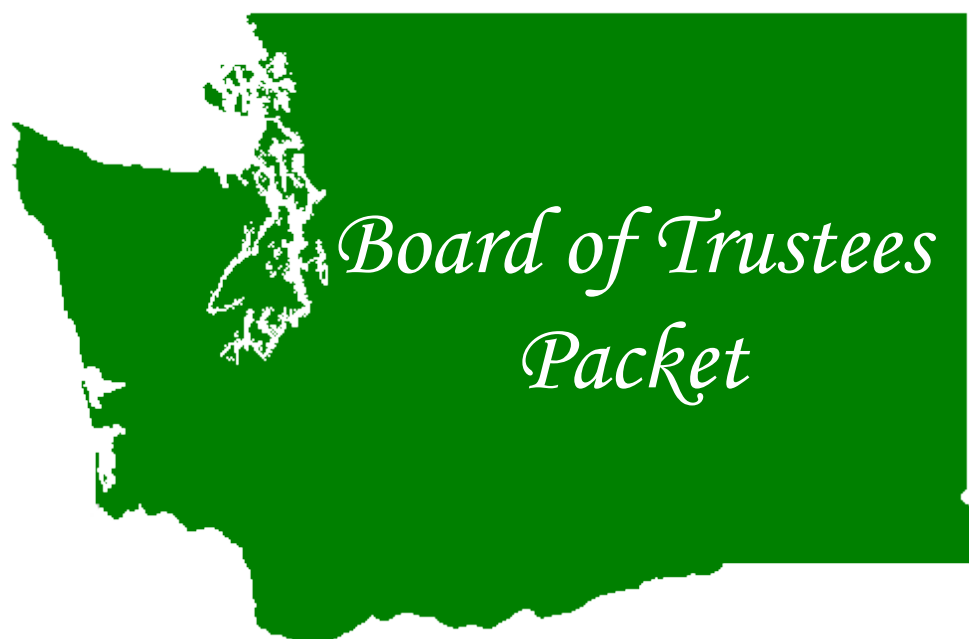


*Washington State Center for Childhood  
Deafness & Hearing Loss*

*Washington School for the Deaf*

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*Special Meeting  
February 4, 2016*

*Serving Washington State*

# **WASHINGTON STATE CENTER FOR CHILDHOOD DEAFNESS & HEARING LOSS**

## **Board of Trustees Packet**

*Special Meeting*  
**February 4, 2016**

- Agenda
- Updated Board of Trustees listing
- 2015/2016 School Calendar

### **AGENDA ITEMS**

- Board Minutes
  - October 30, 2015
- Reports:
  - Board Finance Committee
  - Executive Director - Rick Hauan
  - Superintendent – Jane Mulholland
  - Outreach - Kris Ching, Carol Carrothers
- Policy review – 2<sup>nd</sup> reading
  - Suicide Prevention (2145 – formerly 3403)
  - Nondiscrimination – Students (3210)
  - Transgender Students (3211)
- 2016 Planning Calendar for Board of Trustees
- Report on the Accreditation Site Visit by CEASD

### **INFORMATIONAL ITEMS**

- CDHL/WSD data
- Oberkotter Grant Submission for the Common Ground Project

**WASHINGTON STATE CENTER FOR  
CHILDHOOD DEAFNESS & HEARING LOSS  
Board of Trustees Special Meeting  
February 4, 2016**

- |            |  |
|------------|--|
| 8:30 a.m.  | Board Finance Committee meets (Executive Director's office)<br>Nita Kamphuis, Larry Swift, Rita Reandeau, Maria Christianson, Rick Hauan, Jane Mulholland, Jessica Sydnor, Bonnie Terada   |
| 9:45 a.m.  | Call meeting to order and determination of a quorum<br>Election of Chair pro tem for the February 4, 2016 meeting<br>Approval of October 30, 2015, minutes   |
| 9:55 a.m.  | Reports <ul style="list-style-type: none"><li>• Board Finance Committee</li><li>• Questions/comments regarding Board reports</li></ul>   |
| 10:30 a.m. | Policy Review – 2 <sup>nd</sup> Reading <ul style="list-style-type: none"><li>• Suicide Prevention (policy 2145)</li><li>• Nondiscrimination (policy 3210)</li><li>• Transgender Students (policy 3211)</li></ul>                      |
| 11:15 a.m. | Policy Planning <ul style="list-style-type: none"><li>• Rick Hauan, Executive Director</li></ul>   |
| 12:00 noon | Lunch  |
| 1:00 p.m.  | CEASD Accreditation <ul style="list-style-type: none"><li>• Shauna Bilyeu, Principal</li></ul>   |
| 2:00 p.m.  | Executive Session pursuant to RCW 42.30.110(1)(g) "To evaluate the qualifications of an applicant for public employment or to review the performance of a public employee...."   |
| 2:30 p.m.  | Plan for future meetings <ul style="list-style-type: none"><li>• Program visits</li><li>• Upcoming meetings<ul style="list-style-type: none"><li>○ March 25, 2016</li><li>○ April 29, 2016</li><li>○ June 16, 2016</li></ul></li></ul> |
| 3:00 p.m.  | Adjourn  |

# WASHINGTON STATE CENTER FOR CHILDHOOD DEAFNESS & HEARING LOSS

## BOARD OF TRUSTEES

Rick Hauan, Director (360) 418-0400 ([rick.hauan@cdhl.wa.gov](mailto:rick.hauan@cdhl.wa.gov))  
 Jane Mulholland, Superintendent (360) 418-0402 ([jane.mulholland@cdhl.wa.gov](mailto:jane.mulholland@cdhl.wa.gov))  
 Judy Smith, Executive Assistant (360) 418-0401 ([judy.smith@cdhl.wa.gov](mailto:judy.smith@cdhl.wa.gov))

<b><i>Voting Members</i></b>	<b><i>Address</i></b>	<b><i>Cong Dist.</i></b>	<b><i>Contact Information</i></b>	<b><i>Date Apptd.</i></b>	<b><i>Term Expires</i></b>	<b><i>E-Mail/Fax</i></b>
Maria Christianson	3796 Brown Road Ferndale, WA 98248	1	(360) 402-0162 Text	11/18/13	07/01/18	<a href="mailto:maria.christianson@cdhl.wa.gov">maria.christianson@cdhl.wa.gov</a> <a href="mailto:mjochristianson@gmail.com">mjochristianson@gmail.com</a>
Allie "AJ" Joiner	15806 18 <sup>th</sup> Ave. W., B 102 Lynnwood, WA 98087	2	(425) 329-8433 VP	08/30/06	07/01/20	<a href="mailto:allie.joiner@cdhl.wa.gov">allie.joiner@cdhl.wa.gov</a>
Nancy Sinkovitz	6403 NE 75 <sup>th</sup> Street Vancouver, WA 98661	3	(360) 910-0338	10/01/14	07/01/20	<a href="mailto:nancy.sinkovitz@cdhl.wa.gov">nancy.sinkovitz@cdhl.wa.gov</a>
Nita Kamphuis	635 S. Hawaii Place Kennewick, WA 99336	4	(509) 967-6059 (509) 539-0962 cell	09/19/08	07/01/18	<a href="mailto:nita.kamphuis@cdhl.wa.gov">nita.kamphuis@cdhl.wa.gov</a>
Char Parsley, Vice Chair	3427 W. 7 <sup>th</sup> Avenue Spokane, WA 99224	5	(509) 315-2128 VP (509) 329-8535 Text	03/16/07	07/01/16	<a href="mailto:char.parsley@cdhl.wa.gov">char.parsley@cdhl.wa.gov</a>
Rita Reandeau	1470 Yukon Harbor Rd., SE Port Orchard, WA 98366	6	Cell: (360) 551-3034	08/19/04	07/01/19	<a href="mailto:rita.reandeau@cdhl.wa.gov">rita.reandeau@cdhl.wa.gov</a>
Ariele Belo	1625 19 <sup>th</sup> Avenue Seattle, WA 98122	7	(206) 388-1275 TTY (206) 452-7955 (Video & Voice)	01/30/07	07/01/16	<a href="mailto:ariele.belo@cdhl.wa.gov">ariele.belo@cdhl.wa.gov</a>
Sidney Weldele-Wallace, Chair	19501 SE 332 <sup>nd</sup> Place Auburn, WA 98092	8	(253) 833-6487 (253) 833-9111 ext. 4705 (253) 569-8000 cell	06/27/02	07/01/16	<a href="mailto:sidney.weldele-walla@cdhl.wa.gov">sidney.weldele-walla@cdhl.wa.gov</a>
Nancy Fitta	512 63 <sup>rd</sup> Ave Ct NE Tacoma, WA 98422	9	(253) 517-1070 (253) 922-0539 (253) 376-0414 cell	05/01/13	07/01/20	<a href="mailto:nancy.fitta@cdhl.wa.gov">nancy.fitta@cdhl.wa.gov</a>
Larry Swift	2306 Glen Kerry Ct., SE Lacey, WA 98513	10	(360) 491-8745	07/31/02	07/01/19	<a href="mailto:larry.swift@cdhl.wa.gov">larry.swift@cdhl.wa.gov</a>

# WASHINGTON SCHOOL FOR THE DEAF

## 2015/2016 School Year

July 15

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

December 15

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		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

May 16

S	M	T	W	T	F	S
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8	9	10	11	12	13	14
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22	23	24	25	26	27	28
29	30	31				

August 15

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23	24	25	26	27	28	29
30	31					

January 16

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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 16

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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

September 15

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27	28	29	30			

February 16

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28	29					

October 15

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18	19	20	21	22	23	24
25	26	27	28	29	30	31

March 16

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 15

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

April 16

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

### \*Mark Your Calendars!\*

#### Deaf Awareness Week

September 21 - 25, 2015

#### Homecoming

October 1, 2015

#### Open House

October 1, 2015

#### Terrier Invitational (Volleyball)

October 2 - 3, 2015

#### WSBC/WSBCC 2016

January 27 - 31, 2016  
Arizona School for Deaf & Blind/Tucson

#### Statewide ASL Poetry Competition

March 10, 2016

#### All Star Day (Secondary only)

May 26, 2016

#### Graduation

High School: June 15, 2016

#### Elementary Awards Picnic

June 16, 2016

#### Legend



- First and last day of school
- Non-school days
- Early Release Dates
- Residential Travel days

Red

#### \*\*EARLY RELEASE DATES\*\*

1:00 p.m. - Residential students will go to the cottages, day students will ride bus home

September 17, October 15, November 19, January 21, February 18, March 17, April 21, May 19

#### After School Program

Fall: September 14 - November 4, 2015  
Winter: November 30, 2015 - January 27, 2016  
Early Spring: February 8 - March 30, 2016  
Spring: April 18 - May 25, 2016

Registration Day*	August 30, 2015	Presidents' Day Weekend**	February 12 - 15, 2016
First Day of School	August 31, 2015	Spring Break	April 4-8, 2016
Labor Day	September 7, 2015	Memorial Day**	May 30, 2016
Veterans' Day	November 11, 2015	Last Day of School	June 17, 2016
Thanksgiving Break	November 26-27, 2015		
Winter Break	Dec. 21, 2015-Jan. 1, 2016		
Martin Luther King Jr. Day**	January 18, 2016		
WSD's 130th Birthday	February 3, 2016		

\*No transportation provided on Registration Day

\*\*Holiday and travel day

#### Statewide and School Testing Window

##### MAP (Measure of Academic Progress) 2-12th grades

Fall testing: October 2015

Spring testing: April 2016

##### SBAC (Smarter Balanced Assessment Consortium)

April - June 2016

Quarters end: 1st Quarter: November 6, 2015 ; 2nd Quarter: January 29, 2016 ;  
3rd Quarter: April 1, 2016; 4th Quarter: June 17, 2016

# Agenda Items

**WASHINGTON STATE CENTER FOR  
CHILDHOOD DEAFNESS & HEARING LOSS**  
**BOARD OF TRUSTEES MEETING**  
**October 30, 2015**

Board Members: Allie Joiner (District #2)  
Nancy Sinkovitz (District #3)  
Nita Kamphuis (District # 4)  
Char Parsley (District #5)  
Rita Reandeau (District #6)  
Ariele Belo (District #7)  
Sidney Weldele-Wallace (District #8)  
Nancy Fitta (District #9) (via K-20)  
Larry Swift (District #10)

Absent: Maria Christianson (District #1)

Legal Counsel: Bonnie Terada

Executive Director: Rick Hauan

Superintendent: Jane Mulholland (absent)

Recorder: Judy Smith

Interpreters: Dave Morrison, Catherine Thomas

Guests: Jessica Sydnor, Director of Business Operations  
Lorana Myers, Procurement

The meeting was called to order by Sidney Weldele-Wallace, chair, at 9:54 a.m. It was determined a quorum was present.

Welcome to:

- Dave Morrison - CDHL/WSD's new Interpreter Coordinator
- Sarra Yamin – Assistant Attorney General who is part of the succession planning for Bonnie Terada's retirement in April 2016.

**Minutes – October 2, 2015**

Change: Sarah Hafer's first name was misspelled on the list of guests.

Rita Reandeau moved to approve the October 2, 2015, meeting minutes with the change noted above. Nita Kamphuis seconded the motion. It was voted on approved with one abstention from Sidney Weldele-Wallace as she was absent from the October 2<sup>nd</sup> meeting.

### **Finance Committee Report**

The financial climate for CDHL is very good at the present time. Funds were expended in September above the allotted amount due to the large number of new staff and the need for 32 hours of safety training in the first 90 days of employment.

Projections for the year are very positive. Since many of the current computers are over 10 years old, additional money will be allotted for replacements.

OFM recently notified state agencies of a reduction in allotments to reflect savings resulting from agency efficiencies achieved through Lean management and other performance management strategies. CDHL's reduction is \$19,000 for each year of the biennium. Additional information will be shared with the Board members at the January meeting.

Reports discussion:

- Seattle Public Schools (SPS) Program Review: SPS was very positive about the report and appreciated its honesty and detail. They felt the report could be used as a "road map" for future decisions regarding their DHH programs. The report will be posted to the SPS website next week.
  - Thanks to SPS for allowing us to share the report with CEASD. CEASD, OPTIONS, and Common Ground Project members are working toward a nationwide program to ensure that all DHH children receive the highest quality education possible.
- The Board felt that the Spokane and North Thurston school district program reviews were outstanding.

Note: Nita Kamphuis wished to thank Jane Mulholland and Toni Stromberg for touring families through WaCAD. What a great program!

### **D.E.A.F. (Deaf Education Advocates Foundation) Bill Brelje, D.E.A.F. board member**

- D.E.A.F. was set up in 1989 by former Superintendent, Gary Holman.
- Current board members are:
  - Courtleigh Guerci
  - William Brelje
  - Carole Kaulitz
  - Despo Varkados
  - David Born
  - George Belser
  - Jim Raines
  - Jane Mulholland (Ex-officio)
  - Al Bauer (Honorary)
- Mission is "To enhance the education of all deaf and hard of hearing children and youth at the Washington School for the Deaf" by:
  - Enhancing the curriculum



- Purchasing equipment, materials and services needed
  - Last year D.E.A.F. awarded \$6,000 worth of grants to WSD teachers for needed equipment and special programs.
  - Helped send students and staff to the Math Competition event in Rochester, New York.
- Assisting with Professional Development
  - D.E.A.F. has funded travel and accommodations for teacher professional development.
- Awarding scholarships to graduates

Upcoming projects include: Special Olympics, new uniforms for the athletic department and new alignment equipment for the auto mechanics after school program. Donation information was passed out to the Board members. Donations can also be made through Fred Meyer's Community Rewards Program. Judy Smith will email the Board members sign-up information.

