece. And I think it would be wonderful for MSD to provide those abroad, study abroad opportunities for their students as well.

71. Establish funding for community ASL teachers.

So this is also related to what Stevie was saying about free classes. Where can you find teachers to teach those classes. We need to get the funding for ASL teachers.

If those funds are not developed and they are not the appropriate amount of funds you're not going to be able to find equal good teachers to teach those classes. You need to have the highly qualified teachers to teach those courses and you need to be able to place them around the state appropriately, because individuals are going to need their own teachers as well. So you need the right amount of teachers you need the appropriate amount of if you happening to go with the highly qualified teachers as well.

>> May I have something? For clarification, do you want to maybe merge? Have you thought about emerging your and his comments?

>>We are talking about money. Actually this is more of a response to what -- was saying. -- was saying having free ASL classes. That's great but who is going to teach the free ASL courses? I don't know where that funding is going to come from for those are instructors to teach those courses. I'm just envisioning where the pot of money is going to come from. You need highly qualified teachers for the courses much you got parents saltered around the large state we have. You are going to have to have a large chunk of cash available. You want people to have jobs you want people to be motivated but to have people teaching a couple of good hours a week you need cash available to do that.

72. To build a stronger community, school and family relations.

This is mine. Is this clear to everyone? Anyone have comments or questions?

73. MSD will provide continuing education units in linguistic and Deaf education training.

With Michigan school for the deaf as a center of excellence and expertise in American Sign Language and Deaf Education the purpose of this action is to promote training and CEUs for professionals whether they are police officers, medical personal, Deaf Ed caters. Etc. Who can receive these credits either on sight at MSD or online. -- credits on site at MSD or online.

74. Implement graduation requirements for students to perform community service.

This was mine. Any questions or comments?

75. Create an independent house for seniors to live that allows them to have more control over their daily life to assist them to become college ready.

I think it looks good to me. Anyone have any questions for me? Okay, I'll clarify. This would be for the seniors at MSD to have a way to understand what it's like to live in an apartment or live independently so they get out of school and understand how to cook and live and pay bills and everything.

>> Yeah, you have to learn how to cook for yourself. That's important than doing your own laundry.

>> Are you saying we should build a house actually on the campus? Something that is on the campus? Like an independent house that you live in?

>> I guess you could technically speaking.

>> No I think it should be off campus. I don't think it should be on the campus.

76. See greater collaboration with LIO.

We have many of the things in place when I walked around to make sure I can catch up and see what was already here. LIO really does do many of the out reach actions that I saw but I didn't see LIO up there. Although we are part of MRD so maybe that's what you were meaning. But I would highly encourage that.

77. Create electronic opportunities to gather input from the Deaf community and assess the needs of parents and professionals statewide.

This just speaks to the first part. Gathering input from the Deaf community I think would help build rapport and build the relationship we had mention of damaged relationships and wishes from the Deaf community it would be great to get that input recorded. And we're talking about lot about programs we want to implement and things we want to do statewide. But we don't have the input from parents or professionals asking for that. It would be great to get their input so we could maybe get better buy in from them.

>> I think electronic surveys don't always meet the linguistic needs of the community you're asking. So I don't personally want to sit through another town hall meeting. I don't know if you need blogs or something in there to recognize both languages. So the Deaf community tends to use town halls but if you are gathering I would somehow include L 1 and L 2.

>> Good point. Some way to capture input from Deaf community in their own language, in Sign Language.

>> So, create electronic opportunities to gather input. Does that capture everything? Print video. I'm okay with amending it in that way if that makes more sense.