**Thursday February 18th , 2021 5:30-6:30 PM**

**Considerations related to implementation**

**2nd meeting notes**

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Attended: Amanda Mitchell, Mike Brummer, Amy Bunnell Debra Smith, Vicki Steinhauer-Campbell

Absent:

NCDHH/NDE TA: Jessica Larrison and Teresa Coonts

Interpreter: Sharon Sinkler

***Goals:***

* 1. Identification of children who are deaf/hard of hearing in Nebraska whether served on Individualized Education Plans (IEPs), 504s, or receiving no services
  2. Information dissemination and communication to stakeholders throughout the state including parents, professionals, early intervention programs, districts, and stakeholders
  3. Implementation plan for the language assessment program
  4. pertaining to the sustainability and maintenance of the language assessment program
  5. Determine costs of implementation

***Subcommittee Ideas:***

1. Dissemination:
   1. Need to know what assessments are chosen and who can provide those assessments (determined by other subcommittees)
   2. When looking at other early intervention plan its hard as they are all managed different. So, someone will have to come up with the organization and deliver the assessment and coordinate with the region early intervention program and the state early intervention program.
2. How to detect kids with a hearing loss:
   1. We know who the kids are through the early hearing intervention program and from the NDE database of servicing these kids because the early hearing detection is only for newborn to 3 so if its later hearing loss at 3-5 that info is coming from the local school district identify that student. So, I would go through early intervention program and NDE.
3. How can we access the data?
   1. Will accessing this data violate HIPPA and FERPA laws?
      1. Parents can consent
      2. Local early intervention or IEP team can administer the assessments and report the data to avoid privacy laws.
4. How to pass on the information about LEAD-K
   1. Brochure to parents once a kid is diagnosed
   2. Have a deaf neutral party give information about options for the child after their doctor’s office so they don’t only get medical view.
   3. If a parent mentions they are worried about language development, we can bring up LEAD-K and how the assessments work.
5. Issues that may arise.
   1. Parents whose child qualifies for early intervention might pass on services, so the assessment won’t be given.
      1. Have another agency trained in the assessments and not only IEP and IFSP. Team in case the family passes on services.
   2. How do we access the children who do not use English or ASL at home?
   3. Who is going to bear the cost?
      1. School districts wont fund it as it goes above and beyond what IDEA requires.
      2. Possibly look into grants if needed

***Next meeting***: Will be sent out with the meeting notes