### **Behavior Referrals (BR) 2014-2015 Recap (Jason Cox, Director of Residential Services)**

Use two systems to track behaviors:

- Skyward – Student data management system
- SWIS (School Wide Information System)

Behaviors are broken down to three levels:

- Level 1 – Moderate
- Level 2 – Serious or chronic
- Level 3 – Dangerous or illegal

Information shared regarding the 2014-2015 school year was broken down by:

- Month
- Levels
- Behavior types
- Grade
- Days of the week
- Time of day
- Location
- Academic or residential time

Behaviors have consistently dropped over the past 10 years through administration support, staff training, PBIS (Positive Behavioral Intervention & Supports), CPI (Crisis Prevention Intervention), interventions and teamwork. The residential and academic staff, along with the class sponsors, has done a wonderful job de-escalating behaviors.

The Board complimented Jason and the entire WSD staff for the outstanding work they are doing with students. Also, a special thanks to Nancy Sinkovitz for initiating trainings and programs which have led to positive interventions for our students.

### **Common Ground Project, Rick Hauan, CDHL Executive Director**

The Common Ground Project is a joint project of CEASD and OPTION Schools. Their vision is: “All infants, children and you who are D/HH should have the services, supports and specialized providers they need to become successful as full-fledged human beings. As children and adults, they should thrive, not just survive.”

The Common Ground Project members have met eight times since October 2013 and are now funded through a grant from the Oberkotter Foundation. Meetings are facilitated by Rick Hauan, CDHL Executive Director and the next meeting will be held in Atlanta November 16-18, 2015. The Common Ground Project members are:

- Representing OPTIONS Schools
  - Barbara Hecht: President of OPTION Schools and Director of the Clarke School program in Boston
  - Maura Berndsen: Past president of OPTION Schools and Educational Director at Listen & Talk in Seattle
  - Bill Corwin, President of Clarke Schools and Chair of OPTION Schools Legislation and Policy Committee
  - John Porteous: Chairperson of the Board for Children’s Choice for Hearing and Talking in Sacramento
- Representing CEASD
  - Jane Mulholland: Former Board member of CEASD and Superintendent of Washington School for the Deaf
  - Joe Finnegan: Executive Director of CEASD
  - Ron Stern: Past president of CEASD and Headmaster of the New York School for the Deaf
  - James Tucker: President of CEASD and Superintendent of Maryland School for the Deaf

Several states are looking at the work done by the Common Ground Project to see how they can bring partners together to achieve a common ground to provide the best education possible for D/HH children in their state.

Thanks to Rick Hauan and the Common Ground Project members for their focus on making sure that all D/HH children receive a quality education.

### **Policy review – 1<sup>st</sup> reading**

- Suicide Prevention (policy 2145)
  - Delete:
    - “including substitute and regular bus drivers” (3<sup>rd</sup> paragraph, 3<sup>rd</sup> line)
  - Concerned staff will be able to follow the policy
  - Procedures are in the development stage
- Nondiscrimination – Students (policy 3210)
  - Delete:
    - “honorably discharged veteran or military status” (1<sup>st</sup> paragraph, 4<sup>th</sup> line)

- “district” (2<sup>nd</sup> paragraph, 6<sup>th</sup> line)
  - “employment” (3<sup>rd</sup> paragraph, 2<sup>nd</sup> line)
- Change:
  - “district” to “CDHL” (5<sup>th</sup> paragraph, 3<sup>rd</sup> line)
  - Should read “provide training to all staff” (6<sup>th</sup> paragraph, 1<sup>st</sup> line)
- Suggested reference: school lunch policy
- Transgender Students (policy 3211)
  - Additional residential program

Bonnie Terada will review the above policies and provide the Executive Director feedback. The policies will be brought back for a second reading at the January meeting.

WSSDA (Washington State School Directors’ Association) leads in education policy development and provides sample policies through policy development to promote safe, secure and respectful learning environments for all children. These sample policies can be used as a guide for CDHL in setting up future policies.

### **CEASD Accreditation Team Visit**

CEASD’s (Conference of Educational Administrators of Schools and Programs for the Deaf) accreditation is a voluntary process and is a means to effectively drive student performance.

The CEASD accreditation team’s visit began with dinner on Sunday, October 25<sup>th</sup> and ended with an exit conference on Wednesday, October 28<sup>th</sup>. The visiting team members were:

- John Cool, Iowa School for the Deaf
- John Serrano, Texas School for the Deaf
- Tim Kelly, St. Mary’s School for the Deaf
- Marcia Volpe, Pennsylvania School for the Deaf (formerly)

During their visit the accreditation interviewed a variety of WSD stakeholders including: students, staff, parents, Board members and alumni. During the exit conference, the accreditation team reviewed the 12 standards along with commendations and recommendations.

The accreditation team will submit their recommendation to the CEASD Board. WSD’s Superintendent will be notified of the CEASD Board’s decision after their spring meeting.

Thanks to:

- Shauna Bilyeu for leading the accreditation process.
- WSD staff for the awesome job they do each day to ensure that WSD students are the B.E.S.T.!
- Board members Allie Joiner, Nancy Sinkovitz and Larry Swift for meeting with the accreditation team during their visit.

### **Executive Session**

The Board went into Executive Session at 2:25 p.m. for 20 minutes pursuant to RCW 42.30.110(1)(g) "To evaluate the qualifications of an applicant for public employment or to review the performance of a public employee...." The meeting reopened at 2:45 p.m.

### **Next Board of Trustees meeting - January 22, 2016 at WSD**

Suggested future agenda items:

- MAP (Measure of Academic Progress) data
  - What is done with the data?
  - How does it fit back into staff discussions on how changes are made?
  - What is the follow-up on students that make little or no progress?
  - How do the results guide instruction?
- CDHL website update
- Classroom visits
- Tour of WaCAD program

### **Adjournment**

Hearing no objections the meeting was adjourned at 3:00 p.m.

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Char Parsley, Vice-Chair  
CDHL Board of Trustees

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Rick Hauan, Executive Director  
CDHL

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Date

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Date

## **CDHL Board of Trustees Special Meeting – February 4, 2016**

### **Reports from Executive Director, Superintendent, Outreach Directors**

<b>Rick Hauan, Executive Director</b>
---------------------------------------

#### On-going

- Governor's Goal Council meeting on World Class Education
- Budget meetings

#### November 2015

- WSDS (Washington Sensory Disabilities Services) meeting (Renton)
- Met with Educational Director at Listen & Talk (Seattle)
- Spokane Parent Community Forum
- Central Kitsap School District program review (Silverdale)
- Disability Task Force meeting (Renton)
- Eastside DHH program meeting (Issaquah)
- Met with Karras Consulting (Superintendent search)
- Common Ground Atlanta - Agenda overview:
  - Dinner with Common Ground, Insyte and Georgia Pathway
  - Common Ground only meeting – Atlanta Speech School
  - Dinner with Common Ground, Pathway and Instye Partners
  - Common Ground meeting, meet with Georgia Pathway and tour of Hamm Center at the Atlanta Speech School
- ESD 114 Special Education Director's meeting (Port Angeles)
- Brief visit with Senator Patty Murray (Tacoma)

#### December 2015

- Met with Seattle area parent
- Introductory meeting with CDHL's new Labor and Personnel attorney
- Central Kitsap School District's initial DHH core meeting to develop program definition and support (Woodlands)
- Issaquah School District's DHH planning discussion
- Proctor EIPA testing in Spokane and Tacoma
- Seattle DHH community meeting
- Present at Tucker Maxon board meeting

#### January 2016

- WSDS meeting (Olympia)
- RESPECT K-20 (Spokane)
- Hands & Voices board meeting (Denver)

<b>Jane Mulholland, Superintendent</b>
--

As always, it's been a busy last couple of months. We are into the New Year and before we know it, we will be talking about graduation. I hope you all had a great holiday and a happy start to 2016.

Happy Birthday, WSD! February 3<sup>rd</sup> is the 130<sup>th</sup> birthday celebration of the founding of WSD. Teresa Stotler-Martin and Carey Price have been working hard to plan a dinner and program. You should all have received invitations. Hope to see as many of you at the event as possible. We are proud of the fact that WSD is actually older than the state of Washington!

ASL PD: Once a month the ASL-English Bilingual Department leads professional development for academic staff during the early release time. These are always interesting and applicable to the classroom. We greatly appreciate the time and work of the Bilingual Department in preparing and leading the trainings. The topics we have had so far this year are:

- September: Overview of WSD Bilingual Journey and goals for the year (April and Shauna)
- October: Review of ASL Syntax (Sarah Hafer)
- November: Using Technology to Support ASL Instruction: how to make videos to support vocabulary development in ASL (Guthrie Nutter)

Football Follow-up: From Coach Rob McArthur—Three WSD football players were selected as “All Conference Football 2015: Tredynn Selvog, Randall Smith, and Enrique Rodriguez. Also, four football players were selected as 2015 Deaf Digest All Americans: Tredynn Selvog, Randall Smith, Enrique Rodriguez and Jacob Tufton. Coach Nathan Boyes and I are proud of them and our team for their hard work and effort during the football season. We were blessed with an incredible season.

Basketball News: The Terriers boys and girls teams both beat our friendly rivals, the Oregon School for the Deaf, January 12 at the OSD homecoming in Salem. Our teams are developing well and will be ready to represent WSD at the Western States Basketball Classic in Tucson, AZ, January 27 – 31. Go Terriers!

I received the following message the morning after our OSD/WSD game:

My name is Mike Hillman and I was the crew chief for the officials last night at OSD for the men's and women's basketball games. I just wanted to take a moment to send you a message about how impressed I was with both of your head coaches, and both teams. Coaches were very easy to work with, and your teams demonstrated great sportsmanship. Both programs are noticeably well coached and your student athletes not only competed hard, but with integrity as well. They were also very patient and respectful with us as officials and our limited communication skills. As a matter of fact they helped me with a couple of signs

throughout the night and as a fellow educator I really appreciated their willingness to teach me a little bit and with a smile on their faces

Please pass on my "job well done" with both programs and I hope the remainder of your basketball season and school year continues to be a successful one. Mike Hillman, Head Official

Track is Back! After many years, WSD will have a coed track team again this year. Tyler DeShaw will be the coach. Currently 10 – 12 students have expressed an interest in joining. We are excited to bring back this great sport.

Safety Activities: The WSD Leadership Team had a 2 hour training provided by Vancouver Police Department on how to deal with an active threat on campus. This requires a different approach than a standard lockdown. The Emergency Procedures Committee will be pursuing next steps. The committee is also looking at schedules for opening and locking gates and doors throughout campus, and is working with administrative assistants to tighten the visitor sign in/sign out procedures.

Accreditation Report: You have a copy of the final report from the CEASD accreditation site review team as part of your packet. Next steps include a review of all commendations and recommendations by the Leadership Team, and making sure each recommendation has a "home;" i.e. a supervisor or department that will be assigned responsibility for addressing it within the next 5 years.

D.E.A.F. Grants: Our wonderful foundation, D.E.A.F., again awarded mini grants to staff for enhancements to the regular program. We appreciate their ongoing support of students and staff at WSD!

Counseling Intern: Welcome to Michael Awbrey, social work intern from Gallaudet University, who is working under the supervising of Wendy Schlitz. Michael is from Florida. He will be with us through the 1<sup>st</sup> week of May, working with Wendy, Teresa Stotler-Martin, Jennifer Ellis and Toni Stromberg on a variety of projects.

Culinary Arts Externs: Renee Cunningham is working with the Oregon Culinary Institute to have WSD become part of their Externship Program. Any student placed at WSD would work for 8 weeks, 30 hours per week. This is an exciting new partnership with a community program.

Looking forward to seeing you all at the next board meeting!

<b>Outreach, Kris Ching (0-5), Carol Carrothers (6-21),</b>
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**From Kris Ching.....**

- 11/5 Spokane Public Schools Parent-Community Forum
- 11/9 Visit to Children's First Spokane with DeEtte Snyder from WA School for the Blind
- 1/10 ESIT Local Lead Agency – Eastern WA meeting Ellensburg (Kris & DeEtte)

- 11/13 Pre-planning meeting with Katie Humes (WSDS) about Distance Learning Family ASL Classes
  - 11/18 ESIT Local Lead Agency – Western WA meeting in Tacoma (Kris & DeEtte)
  - 12/1 Birth-3 Practice Guide Webinar planning meeting between WSDS-CDHL-WSSB (Kris, Kerianne, Nancy Hatfield, DeEtte Snyder, Cindy McAlexander)
  - 12/8 CDHL & WSDS Adobe Connect trial meeting for Distance Learning Family ASL Classes (April McArthur, Guthrie Nutter, Kris Ching, Katie Humes, Khanh Huhtala)
  - 12/15 CDHL Directors meeting in Tacoma
  - 12/15 Seattle Public Schools Parent-Community Forum (Rick, Carol, Kris, April, Cathy Corrado, Becky Butz-Houghton, Deirdre Curle, Guthrie Nutter, Kabian Rendel)
  - 12/21 Birth-3 CDHL & WSSB Registry Database meeting (Kris & DeEtte)
- CDHL is submitting monthly birth-3 data reports to ODHH per our interagency agreement. The two agencies will be combining efforts with local programs and resources for establishing monthly regional Family Activity Nights focusing on families with young children who are deaf or hard of hearing.
  - This school year CDHL ASL-English Bilingual Department is providing professional development for Hearing Speech & Deafness Center's Rosen Preschool and Parent Infant Program staff in developing and strengthening programming and services.
  - CDHL now has contracts for Birth-3 services with ESD 112 and Sedro Woolley. We are working on developing contracts in other areas of the state.

#### **From Carol Carrothers.....**

November 7: EIPA workshop: 35 participants November 9: Visit to Walla Walla School district with Gabriela Holzman (three preschoolers, one 3<sup>rd</sup> grader) visit resulted in Sarah Erland (student employee of WSDS) doing an internship with the district for Winter quarter with preschool student.

November 12: State Transition Meeting; preparation for the PepNet Conference in February. (Participants are Dan Crady, Toni Stromberg, Jennifer White, Michelle McConaghy, DVR counselor, Sue Ann Bube)

November 16: Meeting continued program Support for Highline SD

November 20, 21, 22 Mentorship Language Immersion Weekend in Ellensburg

November 24: Meeting Program Support for Pasco SD. Gabriela, Cathy, April, Guthrie and Carol

December 3: Meeting Program Support for Central Kitsap SD December 4: Meeting Program Support/Discussion for a regional program East of Seattle area.



December 4, 7, 9, and 11: Provided EIPA assessment to 28 interpreters in Tacoma, Spokane, and Ellensburg.

December 9: Granger SD technical support for 2 students.

December 15: Meeting with April, Kris, Rick for coordinating CDHL's activities

December 16: Seattle School district Community Forum; review of changes made in the program and recommendations of the CDHL review.

## **CENTER FOR CHILDHOOD DEAFNESS AND HEARING LOSS**

POLICY: 2145 (formerly 3403)

Adopted: March 6, 2015

*Revised:*

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SUBJECT: **Suicide Prevention**

Approved by:

Sidney Weldele-Wallace, Chair, CDHL Board of Trustees

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The CDHL Board of Trustees recognizes that suicide is a leading cause of death among youth and those suicidal indicators such as substance abuse and violence are complex issues that should be taken seriously. The purpose of this policy is to protect the health and well-being of all students by having procedures in place to prevent, assess the risk of, intervene in, and respond to suicide. CDHL/WSD staff will refer a student who exhibits risk factors for suicide or has made a suicide attempt to a mental health professional for risk assessment within the same school day where possible. CDHL/WSD staff will continuously supervise the student until professional help can be obtained.

CDHL/WSD staff who have knowledge of a suicide threat or are aware of a student who is potentially suicidal must take the proper steps to support the student and to report this information to the principal or designee as soon as reasonably possible. The principal or designee will, in turn, notify the appropriate school officials, the student's family and appropriate resource services. The Superintendent or designee, through discussion with the student and the mental health professional will assess whether there is further risk of harm due to parent or guardian notification. If the Superintendent or designee or mental health professional believes, in their professional capacity, that contacting the parent or guardian would endanger the health or well-being of the student, they may delay such contact as appropriate and document reasons for the delay.

The board also recognizes the need for youth suicide prevention procedures. The CDHL will adopt and, at the beginning of each school year, provide to all CDHL/WSD staff a plan for recognizing, screening, referring and responding to students in emotional or behavioral distress. At a minimum, the plan will:

- Identify training opportunities for staff on recognizing, screening and referral of students in emotional or behavioral distress, including those who exhibit indicators of substance abuse, violence or suicide;
- Describe how to utilize the expertise of CDHL/WSD staff trained in recognition, screening and referral;
- Provide guidelines, based on staff expertise, for responding to suspicions, concerns or warning signs of emotional or behavioral distress;

- Address development of partnerships with community organizations and agencies for referral of students to support services, to include development of at least one memorandum of understanding between the CDHL and one such entity;
- Contain procedures for communication with parents;
- Describe how staff should respond to a crisis situation where a student is in imminent danger to himself or herself or others;
- Describe how the CDHL/WSD will provide support to students and staff after an incident of violence or student suicide.
- Integrate developmentally-appropriate, student-centered suicide prevention education materials into the curriculum of health classes.

The executive director will develop and implement the plan and a staff training schedule to achieve the board's goals and objectives.

Cross References:                    3211 - Transgender Students  
     3207 - Prohibition of Harassment, Intimidation and Bullying

Legal References:                    RCW 28A.410.226 Washington professional educator standards board — Training program on youth suicide screening — Certificates for school nurses, social workers, psychologists, and counselors — Adoption of standards.  
     RCW 28A.410.043 School Counselor Certification  
     RCW 28A.320.1271 Model school district plan for recognition, initial screening, and response to emotional or behavioral distress in students.  
     RCW 28A.320.127 Plan for recognition, screening, and response to emotional or behavioral distress in students.  
     20 U.S.C. 1232g Family Educational Rights and Privacy Act; 34 C.F.R. §§ 99.31(a)(10 and 99.36 Disclosure of Information in health and safety emergencies.

## **CENTER FOR CHILDHOOD DEAFNESS AND HEARING LOSS**

POLICY: 3210

Adopted:

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SUBJECT:           **Nondiscrimination - Students**

Approved by:

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Sidney Weldele-Wallace, Chair, CDHL Board of Trustees

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The CDHL/WSD will provide equal educational opportunity and treatment for all students in all aspects of the academic and activities program without discrimination based on sex, race, creed, religion, color, national origin, sexual orientation, gender expression, gender identity, the presence of any sensory, mental or physical disability, or the use of a trained dog guide or service animal by a person with a disability. CDHL/WSD programs will be free from sexual harassment.

Discriminatory harassment against any student that is based on one of the categories listed above that is sufficiently severe, persistent or pervasive as to limit or deny the student's ability to participate in or benefit from the CDHL/WSD's course offerings; educational programming or any activity will not be tolerated. When a CDHL/WSD employee knows, or reasonably should know, that such discriminatory harassment is occurring or has occurred, the CDHL will take prompt and effective steps reasonably calculated to end the harassment, prevent its recurrence and remedy its effects.

The CDHL's nondiscrimination statement will be included in written announcements, notices, recruitment materials, applications, and other publications made available to all students, parents, or employees. The statement will include: 1) notice that the CDHL/WSD will not discriminate in any programs or activities on the basis of any of the above-listed categories; 2) the name and contact information of the CDHL's compliance officer designated to ensure compliance with this policy; and 3) the names and contact information of the CDHL's Section 504 and Title IX compliance officers.

The CDHL/WSD will annually publish notice reasonably calculated to inform students, students' parents/guardians (in a language that they can understand, which may require language assistance), and employees of the CDHL/WSD's discrimination complaint procedure.

The executive director will designate a staff member to serve as the compliance officer for this policy. The compliance officer will be responsible for investigating any discrimination complaints communicated to the CDHL.

The CDHL/WSD will provide training to administrators and certificated and classroom personnel regarding their responsibilities under this policy and to raise awareness of and eliminate bias and discrimination based on the protected classes identified in this policy.

Cross References:           4260 - Use of School Facilities  
                                  3211 - Transgender Students  
                                  2151 - WSD After School Program  
                                  2150 - Athletic Participation  
                                  2020 - Curriculum Development and Adoption of  
                                  Instructional Materials

Legal References:           Chapter 28A.640 RCW Sexual equality  
                                  Chapter 28A.642 RCW Discrimination prohibition  
                                  Chapter 49.60 RCW Discrimination — Human rights  
                                  commission  
                                  WAC 392-190-020 Training—Staff responsibilities—Bias  
                                  awareness  
                                  WAC 392-190-060 Compliance – School district  
                                  designation of responsible employee - Notification  
                                  WAC 392-400-215 Student rights  
                                  42 U.S.C. 12101-12213 Americans with Disabilities Act

## **CENTER FOR CHILDHOOD DEAFNESS AND HEARING LOSS**

POLICY: 3211

Adopted:

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SUBJECT: **Transgender Students**

Approved by:

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Sidney Weldele-Wallace, Chair, CDHL Board of Trustees

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The CDHL Board of Trustees believes in fostering an educational environment that is safe and free of discrimination for all students, regardless of sex, sexual orientation, having or being perceived as having a gender identity, self-image, appearance, behavior, or expression, whether or not that gender identity, self-image appearance, behavior, or expression is different from that traditionally associated with the sex assigned to that person at birth. To that end, the board recognizes the importance of an inclusive approach toward transgender students with regard to official records, confidential health and education information, communication, restroom and locker room accessibility, sports and physical education, dress codes and other school activities, in order to provide these students with an equal opportunity for learning and achievement. This policy and its procedure will support that effort by facilitating CDHL/WSD compliance with local, state and federal laws concerning harassment, intimidation, bullying and discrimination.

Cross References:           2145 - Suicide Prevention  
                                  3207 - Prohibition of Harassment, Intimidation and Bullying  
                                  3210 - Nondiscrimination  
                                  3231 - Student Records

Legal References:           RCW 28A.642 Discrimination Prohibition  
                                  20 U.S.C. 1232g, 34 C.F.R., Part 99 - Family Education  
                                  Rights and Privacy Act

Management Resources:   Prohibiting Discrimination in Washington Public Schools -  
                                  OSPI Guidelines for school districts to implement Chapters  
                                  28A.640 and 28A.642 RCW and Chapter 392-190 WAC  
                                  (February 2012)  
                                  2015-2016 Washington Interscholastic Activities  
                                  Association Handbook: Philosophy of gender identity  
                                  participation; 18.15.0-5 Gender identity participation



*Conference of Educational Administrators of Schools &  
Programs for the Deaf*

OCTOBER 25-  
28, 2015

Report on the Accreditation Site Visit  
for the  
**WASHINGTON SCHOOL FOR  
THE DEAF**

# Conference of Educational Administrators of Schools and Programs for the Deaf

## **Validation Team**

**Marcia Volpe, Chair**  
Education Contractor  
(formerly) Pennsylvania School for the Deaf

**John Cool**  
Administrative Assistant  
Iowa School for the Deaf

**Tim Kelly**  
Superintendent  
St. Mary's School for the Deaf

**John Serrano**  
Director of Academic Affairs  
Texas School for the Deaf

**Jane Mulholland**  
Superintendent  
Washington School for the Deaf



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# Introduction

The Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD) is a non-governmental, nonprofit, peer-administered organization of diverse educational programs committed to the highest quality of education for students who are deaf and hard of hearing. CEASD's purpose is to ensure the continuous improvement of its member schools through effective leadership, self-study, peer evaluation, accreditation, exemplary programs, and supportive services.

The CEASD and its Board of Directors affirm that this report is a privileged document. It is submitted to the chief executive officer of the school being reviewed, and only he/she is authorized to release the information contained in this report.

The CEASD affirms that the primary purpose of the On-Site Team has been to:

- a. Collect and analyze the information in the Student/School/Community profile
- b. Review the formulation of beliefs and development of the school's mission
- c. Review the identified results for student learning
- d. Review the data analyzed to determine those results
- e. Determine the extent to which instructional and organizational practices within the school are aligned to support student learning
- f. Examine the individual program and support services
- g. Review the School Improvement Plan and its process for review and implementation.

The CEASD School Improvement process is ongoing. A school site plan, developed by a planning team of representative stakeholders from the school and community, should be consistent with the vision of the district's strategic plan. It should contain, at a minimum, the following components: mission, beliefs, two to four measurable student performance objectives, and action plans that detail activities, timelines, individuals/groups responsible, and resources provided to accomplish these objectives.

In addition, a planning process should be in place that will ensure that the school has both the capacity and the will to implement its action plans. The planning process typically includes an internal coordinator responsible for monitoring the plan, procedures for communicating planning activities to the school community, provision for annual reviews of the plan, and one or more action plan teams responsible for implementing the plans.

By choosing the CEASD School Improvement process, the school has made several commitments.

1. It commits to decision-making and direction-setting that is mission-shaped and mission-driven.
2. It commits to systematic school planning in a strategic context.
3. It commits to continuous growth in student achievement.
4. It commits to broad involvement of constituents throughout the process.
5. It commits to compliance with the CEASD guidelines and the Twelve Standards outlined in the guidelines.

The CEASD Validation Team is a group of professional educators appointed by the Executive Director of CEASD to visit a school using the School Improvement process. The purpose of

the team visit is twofold. First, the team assesses the planning processes used by the school in developing the plan and determines the school's adherence to planning requirements as outlined by the CEASD guidelines as well as whether the planning processes will ensure continuous improvement and commitment. Second, the team reviews the content of the school's plan to judge the validity and clarity of the plans along with the level of commitment to implementation.

The four (4) members of the Validation Team to the Washington School for the Deaf used the three and one-half day visit to review written and electronic documents regarding the school's self-study and improvement plan, and their development. The Team interacted with as many of the school's stakeholders as possible regarding their knowledge, understanding and support for the school plan. The Team participated in over 20 meetings, interviewing some 120 individuals including the WSD's Accreditation Team, Superintendent, Principal, Curriculum & Assessment Coordinator, Special Education Coordination Team, Bilingual Services Team, Leadership Team members, faculty and staff, CDHL Executive Director, Outreach Team leaders, counselors, DADS and residential staff, after school staff, Business Office and Facilities Supervisors, Nutrition Supervisor, Student Health Center staff, technology staff, PBIS Committee, Transition Needs Team, and a selected group of students, parents, Board of Trustees and alumni. The team concluded that it had a full and rich observational experience of the school leading to the following report and assessment.

Once again the CEASD Team would like to thank the entire Washington School for the Deaf community for their warm hospitality. We would especially like to recognize Superintendent, Jane Mulholland, the chair of the Washington School for the Deaf accreditation team, Shauna Bilyea, and all of the staff who worked on the self-study for their diligence in preparing for the visit.

## Context of the School

The Context of the School describes the context in which the school exists. It presents a portrait of the school's "distinctive personality" and the unique characteristics of the school. The Context presents contextual information that establishes a "developmental snapshot" of where the school is in its efforts to achieve its mission and to ensure the highest levels of student performance.

The Context of the School consists of the following elements:

- Profile of the School's Community
- Profile of the School
- Profile of Student Performance

The data and information contained in the Context of the School are not evaluated by the Visiting Team. Instead, the Context serves two purposes:

- To ensure that the members of the Planning Team have a common knowledge base about the history and current status of the school in those areas on which the accreditation of the school will focus; and
- To "introduce" members of the Visiting Team to the school, and as such, provides one of the lenses through which Team members will view and evaluate the school. Thus, the Context section should provide sufficient information about the school and its students' performance to build and enhance Team members' awareness and understanding of the total milieu in which the school exists and operates.

The Washington School for the Deaf (hereinafter WSD) is located atop a hill, in a community with a mixture of both private residential homes and businesses. The area has recently seen an increase in urban growth, and is in close proximity to several public schools (both elementary and high school), shopping areas and businesses. The school, founded in 1886, has been situated on its 17-acre campus since 1888, which is on a scenic bluff overlooking a large river and which was originally Fort Vancouver (until the mid 1800s).

Organizationally, WSD is under the umbrella of The Washington State Center for Childhood Deafness and Hearing Loss (CDHL), which was established in 2009 with three primary purposes: to direct the activities for the WSD; to provide statewide leadership and support to coordinate regionally delivered educational services in the full range of communication modalities for children who are deaf or hard of hearing; and to collaborate with appropriate public and private partners for the training and professional development of educators serving children who are deaf or hard of hearing. Educational services and collaboration activities provided through the Washington Outreach Network (WON) support the delivery of educational services at the local district level throughout the state. The Washington State Legislature views WSD as an educational program, which is a positive change from historical perspectives of the school as an institutional program. The school serves as a foundation and resource for the CDHL Outreach Team. Since 2002, WSD has had a Governing Board.

Washington School for the Deaf serves Deaf and Hard of hearing students, ages 3-21 years old and is the only residential school for the deaf in the state of Washington. It is also the only ASL English bilingual school in the state. The WSD programs serve students from Preschool through Secondary, with approximately 110 deaf/ hard of hearing students currently in attendance.

WSD serves students across the entire state of Washington. The residential programs at WSD provide six home-away-from home, family-style cottages for students who live in excess of 60 minutes away from the school five (5) nights a week. All students go home Friday afternoons. Approximately 75 % of the student population is residential. Most of the remaining 25% of the WSD students are elementary-aged and live local to the school.

WSD student demographics include over 60% students on free or reduced meals. Many students enroll during or after middle school. There is a fairly equal balance of males and females. WSD has a richly diverse student body; approximately 40% are individuals of color, of which the largest number are Hispanic (22% of the total student population).

WSD tests all students in grades 2 – 12 in October using the Measures of Academic Progress (MAP) in Reading, Math and Language Use. For new students, it provides baseline data on their academic level; for returning students it documents regression/recoupment over the summer. This assessment is administered twice every year, Fall and Spring. WSD reports the percentage of students making academic growth across the year. Students in 3 – 11<sup>th</sup> grades participate in state mandated assessments, taking online Smarter Balanced (SB) assessments for Math and English Language Arts, with accommodations. Students who do not take the SB assessment, participate in the state alternative assessment in ELA, Math and Science.

A high number of students at the secondary level entering at 5-8<sup>th</sup> grade are already behind their chronological age, which impacts programming. As a small school, WSD is challenged to provide two types of classrooms with instruction for both strong academic focus as well as instruction with a strong developmental focus.

Two years ago, the Elementary Department began an ASL pilot program, which has produced positive results. On average, elementary students improved their ASL level scores by half to a full year's growth. In addition, classroom-based and performance assessments are state required measures for Social Studies, Arts, Technology and Health/fitness. Students also undergo extensive academic testing at least once every 3 years as part of their triennial evaluation report process.

There are over 150 WSD employees, including on-call staff. Approximately 40 full-time staff work in the academic programs, including 21 teachers, 10 aides. The CDHL Outreach Team includes over 35 staff, most of who are contract employees. WSD's residential program has over 25 full-time staff.

WSD's campus includes two new facilities (including a \$2.5 million 2013 remodeled auditorium and a 2009 vocational building that houses the student cafeteria center), several older buildings (some of which are currently empty; five are scheduled for demolition), and a long-range plan for a modern academic building to be constructed. WSD no longer operates a vocational program. The school's museum has been moved a number of times and is currently in a state of development.

While the school has experienced a series of years of significant funding cuts and constraints, last Spring the Washington State Legislature increased WSD's budget by over \$1 million. The school's leadership was able to hire new staff, increase direct services for students, and strengthen the ASL English bilingual program. The CDHL Outreach Team has more contracts with local districts than previous years. Despite the current positive support from the Governor's Office, the school recognizes the precarious nature of sustained funding support, and its need to engage in comprehensive, proactive communication with stakeholders.

WSD initially planned to have joint accreditation/validation teams visit through both CEASD and AdvancEd in Fall 2014. Due to budget constraints, the CEASD accreditation visit was postponed to Fall 2015. Data from the previous two years was used for the school's current self-study, with some updates. Surveys were sent out to parents, students, staff from all departments, school districts, and alumni. It was distributed through Survey Monkey, and signed in ASL for students. Students in the 4-12<sup>th</sup> grades participated. The AdvancEd external visit occurred December 2014, with positive results.

# CEASD Standards for Accreditation

## INTRODUCTION

The degree to which the school meets the CEASD Standards for Accreditation provides information and data that portray the school's capacity to produce the levels of student performance the school and its community of stakeholders desire and expect.

The 12 Standards for Accreditation, adopted from Middle States, reflect research-based best practices for quality in schools. The Standards also represent the organizational "building blocks" that need to be in place to produce high levels of student performance. The school's self-assessment and the team's findings related to the Standards leads to identifying the school's strengths and areas in need of improvement.

### CEASD Standards for Accreditation for Schools:

*Foundational Standards:* Standards addressing best practices in the components of a school that provide the *foundations* for quality in the education program, services, and results in terms of student learning.

- Standard 1: Philosophy/Mission
- Standard 2: Governance and Leadership
- Standard 3: School Improvement Planning and Viability
- Standard 4: Finances
- Standard 5: Facilities
- Standard 6: School Climate and Organization

*Operational Standards:* Standards addressing best practices in delivering the education program, services, and activities to the students.

- Standard 7: Health and Safety
- Standard 8: Educational Program
- Standard 9: Assessment and Evidence of Student Learning
- Standard 10: Student Services
- Standard 11: Student Life, Student Activities and Residential
- Standard 12: Learning Resources and Information Technology



## Standard 1: Philosophy/Mission

**The Standard:** *The school has a clearly written and actively implemented statement of philosophy/mission that conveys the general and specific purposes of its educational program, expresses expectations for quality, and serves as the basis for daily operational and instructional decision making as well as long-range planning. Stakeholders give input into the development of the school's philosophy/mission and understand and accept it. This document is aligned with the community served and is reviewed periodically by stakeholder representatives.*

<b>X</b>	It is the Visiting Team's assessment that the school <b>MEETS</b> this Standard for Accreditation
	It is the Visiting Team's assessment that the school <b>DOES NOT MEET</b> this Standard for Accreditation. The evidence that supports this assessment is: N/A

<b>Evidence</b>	<b>Visiting Team</b>
Data from Observations and Interviews	X
The school's philosophy/mission	X
Samples of publications that communicate the mission/philosophy to the school's community of stakeholders	X
Marketing, recruitment, and admissions materials	X
Use of the school's website	X
Policies related to the philosophy/mission	X

### THE VISITING TEAM'S OBSERVATIONS, COMMENDATIONS AND RECOMMENDATIONS

#### OBSERVATIONS:

WSD's new mission was developed in 2013-2014 by a committee comprised of stakeholders (including teachers, aides, administrators, parents, residential staff, and school district representatives), and was affirmed by the Board of Trustees.

WSD's mission is clear, concise, and is free of ambiguity, contradiction or excessive abstraction. The school's mission is succinct and is clearly posted in various ways, including on the WSD website, in school publications and literature, and in school/program brochures. Communication about the school and various activities/ events is communicated through social media (Facebook, website), and through newsletters to various stakeholder groups (families, alumni). Through CEASD team interviews with students, their families and the alumni it is clear that they are well aware of the mission and in full support.

WSD celebrates diversity; the school recognizes various cultures, races and lifestyle approaches. This is appreciated by stakeholders and was brought to the attention of the

CEASD site team during the meeting with parents and community stakeholders. It was often stated by various stakeholders that “WSD is family” where everyone feels welcome and that they belong.

The students and staff belief in the power of bilingualism was evident. The student-created “BEST” video that is posted on the school’s website was energetic and inspiring, and serves as one example of the tremendous pride and love that students and staff have for their school. Given the strong connection to the school’s mission statement, this student-focused video has great potential for expanding WSD’s increased visibility across the state. The school’s marketing plan noted that there continues to be non-WSD parent and district misunderstandings and insufficient information about WSD and the types of services offered.

Visually accessible communication on the school grounds was pervasive. Students, administrators and almost all staff were observed signing at all times across settings. Throughout the CEASD visit, there was strong and ample evidence that all stakeholders believe in the WSD mission. The school plans for and conducts ongoing teacher training that sustains the bilingual mission.

### **COMMENDATIONS:**

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1. The CEASD Accreditation team commends the Washington School for the Deaf for its clearly stated bilingual mission, which is displayed throughout the school and creates a climate of unity and pride.
2. The CEASD Accreditation team commends the Washington School for the Deaf for the wonderful student generated “BEST” video that strongly supports the school’s mission.
3. The CEASD Accreditation team commends the Washington School for the Deaf for its proactive and sustained approach in maintaining the integrity of its mission through ongoing teacher training in bilingual education instructional principles and approaches.
4. The CEASD Accreditation team commends the Washington School for the Deaf for its collaborative stance with respect to other educational programs and services, as well as with various community stakeholders.

### **RECOMMENDATIONS:**

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1. The CEASD Accreditation team recommends the Washington School for the Deaf consider expanding the student-generated “BEST” video to include brief student examples of what each component (bilingual, empowered, successful, team) means to students and to the school, which would be an even more powerful message to others across the state.
2. The CEASD Accreditation team recommends the Washington School for the Deaf consider ways to extend the school’s “footprint” across the state, through increased public relations initiatives and through revamping the school’s website as part of marketing and increased visibility.

## Standard 2: Governance and Leadership

**The Standard:** *The school is chartered, licensed, or authorized by a state, nation, or authority that operates in the public interest. The governance and leadership ensure the integrity, effectiveness, and reputation of the school through the establishment of policy, provision of resources, and assurance of a quality educational program. The governance and leadership act ethically and consistently to assure an atmosphere of mutual respect and purposeful effort on behalf of students and their learning. School leaders foster a productive environment for teaching and learning, timely and open communication with stakeholders, and the vision necessary for day-to-day operations and long-term planning.*

<b>X</b>	It is the Visiting Team's assessment that the school <b>MEETS</b> this Standard for Accreditation
	It is the Visiting Team's assessment that the school <b>DOES NOT MEET</b> this Standard for Accreditation. The evidence that supports this assessment is: N/A

<b>Evidence</b>	<b>Visiting Team</b>
Data from Observations and Interviews	X
Job descriptions for the head of the institution and other key administrative personnel	X
Appraisal tool and/or description of the process used to appraise the performance of the head of the institution	X
Chart of lines of authority/responsibilities	X
Policies related to governance and leadership	X
State publications regarding establishment of CDHL	X

### THE VISITING TEAM'S OBSERVATIONS, COMMENDATIONS AND RECOMMENDATIONS

#### OBSERVATIONS:

The WSD Board of Trustees believes in the leadership, staff and students of the school. The Board of Trustees has high expectations for the school and provides the school with effective oversight, support, and continuity including succession planning to ensure stability of the school's leadership. The governance and leadership of the school seeks to hire highly qualified candidates in all positions. In the past, leadership positions have been held vacant until a fully qualified candidate could be identified.

The Board of Trustees maintains strong relationships with the Governor's Office and the Washington State Legislature in Olympia, and acts strategically in the realm of the politics of education to advocate for the needs of WSD and its students. The Board supports the Superintendent and the CDHL Executive Director as catalysts for providing services across the state.

The Board of Trustees does not micromanage the school but is clearly informed of what is happening at the school. The Board of Trustees meets regularly, carefully reviewing agenda items with openness and candor. The Board of Trustees performed a self- evaluation in 2014-15 to evaluate its own effectiveness. The Board of Trustees appropriately acknowledges the accomplishments of the school's leadership and students resulting in a very positive school climate and a family atmosphere. Students and staff periodically make short presentations to the Board regarding their activities.

The leadership of the school ensures that all school programs are appropriately planned, supervised, resourced and staffed with highly qualified personnel. The school leadership maintains appropriate and constructive relations with families, students, staff, the community, and with each other in the interest of serving the needs of students. The school offers parents a variety of options for communication with the school, including Face book, newsletters and email blasts. The community is involved at WSD and appreciative of the information. The leadership of the school adheres to confidentiality guidelines concerning communications with stakeholders.

Written policies and procedures are extensive, some of which are state mandated. Residential procedures are reviewed every summer and amended as needed. If a new law/regulation (federal, state or local) is passed, the school responds accordingly by creating or revising their policies in accordance with the new regulation. Otherwise, there appears to be no regular planned schedule for policy/ procedure review. It was noted that a number of the school's policies had recently been reviewed (e.g., Suicide Policy updated 2015, Ethical Conduct 2015, and Harassment in 2014).

The leadership of WSD ensures that professional and support staff members stay well informed about educational developments internally and externally. School personnel are provided with professional development opportunities by school staff. Leadership Team members routinely pass on information regarding outside professional development opportunities.

Monthly "Open Forum" sessions that allow academic staff to share suggestions and concerns have been well received with a positive impact. Employees feel valued and respected. The Superintendent and Principal are well respected by staff, students and parents.

WSD has a range of partnerships. Such arrangements are drawn up through contracts and reviewed by department managers. No legal or proprietary ambiguities exist.

## **COMMENDATIONS:**

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1. The CEASD Accreditation team commends the Washington School for the Deaf for providing effective leadership, support and continuity for the school, including succession planning to ensure stability.
2. The CEASD Accreditation team commends the Washington School for the Deaf for forging and maintaining constructive relationships with families, students, and the community, as well as among faculty and staff.
3. The CEASD Accreditation team commends the Washington School for the Deaf for expanding the Leadership Team to include middle managers to ensure an increased focus on, and decision making that is grounded in program development and school improvement.
4. The CEASD Accreditation team commends the Washington School for the Deaf for the significant investment of human and fiscal resources in ASL English bilingual professional development in support of the school's mission.

## **RECOMMENDATIONS:**

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1. The CEASD Accreditation team recommends the Washington School for the Deaf Board of Trustees continue its proactive efforts in Olympia to identify and seek resources for the school.

## Standard 3: School Improvement Planning and Viability

**The Standard:** *The school uses a collaborative process to develop and implement a written strategic or long-range plan to improve its educational program and services. Plans are aligned with the school's philosophy/mission and its operational plans, and are focused on continuous improvement of student performance, staff professional and organizational growth. The school utilizes data and research to determine the use of creative marketing, unique partnerships and visibility through community involvement to insure its long-term viability.*

<b>X</b>	It is the Visiting Team's assessment that the school <b>MEETS</b> this Standard for Accreditation
	It is the Visiting Team's assessment that the school <b>DOES NOT MEET</b> this Standard for Accreditation. The evidence that supports this assessment is: N/A

<b>Evidence</b>	<b>Visiting Team</b>
Data from Observations and Interviews	X
Strategic and/or long-range plan (2015 – 2019)	X
Development/institutional advancement plan	X
Enrollment plan/information	X
Policies related to school improvement planning	X
Marketing plan/materials for viability	X
Community involvement and partnerships	X
Planning documents for facilities, technology, staff development, curriculum review)	X

### THE VISITING TEAM'S OBSERVATIONS, COMMENDATIONS AND RECOMMENDATIONS

#### OBSERVATIONS:

The Washington School for the Deaf is one component of the umbrella agency for state-wide services, the Washington State Center for Childhood Deafness and Hearing Loss (CDHL), and as such falls within the CDHL areas of responsibility and strategic planning. The Governor's Office is supportive of CDHL's Strategic Plan. Regular external reviews are submitted in adherence with accountability expectations through the state Office of the Superintendent of Public Instruction (OSPI). In compliance with state requirements, long-term plans for facilities, technology and outreach services are regularly reviewed and submitted. New community partnerships have been forged and actively maintained, and through the CDHL Outreach Team greater visibility of the WSD is gaining traction.

WSD's administrators and the Board of Trustees completed a School Improvement Action Plan (SIP) to structure more frequent monitoring of the school goals and the benchmark activities identified to achieve those goals at the school level, which then drive the budget priorities for the school. The goal areas of focus are directly aligned with the WSD mission, in which regular and consistent analysis of student data will be used to improve student learning, instruction, the effectiveness of the school's programs and its organizational conditions. The four action plan areas are:

1. School Improvement Planning
2. American Sign Language
3. Language Usage
4. Health and Safety

The school will form a SIP committee Fall 2015 (expected to be in place by December 2015), which will be implemented by academic staff. The Curriculum and Assessment Coordinator will chair the SIP committee and process.

The new WSD SIP committee will create and implement mechanisms:

- For the annual analysis of student achievement and program data in order to better monitor and update continuous school improvement plans;
- To use data analysis in order to drive school improvement initiatives going forward;
- To ensure decision-making is responsive to the school's growing needs and desired outcomes; and
- To consistently use cross-department discussions regarding the various parts of the strategic plan (to ensure cohesion and avoid fragmentation).

Progress in meeting the SIP goals will be shared with stakeholders through monthly newsletters, parent events, and internally through various meetings.

**School Improvement Plans/Action Plans** describe the methods the school will use to accomplish its mission/philosophy and its student performance or organizational objectives. School Improvement Plans/Action plans provide detailed descriptions of the specific actions required to achieve desired results outlined in the student performance improvement and organizational objectives. This is the "doing" part of the plan. Action plans can and should include multiple activities that will engage the school in improvement activities for the next accreditation cycle. Action plans should be specific and tell in detail how the school will accomplish its objectives. Action plans should relate directly to the objectives, but they also should be related to the mission/philosophy.

The Visiting Team has examined the action plan(s) for the student performance and/or organizational objectives according to the criteria for effective action plans listed below.

Does this action plan:	YES	NO
Include strategies/action steps that are comprehensive in scope?	X	
Include a logical sequence of strategies and/or action steps?	X	
Outline clearly and in detail the action steps to be taken in the first two to	X	

Does this action plan:	YES	NO
three years of the plan?		
Include enough activities to ensure that the objectives will be achieved?	X	
Address as many aspects of the institution's programs, activities, and services as appropriate?	X	
Address aspects of the CEASD Standards for Accreditation identified as weak in the institution's self-assessment of how well it meets the Standards?	X	
Identify the resources required to implement the action steps?	X	
Identify the persons/groups responsible for implementing each action step?	X	
Vary the groups/individuals responsible so that the burden for implementation does not fall on just one or two individuals? **	X	
Include clear indicators of success for each action step so the institution knows what action steps have been implemented and with what result?	X	
Establish reasonable timelines for implementing the action steps?	X	
Demonstrate discipline and reasonableness by spreading action steps throughout the entire life of the plan so as not to overwhelm the time, energy, and resources available for implementing a plan?	X	

## OBSERVATIONS:

The WSD SIP is well thought out and is the result of an honest and thorough school self-assessment. The first action plan area (the establishment of a SIP committee) was based on feedback from the focus groups through the accreditation process. Two of the action plan areas are focused on student achievement (ASL and Language Usage) across all grades, which is a clear strength. Both of these were identified through implementation of the elementary level ASL pilot program. The fourth goal area (Health and Safety) is a high priority need for the school. This organizational goal derived from continued lack of funding and high safety need on campus, and is described in more depth in this CEASD report under Standard 7. Each Action Plan has a clear objective with specific measurable benchmarks spread out over each of the 4 - 6 years.

Each of the school's SIP Action Plans was reviewed in detail, including action steps, time frames and person(s) responsible. It is clear that all four Action Plans areas are sufficiently detailed to be actionable. One caution should be noted, namely with the exception of the fourth action plan area, all of the other three action plans seem to heavily involve the same leadership team member, specifically the Curriculum and Assessment Coordinator, even though there are other staff collaborating as well. While this position is central to school improvement, and is staffed by an individual who can provide the cohesion between and amongst the three educational action areas, the school and the SIP committee should consider potential time constraints this might pose on the one individual.



## **COMMENDATIONS:**

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1. The CEASD Accreditation team commends the Washington School for the Deaf for developing a well-articulated school improvement plan with involvement from many stakeholders.
2. The CEASD Accreditation team commends the Washington School for the Deaf for using longitudinal assessment data to guide the direction of school improvement.
3. The CEASD Accreditation team commends the Washington School for the Deaf for the leadership potential in place for driving extensive analysis of student and school data that is grounded in trends and patterns of need, which will support SIP success over time.
4. The CEASD Accreditation team commends the Washington School for the Deaf and CDHL for the support it has attained from the Governor's Office for the CDHL 5-year Strategic Plan.

## **RECOMMENDATIONS:**

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1. The CEASD Accreditation team recommends the Washington School for the Deaf enact and sustain mechanisms for annual monitoring of school improvement outcomes and communicate those findings back to the school community.

## Standard 4: Finances

**The Standard:** *Financial resources are sufficient to provide the educational opportunities defined in the school's philosophy/mission. The business practices of the school are ethical. These practices promote confidence in the school's ability to manage fiscal and material resources in a responsible manner and follow prescribed budgeting and accounting principles. The majority of resources available for school purposes are dedicated to the school's operations.*

<b>X</b>	It is the Visiting Team's assessment that the school <b>MEETS</b> this Standard for Accreditation
	It is the Visiting Team's assessment that the school <b>DOES NOT MEET</b> this Standard for Accreditation. The evidence that supports this assessment is: N/A

<b>Evidence</b>	<b>Visiting Team</b>
Data from Observations and Interviews	X
Current operating budget (for main campus and each branch campus)	X
Certified external audit letter conducted within the last two years (for main campus and each branch)	X
Student tuition and fee schedule (if applicable)	X
Long-range financial plan	X
Schedule of student tuition and fees (for non-public and proprietary institutions)	X
Evidence that the institution has no contingent liabilities or on-going litigations that potentially could affect the institution's ability to continue operation	X
List of grants and other funding sources obtained in the last calendar year	X
Publications provided to students outlining students' financial obligations	X
Summary of the institution's insurance coverage (for main campus and each branch)	X
Policies related to finances, financial aid, refunds, personal student accounts and student organization fund raising.	X

## THE VISITING TEAM'S OBSERVATIONS, COMMENDATIONS AND RECOMMENDATIONS

### OBSERVATIONS:

The governance and leadership of WSD exercise prudent control over all financial operations. Changes outside of the control of the school disconnected the Business Office from the Leadership Team and Board of Trustees when a state-run agency (SACS) took over most of

the Business Office functions in 2010. Financial control was reinstated to the school and the Business Office was staffed again in 2012. Currently, school leadership works very well with the Business office and the Board of Trustees is fully informed of the functioning of all financial operations.

All levels of income and expenditures are in appropriate balance. Current assets are sufficient to meet current liabilities. WSD has no levy funding. Finances are currently stable and projections appear to indicate continuing stability moving forward. This is evidenced in the new biennial budget package passed by the legislature, which included approximately a \$1 million dollar increase in school operations. WSD's Board recognizes the significant financial challenges the school has faced over the past six years, and has worked hard to forge a strong relationship with the Office of the Governor and members of the Washington State Legislature.

The school develops short and long range financial plans to ensure resources are available to deliver its educational program and services. The school makes financial plans that align with its mission and allocates money appropriately. Unexpected urgent needs may require funds to be re-allocated.

The school makes judicious use of resources available through development activities, grants, foundations, and other partnerships. The school participates in several educational grants made available through OSPI. One example is the Washington Reading Corps, which is a grant that provides volunteers dedicated to improving the reading skills of elementary-aged students. In the past, the school asked for and was given 2; however this year, even though the school again asked for two, only one was assigned. WSD also receives Part B, 619 and Title II grants annually. Unfortunately, WSD is not permitted to apply for the vast majority of grants available to school districts because the school is considered a state agency rather than a district.

Moving forward, the Washington School for the Deaf should seek and identify capital funding to address safety issues and improve programming needs. There are buildings that are overdue to be razed and new facilities that are needed to meet modern educational programming.

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**COMMENDATIONS:**

1. The CEASD Accreditation team commends the Washington School for the Deaf for its prudent planning and control over the school's financial operations.
2. The CEASD Accreditation team commends the Washington School for the Deaf for the strong relationship that has been forged with the Office of the Governor and the Washington State Legislature.

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**RECOMMENDATIONS:**

1. The CEASD Accreditation team recommends the Washington School for the Deaf seek and identify capital funding to address safety issues and improve programming needs.

## Standard 5: Facilities

**The Standard:** *School facilities are safe, clean, and well maintained. The physical environment supports delivery of the educational program/services as well as optimal student development and achievement. Facilities are appropriate and adequate to implement the philosophy/mission of the school. They are regularly inspected for effective operation and meet all applicable laws including health and safety code requirements.*

<b>X</b>	It is the Visiting Team's assessment that the school <b>MEETS</b> this Standard for Accreditation
	It is the Visiting Team's assessment that the school <b>DOES NOT MEET</b> this Standard for Accreditation. The evidence that supports this assessment is: N/A

<b>Evidence</b>	<b>Visiting Team</b>
Data from Observations and Interviews	X
Floor plan of facilities	X
Long-range facilities plan	X
Maintenance/repair schedules	X
Plans for any facilities improvements	X
Policies related to facilities	X

### THE VISITING TEAM'S OBSERVATIONS, COMMENDATIONS AND RECOMMENDATIONS

#### OBSERVATIONS:

The Washington School for the Deaf facilities and equipment are appropriate for achieving its philosophy/mission and are healthy, safe, and well maintained. Both interior and exterior spaces were clean, tidy and landscaped.

The maintenance and custodial staff generally feel they have the necessary equipment to do their jobs and to keep the buildings and campus maintained and safe for students and staff. In addition to their typical responsibilities, the facilities staff supports the work of the academic program by providing a range of work experience opportunities for high school students.

The school leadership described the need for additional educational facilities to accommodate an academic program that fully reflects the school's mission and that provides the broad range of needed classroom spaces, including technology capabilities. The initial design for the new education building was developed with the input of architects skilled in the visual needs of deaf

students. Now that a number of years have elapsed (awaiting funding support), the design plans may need to be revisited; teaching staff hopes to have input in the final design.

WSD has several buildings on campus that need to be razed, and some buildings that need to be upgraded. Through CEASD interviews, it was noted that the school is currently stretched for technology and electrical capability. As WSD seeks to increase its visibility through social media and a revamped website, more resources will be needed in this area.

Capital projects such as a new cafeteria and remodel of the auditorium have been completed since the last full accreditation visit. These new buildings are attractive, functional and very student and Deaf friendly. The school's new auditorium adds enormously to its ability to offer students and the community a modern visually attractive and visually accessible venue for the arts.

The school has regularly scheduled Safety Committee meetings attended by various stakeholders. This committee meets monthly and pays close attention to all details regarding safety throughout the campus. The committee is committed to addressing all safety concerns and is in full support of seeking and dedicating resources to improve security by installing a fully accessible visual notification system. Resources need to be secured to upgrade the current card access system, which is outdated and difficult to maintain. The school should continue with the plan to replace the HVAC systems in the cottages.

The school has an exterior gardening space, which has been used the past few years by the CBFJ students, to grow Fall and Spring produce. This could also be developed at some future time for use by nutritional services.

## **COMMENDATIONS:**

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1. The CEASD Accreditation team commends the Washington School for the Deaf for the regular and sustained time and attention from the Safety Committee regarding all facilities.
2. The CEASD Accreditation team commends the Washington School for the Deaf for the cafeteria and auditorium designs, which are student and Deaf friendly.

## **RECOMMENDATIONS:**

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1. The CEASD Accreditation team recommends the Washington School for the Deaf dedicate attention and resources to improve security by installing a fully accessible visual notification system and upgrading the card access system.
2. The CEASD Accreditation team recommends the Washington School for the Deaf continue with the plan to replace the HVAC systems in the cottages.
3. The CEASD Accreditation team recommends the Washington School for the Deaf consider how to create an attractive entrance into the school that highlights the school's mission, with clear directional signage for visitors to the school.
4. The CEASD Accreditation team recommends the Washington School for the Deaf consider ways to involve academic staff in reviewing the design of the new academic building.

## Standard 6: School Climate and Organization

**The Standard:** *The school's organizational structure and climate facilitate achievement of its core values as expressed in the philosophy/mission. The school culture supports successful implementation of age and developmentally appropriate educational programs and services. Roles, responsibilities, expectations and reporting relationships are clearly defined. Administrative, instructional, and support staff are qualified, competent, and sufficient in number to effectively provide quality educational experiences. The school regularly conducts staff performance appraisals and offers professional development opportunities informed by its philosophy/mission. Relationships among the staff and leadership are collegial and collaborative.*

<b>X</b>	It is the Visiting Team's assessment that the school <b>MEETS</b> this Standard for Accreditation
	It is the Visiting Team's assessment that the school <b>DOES NOT MEET</b> this Standard for Accreditation. The evidence that supports this assessment is: N/A

<b>Evidence</b>	<b>Visiting Team</b>
Data from Observations and Interviews	X
Organizational chart for WSD and CDHL agency	X
List of members of the professional and support staffs	X
Salary schedules and descriptions of benefits packages for teachers, specialists, and support staff	X
Contracts and policies (e.g. union, collective bargaining agreements)	X
Results of climate survey	X
Instruments and processes used for evaluating the performance of the staff	X
Professional development plan	X
Policies and procedures related to school climate and organization	X

## **THE VISITING TEAM'S OBSERVATIONS, COMMENDATIONS AND RECOMMENDATIONS**

### **OBSERVATIONS:**

The Washington School for the Deaf school climate is unified and strong, demonstrating school-wide commitment to shared values and beliefs regarding bilingual teaching across academic departments. Climate received one of the highest ratings (4.5 out of 5) on the CEASD survey. The school characterizes itself as a climate of "listening and collaboration." The strong commitment and deep connections between students and staff was evident during CEASD team observations and interviews (with staff, students, administrators, and parents). The school has a number of committees and teams (in the academic and residential programs), which work collaboratively to ensure thorough communication and transparency. These things all factor into the positive school culture and climate of collegiality at WSD.

The WSD Leadership Team was expanded to include representatives who are closely involved with student programs, so that the twice-a-month meetings now focus more on holistic program decisions and issues (such as school improvement initiatives, safety, and quality of services).

WSD's academic program consists of two school departments, elementary and secondary, plus an array of support staff/ services (such as an ASL-English bilingual services department, transition services, and a related services department, to name a few). All teachers are qualified, holding master's degrees in Deaf Education and/or Special Education and are certified/endorsed as professional teachers in the state of Washington. All academic employees are proficient in ASL. It was unclear what efforts are made to ensure the English proficiency of academic staff who may not have college degrees (e.g., teacher aides).

The school's commitment to its bilingual mission is reflected in extensive professional development (all teachers are trained in ASL-English bilingual strategies, non-academic support staff are provided ASL instruction), teachers are held accountable for teaching and assessing students' progress in both languages and in gathering/tracking language assessments and data, and the school is strategic in the allocation of program resources to support its bilingual mission. Ongoing professional development is structured with specific topics and themes that reflect the school's priorities.

WSD's residential program is aligned with the school's academic and support programs, in being linguistically rich and nurturing, in supporting students' accountability for homework and positive independence, and in holding staff to high standards of qualification, training and performance. State mandated staff-student ratios (7:1) are carefully maintained to ensure maximum safety. In addition to independent living skills programming, WSD operates a post high school program, the Washington Career Academy for the Deaf (WaCAD), which is open to D/HH post- high school young adults from the community.

The Superintendent has 8 direct reports, both senior level administrators and front-line staff: two Managers (Technology and Food Service), two Directors (Residential and Bilingual Services), the Principal, Interpreter Coordinator, and two nurses. Other Directors/Managers report directly to the CDHL Executive Director (e.g., Business which includes a Facilities Manager, Outreach which includes Specialists for B-5/ K-12/ Transition, and HR). The Superintendent sometimes travels across the state (e.g., to transition fairs) to share

information about the school's programs and services. As the "face" of WSD, this is an important role that has real potential to increase the school's footprint, and potentially connect with enrollment trends.

The school is responsive to staff feedback and identified needs. Examples include:

- When funding became available, the WSD administration restored the librarian position with an expanded role as a Teacher Librarian, in order to provide educational technology support for teachers across the school, under the Principal's supervision;
- WSD's organizational structure was revised and staffing adjustments were made which reflected results from the school's self-study to expand and improve the provision of interpreting services;
- Open Forum meetings are held monthly;
- The school developed a committee framework to provide structure and to ensure productivity for all committees.

WSD employs some 150 staff, which includes approximately 25 on-call staff. Upon hiring, all staff members receive 32 hours of initial safety training (e.g., emergency and safety procedures, CPR/First Aid, ethics, etc.) with additional 16 hours annually thereafter. Staff retention averages approximately 16.5 years across all employees.

CEASD's extensive interviews with various stakeholders indicated that while the school provides a full range of services, there are a few areas where a staff shortage exists (e.g., facilities).

WSD's evaluation process for certified staff is per the Collective Bargaining Agreement by and between the State of Washington and the Washington Public Employees Association. The teacher handbook details the procedures and expectations of the school, such as professional expectations (including student supervision, certification, evaluation, etc.), child abuse reporting, security and safety (emergencies, harassment, injury, etc.), school processes (admissions, fund raising, etc.), confidentiality, and complaint procedures, to name a few.

The pride in the WSD students and their accomplishments is evident throughout the hallways, in publications and in the testimony of the many stakeholders interviewed during the CEASD team's site visit.

## **COMMENDATIONS:**

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1. The CEASD Accreditation team commends the Washington School for the Deaf for expanding the Leadership Team to ensure that the school programs remain the central focus in decisions.
2. The CEASD Accreditation team commends the Washington School for the Deaf for the strong staff commitment to shared values and beliefs about language, learning and access for all students.
3. The CEASD Accreditation team commends the Washington School for the Deaf for building leadership capacity among and across departments, including across academic, residential, curricula and support staff.



## **RECOMMENDATIONS:**

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1. The CEASD Accreditation team recommends the Washington School for the Deaf consider establishing an ad hoc staff committee to create desired mechanisms for recognizing staff accomplishments (such as annual peer-to-peer events, school years of service recognition, etc.).
2. The CEASD Accreditation team recommends the Washington School for the Deaf consider how to ensure all academic staff are proficient in written English, as well as ASL.
3. The CEASD Accreditation team recommends the Washington School for the Deaf consider how to balance the number of staff positions that support ASL and English instruction for students.
4. The CEASD Accreditation team recommends the Washington School for the Deaf consider how to free up the Superintendent to increase his/her presence across the state to promote the WSD programs and services. This might suggest delegation of some current responsibilities.

## Standard 7: Health and Safety

**The Standard:** *A safe, orderly, and healthy environment for teaching and learning is provided. The school adheres to local, state, and federal government health and safety requirements. Health, safety, preventive/emergency procedures, and crisis management policies are clearly written, well documented, implemented, and updated regularly.*

<b>X</b>	It is the Visiting Team's assessment that the school <b>MEETS</b> this Standard for Accreditation
	It is the Visiting Team's assessment that the school <b>DOES NOT MEET</b> this Standard for Accreditation. The evidence that supports this assessment is: N/A

<b>Evidence</b>	<b>Visiting Team</b>
Data from Observations and Interviews	X
Emergency and crisis plans	X
Records of most recent health and safety inspections	X
Record of emergency drills	X
Emergency Procedures	X
Abuse and neglect policy	X
Washington State Health – Screening and Requirements	X
WSD Handbooks – Faculty, Parent-Student	X
WSD Safety Procedures and Practices – School-wide, Department, Training and Safety Activities, Licensing Oversight Review	X

### THE VISITING TEAM'S OBSERVATIONS, COMMENDATIONS AND RECOMMENDATIONS

#### OBSERVATIONS:

The Washington School for the Deaf complies with all mandated inspections at the county and state level. Fire officials conduct regular inspections. Fire, earthquake, evacuation and lockdown drills occur monthly on a rotating basis. The Department of Licensing Review conducts annual reviews of residential behavioral data and resolutions, and a comprehensive review every 3 years of all behavior records related to safety.

The school has established an Emergency Procedures Committee that meets bi-weekly to review systems and safety drills. A Safety Committee has also been established to ensure compliance set up by Labor and Industries and to alert departmental representatives of unsafe situations. The committee minutes are posted for staff to review. Whenever students reside

on campus the importance of safety is heightened by the need to be attentive twenty-four hours a day.

There is a system in place for tracking the whereabouts of students during the academic school day. Residential staff are required to ensure a safe living environment. CEASD team observations and interviews indicate that the residential staff are well aware of the need for safety and take their responsibility for safety seriously. This is evidenced in the day-to-day supervision of the students. Residential staff are present and available; they are attentive and collaborative in their approach with the students.

WSD requires background checks and criminal history checks, which includes fingerprinting with both the Washington State Patrol and the FBI on all potential employees. All volunteers are required to have background checks and are never left alone to supervise students without a staff person present. There are policies and procedures in place to address crises such as mandatory reporting of suspected child abuse or neglect, recognizing abuse, sexual abuse prevention and intervention and blood borne pathogens training. The training also includes Crisis Prevention and Intervention, ethics, bullying and dealing with sexual harassment in the work environment.

An access-controlled gate surrounds the WSD campus. The school has a front entrance that is staffed to greet visitors to the school. Once inside the campus, the school has a card access system in place to gain entrance to any building, which is in need of replacement. While the CEASD team recommends updating/ replacing the card access system, at the time of the site team visit the system was working effectively and clearly controls access to buildings on campus. Based on CEASD team interviews with parents and secondary students, the school is encouraged to revisit security at the back gate and inform secondary students of appropriate procedures should they find themselves locked out.

The Student Health Center is located centrally on the WSD campus, and within easy access to the cottages. Two nurses' work hours are staggered, with some overlap, to accommodate medication administration in the early morning through early evening. There is also a pool of on-call nurses. The Health Center is clean, very comfortable and home-like, and the nurses work hard to provide an inviting atmosphere. There are clear procedures regarding the dispensation of any medications and staff are trained on any health concerns of each student.

There are a range of training and safety related activities at WSD including annual safety trainings for staff (e.g., bullying, CPI, Emergency Preparedness, etc.), Positive Behavioral Interventions and Supports for students (that include weekly teaching/ motivational assemblies), etc. The nurses annually train staff in health and safety practices, such as managing body fluids and blood borne pathogens. While vision screenings are not required, the nurses can conduct a preliminary screening of a student based on staff request.

Nurses are required to create Emergency Care Plans for students with special health needs; there is a clear procedure for specifically designated and trained staff to implement the care plans when students travel off campus. Strict procedures are in place to manage the storage and administration of student medications, and procedures are readily available to staff. While both nurses are relatively new to WSD, it is evident that they are passionate about their jobs and work hard to improve their sign communication skills. The school provides ASL instruction twice weekly.

Students' medication information and notes are kept electronically in Skyward; privacy is maintained through restricted access requirements. WSD has a contract with the Vancouver Clinic. A doctor is scheduled to be on campus weekly, to review records and consult as needed.

Through CEASD site team interviews with students and parents, it was evident that the efforts of the WSD staff to serve as good role models for the students and to keep students safe at all times were recognized and appreciated.

## **COMMENDATIONS:**

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1. The CEASD Accreditation team commends the Washington School for the Deaf for engaging architects with expertise specific to the visual needs of Deaf individuals in designing a fully accessible visual alerting notification system, despite funding challenges.
2. The CEASD Accreditation team commends the Washington School for the Deaf for its commitment to and vigilant supervision of students and their safety.
3. The CEASD Accreditation team commends the Washington School for the Deaf for the Emergency Care Plans created for students and are available to staff when students are attending off campus activities.
4. The CEASD Accreditation team commends the Washington School for the Deaf for maintaining strict protocol regarding who can administer medications to students when off campus.
5. The CEASD Accreditation team commends the Washington School for the Deaf for its community connections, including with Homeland Security.

## **RECOMMENDATIONS:**

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1. The CEASD Accreditation team recommends the Washington School for the Deaf implement a fully functional and accessible visual alerting notification system, with appropriate training of staff and students, and ongoing inspection and upkeep.
2. The CEASD Accreditation team recommends the Washington School for the Deaf provide further training and education to students on emergency preparedness procedures, such as lockdowns.
3. The CEASD Accreditation team recommends the Washington School for the Deaf consider adding at least one unannounced (even to supervisors) emergency drill every year.
4. The CEASD Accreditation team recommends the Washington School for the Deaf consider implementing a plan for regular vision screenings of students, even though vision screening is not currently a state requirement, since vision health is vital for Deaf students.

## Standard 8: Educational Program

**The Standard:** *The educational programs consist of both carefully planned and well-executed curriculum programs that include appropriate content standards, solid instructional pedagogy, and appropriate assessment based on research and best practices. The educational programs are adequately financed, are periodically reviewed, and are mission-appropriate. They are developed to meet and address the needs of students and are designed to produce student learning at all levels. Effective policies and practices are in place, along with instructional materials, technology, and equipment that are appropriate, current, functional, and well maintained. Educational programs are aligned with state, local, and district requirements as necessary and are supported by adequate record keeping and good communication. The school provides appropriate Early Intervention and Outreach Services to critical stakeholders.*

<b>X</b>	It is the Visiting Team's assessment that the school <b>MEETS</b> this Standard for Accreditation
	It is the Visiting Team's assessment that the school <b>DOES NOT MEET</b> this Standard for Accreditation. The evidence that supports this assessment is: N/A

<b>Evidence</b>	<b>Visiting Team</b>
Data from Observations and Interviews	X
Program of studies or other overview of the components of the educational program (lesson plans, unit plans, IEPs)	X
Scope and sequence charts	X
Curriculum guides and adoption cycle plans for each area of the instructional program	X
Master schedules (staff & student)	X
Policies related to educational program	X
Department meeting agendas and minutes	X
Report cards/ transcript review	X
Evidence of transition planning leading up graduation	X
Educational program descriptions and publications	X

### THE VISITING TEAM'S OBSERVATIONS, COMMENDATIONS AND RECOMMENDATIONS

#### OBSERVATIONS:

The CEASD site team conducted over 50 classroom observations and educational program component visits. Classroom observations were guided by the CEASD Observation Tool, which makes note of the Learning Environment (Equitable, High Expectations, Supportive, and

Active), Progress Monitoring and Feedback to students, Well-Managed Learning, Digital Learning, and Classroom Postings (including emergency and learning standards).

As reported in the Washington School for the Deaf self-study and validated during the CEASD site team interviews with various staff and committees, classroom observations and a review of evidence and documents, WSD offers a comprehensive educational program Pre-school – 12<sup>th</sup> grade (with additional programming up to age 21) that is grounded in the commitment to bilingual education - promoting the acquisition, maintenance and study of American Sign Language (ASL) and reading and writing in English, including spoken English when appropriate. Supporting WSD students' development of their receptive and expressive skills in ASL is central.

The WSD Principal oversees WSD's Preschool - Secondary academic programs. In addition, WSD has a full-time Curriculum and Assessment Coordinator, a full-time Teacher Librarian, a Transition Services Coordinator, and an ASL-English Bilingual Services Director (who is part-time WSD and part-time CDHL Outreach), all of whom provide direction and support in the areas of assessment, curriculum, instructional support, professional development and bilingual services across the school.

The journey to become an ASL-English bilingual program began in 2008. The position of ASL-English Bilingual Services Director was established in 2013-2014, and the ASL-English Bilingual Services Department leadership team was created in spring 2015 to support the school's new mission. As a result, there has been a noted increase in the commitment to ensure that all academic staff members (including educational administrators, related service staff and classroom aides) participate in rigorous professional development focused on ASL-English bilingual strategies. The training is a series of seminars led by staff mentors who were previously trained in ASL English Bilingual Professional Development (AEBPD) through Gallaudet University's Center for ASL/ English Bilingual Education and Research (CAEBER). This year, WSD's newly hired staff and teachers had ASL English bilingual training for a week prior to the beginning of the new school year.

According to the WSD self-study and school evidence, teachers are expected to submit Long Term Instructional Plans (LTIPs), which serve as curriculum maps outlining their instructional strategies and interventions to address specific learning styles and needs throughout the school year. The school is working to consistently align LTIPs to the Common Core State Standards (CCSS). The Principal requires identified teachers, based on their need for support and/or their teaching experience at WSD, to submit lesson plans in addition to their LTIPs.

The frequency and process of teacher evaluations are based on a 3-tier system. Veteran teachers are formally observed and evaluated at least once a year and new teachers are formally observed minimally twice a year. WSD utilizes the Marzano Instructional framework as the foundation for teacher evaluations, with written feedback provided to teachers based upon formal observations. WSD has modified the evaluation forms to reflect the school's bilingual instructional framework and to ensure that teachers apply bilingual strategies and practices in their classrooms. In addition to the formal observations, the Principal also conducts informal classroom walk-throughs on a regular basis. This was validated through the documentation of several teacher observations, as well as during CEASD team interviews.

It was not evident how WSD plans for and implements smooth transitions for students and their families leading up to and during the move from the Elementary Department into Secondary Department. For residential students, living in multi-age cottages likely provides some of that older student-to-younger student support and advice. CEASD interviews with families did suggest that the school might want to examine this area further.

During the CEASD site team interviews and meetings, the high caliber of staff and administration caring for and commitment to each and every student was evident. Faculty indicated that they celebrate the achievement of every student. Students cherished the open and fully accessible school activities and classroom environments of the school. Some families hoped that WSD could begin to provide ASL support for families beyond their children's elementary years, and wished the parent organization could be more active in the school.

### **EARLY CHILDHOOD & ELEMENTARY:**

According to the self-study, WSD offers a four-day, full-day preschool (Mondays through Thursdays, with Fridays reserved for student home visits). Students arrive before 8:00 am and the school day ends at 3:00 pm. During the day, students have reading, writing, ASL, calendar, math and science activities with art and social play infused throughout.

All Preschool students participate in ASL activities such as story signing, signer's workshop, and ASL poetry. Preschool students have PE daily for 30 minutes. Quiet time/nap time occurs daily for an hour and a half. The SLP, Educational Audiologist, School Counselor and ASL Aide are all part of the Preschool classroom team. They work with students on a rotation cycle focusing on spoken language, listening skills, social skills and ASL skills respectively. Daily communication with parents is emphasized, which was validated and observed. All Preschool students have a communication log that is transported between home and school each day, in addition to written reports to families, and home visits on Fridays. Preschool assessments include: Visual Communication Sign Language checklist (VCSL), P-Levels, the Brigance for Early Learning and other checklists. Preschool follows the Washington State Early Learning and Development Benchmarks, and students' readiness for Kindergarten is reported annually to OSPI for students who are ready to transition. Learning targets and objectives are demonstrated in the classroom, which was validated during CEASD classroom observations.

In addition to the early childhood education classroom, WSD has 4 Elementary classrooms located on the first floor of the Northrop building. Students come from the local community (day students) and from across the state (residential students). The department has 30-35 students (including Preschool), with class sizes ranging from 5-8 students per class. Due to the small population in the Elementary Department, all classes have a blend of grade levels: Kindergarten-1<sup>st</sup> grade, 2<sup>nd</sup>-3<sup>rd</sup> grade, 4-6<sup>th</sup> grade. The department has two, 4<sup>th</sup>-6<sup>th</sup> grade classes. One class works close to grade level, and the other has students with more significant academic and communication needs. Two teachers team for these two classes. One teacher focuses on language arts, literacy and social studies and the other focuses on math and science. All elementary teacher email parents as needed. In addition, the K-1<sup>st</sup> grade teacher uses weekly blogs to communicate with families, and a 4<sup>th</sup>-6<sup>th</sup> grade teacher writes twice weekly newsletters to families.

All elementary students have ASL push-in time daily as well as Second Steps lessons with the counselor on a weekly basis. The classroom has a variety of educational technology available for teachers and students use such as Mac desktops, iPads, teacher computers and Smartboards. Differentiated instruction has been observed and validated through a series of observations in elementary classrooms. Students also work in small groups, or on an individual basis and some students have 1:1 support. Elementary students including new students are assessed in ASL skills at the beginning of the academic year and at the end of the academic year with Kendall P-Levels. Learning targets and objectives are demonstrated in the elementary classrooms and this was validated during the classroom observations.

## **SECONDARY PROGRAMS**

The secondary department consists of 13 teachers: 4 ELA teachers, 1 ASL teacher, 1 PE/Health teacher, 1 Art teacher, 2 Math teachers, 1 Science teacher, 1 Social Studies teacher, 1 Communication-Based Functional Instruction (CBFI) teacher, and 1 Work Education teacher. The Secondary Department also has one full time teacher on special assignment (TOSA) who is the Transition Coordinator. The Transition Coordinator is in charge of scheduling, transcripts, graduation requirements, is also responsible for the career education program. Navigation 101 was implemented in 2009 at WSD as a part of the action plan to improve transition services for students. In 2015, Career Cruising, a supplemental tool, was added to Nav 101 classes. The Secondary Department has a full-time School Counselor.

There are approximately 60 students at the secondary level. There are seven 50-minute periods in the school day. All students have a Reading and Writing block (2 periods of 50 minutes each) with the same ELA teacher every day as a part of intensive reading and writing instruction. This year the Secondary Department is piloting a Contemporary World Issues (CWI) and Writing block that allows for two teachers to team and provide instruction in the area of writing in the context of Social Studies. WSD also offers ASL as a content class for the first time this year at the secondary level for most secondary students. Due to insufficient number of ASL teachers, WSD is not able to offer ASL to all secondary students and WSD is looking into options to address this.

Even though the WSD self-study stated that learning targets and objectives are posted in all academic classrooms, observations in the secondary program revealed some inconsistencies where some classrooms did not have the learning targets posted at all. It is recommended that the school work to ensure consistency in this area.

In light of the recent legislative decisions impacting High School graduation plans, the career/transition services team is actively working on responding to the new graduation requirements. The self-study indicated that the new graduation requirements have been implemented for the current 9<sup>th</sup> graders, which was also validated by the CEASD team interviews.

As indicated in the school's self-study and the career/transition services action plan, the Transition Coordinator and Work Education teacher meet regularly with the Curriculum and Assessment Coordinator, Principal and Superintendent to monitor these ongoing efforts. It is noted that WSD has made concentrated efforts to improve in this area and as a result, a secondary teacher was transferred to assume the role of coordinating the Work Education program. Based on CEASD team interviews and a review of pertinent documents, the Work



Education program has made significant improvements including greater structure and cohesion. Secondary students reported transition supports as one of the strengths of the school. It has been demonstrated that the students go through rigorous training to prepare for interviews and develop the soft skills necessary to secure and retain a job. They are placed in a variety of work experience assignments on and off campus, and the Job Coaches and the Work Education Teacher closely monitor their work performance. On campus assignments include but are not limited to roles in the Nutrition Services, Grounds and Maintenance, Custodial, Business Office and Administrative Supports. Off campus placements include but are not limited to restaurants, coffee shops, county offices, Habitat for Humanity, pet grooming, and retail stores. Due to insufficient funding and small student population, WSD has opted to send Secondary students to neighboring school districts to take Career Technology Education (CTE) courses. The transition services team indicated it has a positive partnership with the neighboring school district; WSD currently has 6 Secondary students mainstreamed part-time at a local school to take CTE courses.

Currently, WSD does not have a full program dedicated to supporting students with special needs; however, the Secondary program has a small class called Communication-Based Functional Instruction (CBFI), which consists of a full-time teacher and several 1:1 teacher assistants. The class is specifically designed to provide instruction and hands-on experiences to students with additional needs and communication challenges. The teacher works closely with the Work Education program in regards to on campus work placements for these students. It is noted that there is a high level of support during the day for these students, while there are some challenges in maintaining that level of support for specific students after school.

WSD staff continues to seek ways to support secondary classroom teachers regarding how to provide accommodations and differentiate instruction for students with specific learning needs.

## **OUTREACH**

The Center for Childhood Deafness & Hearing Loss (CDHL) Outreach Team works as a multi-agency provider, across the entire state of Washington, serving deaf and hard of hearing students, birth through 21, their families, and school teams. The statewide team works both onsite at various schools/programs and remotely via videoconference. They serve as a resource to assess, identify and provide appropriate services to assist school districts in providing FAPE for their deaf and hard of hearing students. The Outreach Team is represented at the Early Hearing Detection and Intervention (EDHI) quarterly meetings.

The Outreach Team services include observation, consultations and/or training across a broad range of educational areas, including (but not limited to): child specific services (such as evaluations – speech/ academic/ psychological, IEP/504 and Transition Support, Audiology support, etc.), program specific supports (across communication and philosophical orientations), and support for educational professionals (general and special education teachers), interpreters, SLPs, and administrators. There are approximately 35 staff members who are part of the Outreach Team: 7 are CDHL employees, the rest are contractors (from .1 to .6 FTE) who work for CDHL on an as-needed basis. There are currently 5 Deaf members of the team; CDHL is looking forward to increasing that number.

Each of the outreach staff members is assigned to a school district (ESD) and attends their monthly SPED director meetings to act as a resource and publicize the available CDHL services. In addition, the Outreach Team has quarterly statewide meetings consisting of administrators and TODs/related services staff from throughout the state. Team members frequently give presentations and always emphasize the services available.

The Outreach team sponsors family camps, transition fairs, Deaf Fiesta (family camp for Hispanic families), ASL classes, and professional development. As indicated in the WSD self-study, the Outreach Team recognizes several areas that need development, including the Deaf Mentor program, counseling services, increased early childhood staff, Teletherapy services, and improved technology staff to develop and maintain the Outreach website. Plans are underway to develop webinar modules to increase e-learning professional development.

### **COMMENDATIONS:**

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1. The CEASD Accreditation team commends the Washington School for the Deaf for the high level of commitment from the entire school community for the expansion of their ASL English bilingual educational program and services, which is the centerpiece of the school's mission.
2. The CEASD Accreditation team commends the Washington School for the Deaf for the very positive progress in developing a strong and cohesive Work Experience program for Secondary students.
3. The CEASD Accreditation team commends the Washington School for the Deaf for providing ASL as a content course in Secondary program for most students.
4. The CEASD Accreditation team commends the Washington School for the Deaf for the significant numbers of students in grades 2- 11 who participated in MAP testing and have demonstrated growth since 2012 (Language Usage- 55%, Reading- 48% & Math- 47%).
5. The CEASD Accreditation team commends the Washington School for the Deaf for developing objectives to continue to improve students' MAP scores in Language Usage and to improve their ASL proficiency levels using Kendall Proficiency Levels for Elementary and classroom-based ASL assessments for Secondary students.
6. The CEASD Accreditation team commends the Washington School for the Deaf for the creative and innovative provision of a variety of academic opportunities by reallocating and utilizing current resources such as offering Robotics and collaborative teaching in the Secondary program through Contemporary World Issues and writing blocks.
7. The CEASD Accreditation team commends the Washington School for the Deaf for the strength of its' ongoing professional development to support both veteran and new teachers and staff.
8. The CEASD Accreditation team commends the Washington School for the Deaf for the vibrant and effective CDHL Outreach initiatives across the entire state that support a wide range of students and families.
9. The CEASD Accreditation team commends the Washington School for the Deaf for the strong positive relationships that have been developed with Special Education Directors who now actively include CDHL in monthly meetings.

## **RECOMMENDATIONS:**

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1. The CEASD Accreditation team recommends the Washington School for the Deaf continue to expand career and transitional services for students, and to implement mechanisms to monitor program effectiveness based on outcomes on an ongoing basis.
2. The CEASD Accreditation team recommends the Washington School for the Deaf ensure that learning targets and objectives are consistently displayed in the classrooms across departments.
3. The CEASD Accreditation team recommends the CDHL and the Washington School for the Deaf seek ways to support the social media/website for the Outreach program to maximize state-wide services and increase visibility of WSD as a resource.
4. The CEASD Accreditation team recommends the Washington School for the Deaf continue to raise academic rigor through ongoing staff development and teacher support, including supporting the implementation of the academic action items in the School Improvement Plan.
5. The CEASD Accreditation team recommends the Washington School for the Deaf consider tracking and examining trends in WSD-enrolled students to examine any relationship to outreach and public relations efforts.

## Standard 9: Assessment and Evidence of Student Learning

**The Standard:** *The school systematically collects and rigorously analyzes quantifiable and observable evidence of individual learning and growth from multiple valid and reliable sources. Evidence of student learning is used to evaluate and improve curriculum effectiveness, instructional practices, professional development, and support services. Progress in student learning and performance is expected and is accurately, clearly, and systematically reported to the school community.*

<b>X</b>	It is the Visiting Team's assessment that the school <b>MEETS</b> this Standard for Accreditation
	It is the Visiting Team's assessment that the school <b>DOES NOT MEET</b> this Standard for Accreditation. The evidence that supports this assessment is: N/A

<b>Evidence</b>	<b>Visiting Team</b>
Data from Observations and Interviews	X
Example of student transcript	X
Example of student report card	X
Reports of the results of assessments administered to students (disaggregated data by gender, race, socioeconomic status, etc.)	X
Policies related to assessment of student learning and descriptions of the assessment program	X
Schools participation in the state assessment system	X
Time schedule of testing and master test listing	X
Examples of assessment tools such as portfolios, projects, etc.	X
Post-graduate surveys	X

### THE VISITING TEAM'S OBSERVATIONS, COMMENDATIONS AND RECOMMENDATIONS

#### OBSERVATIONS:

As reported in the Washington School for the Deaf self-study and validated during CEASD site team interviews with various staff and review of artifacts and evidence, WSD measures and shares results of student learning and achievement in many different ways. WSD has a full time Curriculum and Assessment Coordinator dedicated to supporting teachers and staff in the assessment of student learning. Teachers monitor their students' progress on a daily, weekly and/or quarterly basis depending on each student's individual progress and needs.

In addition to annual statewide assessment calendars, WSD distributes an annual School-wide Assessment Framework that outlines all required assessments at each level of the school program, including timelines and proctors responsible. Teachers are also required to report student academic progress on IEP goals, quarterly report cards and in the student Learner Profiles.

All students in grades 2-12 participate in Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) twice a year in the fall and spring. WSD reports the percentage of students making academic growth from fall to spring. The trend in growth over the last three years for all WSD students who participated in MAP testing is a strong indication of student learning and growth in the areas of Reading, Language Usage and Math.

MAP results are then aggregated and reported to the Board of Trustees on an annual basis. This was validated through a CEASD review of the Board of Trustee meeting minutes. These results are used to analyze growth trends, yearly progress and to gauge instructional decisions. Teachers use individual MAP results to create IEP present level statements and goals.

According to the school's self-study, individual MAP results are also analyzed for significant regression after summer and winter breaks and used as evidence for Extended School Year (ESY) eligibility. The school has a thorough process to determine which students need ESY. After the fall comprehensive MAP testing, the school identifies students at risk for regression/recoupment issues. Before winter break and again in late January, at risk students are retested to determine eligibility for ESY, and the families of those students are contacted. It was noted during the site team visit, WSD does not currently operate on-campus summer ESY programs. In recent years, there have been very few WSD students eligible for ESY. Thus WSD provides ESY services on an individual basis in the eligible students' homes.

In addition to MAP assessments, WSD students also are assessed on the STAR Reading/Math and Accelerated Reading tools to assist teachers in tracking each student's progress and growth. New students are screened on their American Sign Language (ASL) skill level. Students in Kindergarten through 6<sup>th</sup> grades are assessed using the Kendall Proficiency levels ("P levels").

All WSD students in grades 3-11, who have been determined eligible through IEP team decisions, participate in mandated statewide assessments called Smarter Balanced assessments. This past year, all students in Washington including WSD students took the online Smarter Balanced assessment for Math and English Language Arts. WSD students received special education testing accommodations as indicated in their IEPs. WSD reported that there was no current data available yet on student progress results from the Smarter Balanced assessment. There is an alternative state assessment for students with significant cognitive disabilities; a total of 8 WSD students took the alternative assessment in English Language Arts and Math as determined by the IEP teams.

As reported in the WSD self-study, the elementary department in partnership with the bilingual services staff began an ASL pilot program several years ago utilizing several new ASL assessments to track students' ASL skill development. Teachers work collaboratively with the ASL aide to teach ASL on a daily basis, which includes assessment of all students' ASL conversational proficiency in the fall and spring using the Kendall P levels for students in

kindergarten through 6<sup>th</sup> grade. Post-assessment results reveal that elementary students demonstrated improvement. In addition to the Kendall P levels, the Visual Communication Sign Language Checklist (VCSL) is used for early childhood education students.

As indicated in the WSD self-study and validated during the CEASD review of the evidence, student data is tracked and shared using a document called the Learner Profile. The profile summarizes students' quarterly performance on MAP, Star Math/Reading, and Accelerated Reader for all students, and at the elementary level additional data is collected using ASL conversational proficiency growth (Kendall "P" Levels), Visual Communication and Sign Language (VCSL) checklists and Fairview Multiple Meaning Dolch Word Lists. Based on CEASD interviews, the Learner Profile has been useful but WSD is seeking ways to maximize its effectiveness for academic teachers by incorporating other areas such as ASL and other content areas that may not be easily measured/quantified.

WSD students are also assessed through classroom-based assessments (CBA's) and classroom-based performance assessments, which are required by the Office of the Superintendent of Public Instruction (OSPI) in the areas that are not assessed in the statewide standardized assessments, such as Social Studies, Arts, Technology and Health/fitness. The school is currently working on developing systemic mechanisms to review school-wide formative assessments, including cross-grade assessment sharing.

As reported in the self-study, assessment results are shared and disseminated in a variety of ways. MAP, statewide assessments and other classroom-based assessments are shared at the IEP meetings, and teachers explain how the results in the student's present level of performances drive their IEP goals and areas of focus. WSD parents also receive weekly grade reports, quarterly report cards and IEP progress notes by mail. Parents with Internet capabilities can access grade reports via the WSD website as WSD currently uses the Skyward system. Survey results in the self-study revealed that parents had concerns about the lack of communication regarding grades and that there were issues regarding the grading system and Skyward. That appears to have been resolved based on CEASD team interviews with the parents and the leadership teams. The self-study revealed that a few teachers have links to class web pages on the WSD website to give parents insight into the lessons and activities happening in the classroom. Based on a review of the school website, these were limited and the links were difficult to find and navigate.

In addition to the academic assessments, comprehensive assessment results focusing on the whole child are also shared with parents through multidisciplinary teams during a student's triennial evaluation. Triennial evaluations include information regarding the student's aptitude, academic achievement, audiological status, health, vision, social-emotional wellbeing, adaptive functioning, speech and language development, American Sign Language skills and career interests.

Based on the self-study, WSD student transcripts are maintained by the Transition Services Coordinator, including the development and distribution to the appropriate people including parents/families.

## **COMMENDATIONS:**

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1. The CEASD Accreditation team commends the Washington School for the Deaf for its commitment to assessing students' use of ASL and English, and to track growth and progress in both over time.
2. The CEASD Accreditation team commends the Washington School for the Deaf for dedicating resources to the analysis of the school's assessment data results toward increased support both for students and for program development.
3. The CEASD Accreditation team commends the Washington School for the Deaf for its assessment framework, which outlines the timeline expectations for student assessments and utilizes a variety of instruments to measure student growth and progress.
4. The CEASD Accreditation team commends the Washington School for the Deaf for having a system in place for ASL screenings, which are then used to identify areas of need and support toward increased ASL development.

## **RECOMMENDATIONS:**

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1. The CEASD Accreditation team recommends the Washington School for the Deaf implement a focused and articulated professional development plan to support academic staff in using data analysis/application to drive instructional decisions.
2. The CEASD Accreditation team recommends the Washington School for the Deaf continue to refine the students' Learner's Profiles to maximize the effectiveness for academic staff.
3. The CEASD Accreditation team recommends the Washington School for the Deaf revisit the design/infrastructure of the school's website to make teachers webpages user friendly and easy to find for families.
4. The CEASD Accreditation team recommends the Washington School for the Deaf consider examining student assessment data results over time by various cohorts to analyze implications for the educational program.

## Standard 10: Student Services

**The Standard:** *The school implements written policies and procedures, in partnership with families and the community, that provides all students with, or refer them to, services that are age-and developmentally appropriate to optimize opportunities for life-long success. Student services are systematic and integral to the educational program. They are provided by qualified personnel, sufficiently financed, periodically evaluated, and philosophy/mission appropriate.*

<b>X</b>	It is the Visiting Team's assessment that the school <b>MEETS</b> this Standard for Accreditation
	It is the Visiting Team's assessment that the school <b>DOES NOT MEET</b> this Standard for Accreditation. The evidence that supports this assessment is: N/A

<b>Evidence</b>	<b>Visiting Team</b>
Data from Observations and Interviews	X
Guidance and counseling plan	X
Examples of student schedules	X
Results of follow-up studies of graduates	X
Policies related to student services, including guidance and counseling, admissions, transportation, food services, and special education	X
Admissions criteria (if applicable)	X
Suicide Assessment Procedures	X

### THE VISITING TEAM'S OBSERVATIONS, COMMENDATIONS AND RECOMMENDATIONS

#### OBSERVATIONS:

The Washington School for the Deaf implements a team approach to address the academic, social, emotional, behavioral, personal and career needs of its students. Two school counselors and the school psychologist work with a local mental health therapist, and together they provide a range of services such as anger management, peer-conflict solving, and social thinking. They also work with students to develop self-respect and respect for others through the "Second Steps" curriculum, and train students in problem solving, emotional control and bullying prevention. The school provides support for families in various ways, including information on immigration as needed.



Four years ago WSD adopted Positive Behavioral Interventions and Supports (PBIS), a school-wide approach to the social and emotional needs of the students. The goal is to create a positive academic and residential environment to support students' personal, residential and academic growth. All academic staff and Student Life Counselors participate in recognizing students for positive behaviors. The PBIS committee meets weekly to analyze behavior referrals and to discuss information on students. Additionally, the team meets monthly to work on continued program development. The school is piloting the School-Wide Information System, a confidential, web-based information system for collecting student information. Collection of behavior data indicates a 46% decrease in behavioral referrals in the last year with much of the credit going to the implementation of PBIS.

Starting in the 7<sup>th</sup> grade, WSD students participate in a program called Navigation 101. Students build a portfolio that includes resumes, references, and a High School and Beyond Plan that is required for graduation. The transition coordinator works with teachers at the secondary level to deliver instruction in this area. WSD collects and reports post-graduate outcomes for students as required by the state of Washington.

Transportation services are a part of the residential program and are governed by a well-written set of policies and procedures. Many of the policies can be found in the "WSD Policies and Procedures Book." Students are transported home via charter buses or WSD state vehicles, and some students fly home. When being transported, students are supervised at all times. Students who fly home on commercial airlines are accompanied by a chaperone. When transporting day students, WSD works with the local Educational Service District, which has responsibility for providing daily transportation. WSD has three "on call" bus drivers who are all appropriately licensed and endorsed. All WSD vehicles are on a service plan. Buses are serviced every 3,000 miles and all other vehicles every 4,000 miles.

The Nutrition Services department at WSD is especially strong, and has developed a mission statement to provide a safe, nutritious and economical school food operation that offers students nourishing, well-balanced meals in accordance with state and federal guidelines, while also encouraging students to develop, learn and establish life-long habits of making healthy food choices. WSD participates in the National School Lunch Program and complies with USDA rules and regulations in accordance with the Healthy Hunger Free Kids Act of 2010. The new cafeteria provides a healthy, well-lit venue for student meals. It is evident that the students and staff appreciate the hard work of the nutrition services staff and the cleanliness of the environment in which they eat.

The school psychologist and both school counselors work in collaboration with other WSD faculty and staff to address the psychological, social and psychiatric needs of students. When students in need of additional services are identified, WSD can utilize one of the community agencies with which it has established a relationship, such as but not limited to the Division of Vocational Rehabilitation, Department of Social and Health Services, Columbia River Mental Health Services and Seattle Children's Hospital, where students can receive appropriate support services that are necessary for them to fully access their academic program.

WSD has three avenues for identifying the special needs of students. One way is through a multidisciplinary team that includes administrators, faculty, counselors and support staff known as the SLC/Teacher Assistant Team (STAT). A second way is through the admissions process. When a student with additional needs is identified, the admissions team works

collaboratively with administration and the child's home school district to address these additional needs. Finally, IEP teams can make referrals when concerns arise, and the school psychologist will then investigate the referrals and work collaboratively with other team members as the findings determine.

WSD is cognizant and responsive to the needs of students with additional learning challenges. The Special Education Coordination Team (SECT), which includes the Superintendent, Principal, Curriculum and Assessment Coordinator, Transition Services Coordinator, Teacher Librarian, School Psychologist and the Special Education Secretary, meets weekly to coordinate and facilitate the quality and continuity of all special education services and supports for WSD students. The team members work collaboratively to ensure student needs are met.

The school Audiologist works with students and academic staff regarding students' assistive listening equipment and needs. Approximately 60 % of elementary students and approximately 60% of secondary students have such equipment, although a much smaller percentage actually use it. The school has a fully equipped audiometric sound booth. The current Audiologist is on leave; services are being provided by an interim Audiologist. Services are also provided to the nearby School for the Blind and through the Outreach Team.

A clear and systematic Admissions Policy has been established and is followed for every potential WSD student. An admissions team has been articulated and works collaboratively to determine if there is a reasonable expectation of success for a student if they are placed at WSD. The admissions policy is code compliant. All students are required to participate in a 45-day diagnostic placement, during which final determination for WSD enrollment is made. If a student needs additional 1:1 staff support, WSD works in partnership with the student's home school district such that the ESD provides the additional support.

## **COMMENDATIONS:**

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1. The CEASD Accreditation team commends the Washington School for the Deaf for implementing Positive Behavior Interventions and Supports that are age appropriate, and have resulted in a significant decrease in behavior referrals.
2. The CEASD Accreditation team commends the Washington School for the Deaf for partnering Speech Language Pathologists with American Sign Language Specialists/Aide to comprehensively assess and to fully support students' ASL and English development.
3. The CEASD Accreditation team commends the Washington School for the Deaf for the caring and supportive learning environment provided for all students, whereby students feel safe and strongly connected to the school and the staff.
4. The CEASD Accreditation team commends the Washington School for the Deaf for their healthy and student-friendly Nutrition program and services, which has passed all health and OSPI audits with no findings or issues.
5. The CEASD Accreditation team commends the Washington School for the Deaf for earning recognition by local public health and lawmakers for their work in fighting childhood obesity.

6. The CEASD Accreditation team commends the Washington School for the Deaf for the robust system in place for implementing, maintaining and monitoring IEP services through the support of the Special Education Coordination Team and Special Education Facilitators.
7. The CEASD Accreditation team commends the Washington School for the Deaf for its clearly defined Admissions Policy and its collaborative partnership arrangements with SCD's to provide additional student support as needed.

## **RECOMMENDATIONS:**

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1. The CEASD Accreditation team recommends the Washington School for the Deaf systematically analyze graduates' and former students' outcomes over time to identify trends, and systematically share those findings with staff.
2. The CEASD Accreditation team recommends the Washington School for the Deaf expand the provision of specialized training for academic and afterschool staff in ways to support WSD students with additional needs, and consider ways to tap the expertise of ESD's and other community partnership opportunities.
3. The CEASD Accreditation team recommends the Washington School for the Deaf continue to improve/refine ongoing training and support for teachers regarding IEP development, including the oversight of Present Level Statements and IEP goals/objectives to ensure consistency and compliance.

## Standard 11: Student Life, Student Activities and Residential Living

**The Standard:** *The school provides access to non-discriminatory student activities that are age-and developmentally appropriate to supplement the educational program. A balance of academic, social, co-or extra-curricular and service activities is maintained. Student activities are selected to foster intellectual, cultural, and social growth as well as physical health and wellness. Student activities provide opportunities for student leadership and social interaction and encourage development of student interests. These activities are adequately financed, periodically reviewed by stakeholders, managed by school governance and leadership, and appropriate to the school's philosophy/mission.*

<b>X</b>	It is the Visiting Team's assessment that the school <b>MEETS</b> this Standard for Accreditation
	It is the Visiting Team's assessment that the school <b>DOES NOT MEET</b> this Standard for Accreditation. The evidence that supports this assessment is: N/A

<b>Evidence</b>	<b>Visiting Team</b>
Data from Observations and Interviews	X
Samples of student publications—e.g., yearbook, student newspaper, literary magazine	X
Budget for all athletic activities	X
Budget for all non-athletic activities	X
Policies on academic eligibility	X
Policies related to student life and student activities	X
<b><i>For schools with residential programs</i></b>	
Description of <ul style="list-style-type: none"> <li>• Programs to develop healthy relationships with adults</li> <li>• Plan for continuous and responsible supervision by responsible adults</li> </ul>	X
Descriptions of <ol style="list-style-type: none"> <li>1. Provisions for student privacy</li> <li>2. Recreational programs</li> <li>3. Provisions for religious practice (if applicable)</li> </ol>	X
Staffing Ratios	X
Supervision Plans	X
Residential Handbooks, Procedures, etc.	X

## **THE VISITING TEAM'S OBSERVATIONS, COMMENDATIONS AND RECOMMENDATIONS**

### **OBSERVATIONS:**

The Washington School for the Deaf provides access to non-discriminatory student activities that are age appropriate and developmentally appropriate to supplement the educational program. A balance of academic, social, co-curricular and extra-curricular activities is maintained. Student activities provide opportunities for student leadership and social interaction and encourage development of student interests.

Student housing is comprised of six residential cottages. The cottages are located on the south side of the campus. In front of the cottages is a large grassy area that is used for outdoor recreational activities such as youth soccer. Student capacity for each cottage is 14, which allows for a total residential capacity of 84 students. Residential students' ages range from 5 – 21 years. There are currently 53 students in residence, with one cottage currently not being used. Construction on the cottages began in 1998 and was completed in 1999. Each cottage has seven two-person bedrooms. There is a bathroom that connects two of the bedrooms and is shared by the four residents of those two bedrooms. One of the bedrooms and its connecting bathroom is wheelchair accessible. In addition to the seven bedrooms, each cottage has a living room, dining room, a kitchen, mud room (which contains a freezer), laundry room, video phone room, staff/visitor bathroom, family room and staff office. The bedrooms have locks, however, staff have keys and specific protocol for entering a locked room. Each cottage has three entrances/exits. Fire alarm pull stations and smoke detectors are found in all cottages. A Simplex fire alarm panel monitors the fire alarm devices and all cottages are equipped with a fire sprinkler system.

A WSD residential student must reside outside of a 60-minute commute. Students residing within a 60-minute commute are not allowed to live in the cottages, as doing so is a violation of state ethics law and the constitutional prohibition against a gift of public funds.

Residential staff offers support to ensure student homework assignments are completed. Students do their homework in the cottages and Student Life Counselors (SLC) check to make sure the students are doing their homework and counsel the students when homework is not being completed. Residential staff works closely with teachers and school counselors to provide an optimal learning environment. A daily electronic reporting system has been developed and implemented to facilitate communication between the residential and academic programs. Both residential staff and academic staff reported that this communication has been helpful in increasing students' accountability.

WSD encourages parents/guardians to be involved in their child's school experience. Student Life Counselors maintain regular contact with parents/guardians. Contact with parents/guardians is made via newsletters, email and phone/VP.

WSD's Residential Program is a unique model of family living. There is an established protocol for determining student placement within the cottages. Each cottage is gender specific, and there is an intentional age-range within each "family" unit. Housing younger students with older students has facilitated family-like social interactions between younger and older students, with a noted positive impact on student development in the areas of self-

esteem and positive self-identity. When making the decision to mix older students with younger students, WSD considered student to staff ratios, which contribute to effective supervision. The Revised Code of Washington states that the residential program at WSD shall employ residential staff in sufficient numbers to ensure the physical and emotional needs of the residents are met. Staff to student ratio during the waking hours complies with the mandated 1:7 ratio, which has proven to be effective and sufficient.

The cottages are clean and orderly. Students share in the daily chores, with additional cleaning provided by custodial staff. CEASD team observations of residential staff during the after school program and in the cottages at night indicated staff who were both aware of their responsibility for the safety of the students, and who cared about the well-being of the students in their charge. There is a Dean for the second shift and a Dean for the third shift. These two positions work collaboratively to accomplish a seamless approach to supervising all residential students when they are not in school. SLCs are expected to know the whereabouts of students at all times and periodic checks are made to ensure students are where they are supposed to be. During times of transition residential staff were observed to be traversing the campus with the students, or standing in a place where they could watch the students as they moved about the campus. If concerns arise about a certain student's behavior, students may be placed on extra supervision. There are criteria for determining when a student's behavior warrants additional supervision.

WSD has established a strong, structured After School Program (ASP) that includes sports, recreational, vocational and leisure activities from 4:00 to 5:30 p.m., Monday through Wednesday. WSD day students and deaf/hard of hearing students from the greater Vancouver area are invited to participate in the ASP. There are many benefits to participation in the ASP: students learn about nutrition, health and safety; interaction with other deaf/hard of hearing students and staff leads to increased self-esteem and self-awareness and self-acceptance; social, emotional, intellectual and physical development are fostered.

Varsity sports are a part of the residential program. The Recreational Specialist/Athletic Director is responsible for the ASP including varsity, intramural, middle school and Special Olympics sports. Varsity sports at WSD include football, volleyball, cheerleading and basketball. Students have opportunities to learn about and participate in other sports through the ASP where intramural sports such as soccer, bowling and swimming are introduced. The ASP also includes opportunities to learn arts and crafts, basic automotive repair and a host of other activities.

Through the ASP and the residential program, students learn personal responsibility and independent living skills. During CEASD team interviews, students and parents commented about how they appreciate the way the staff at WSD teaches and models the skills students will need for a lifetime.

## **COMMENDATIONS:**

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1. The CEASD Accreditation team commends the Washington School for the Deaf for the homelike environment that has been created in the safe, visually accessible and well-maintained cottages.
2. The CEASD Accreditation team commends the Washington School for the Deaf for establishing clear expectations for residential program staff qualifications, including two-year degrees and experience working with children.
3. The CEASD Accreditation team commends the Washington School for the Deaf for developing a system to improve collaboration among residential and academic staff to monitor students' accountability for their homework.
4. The CEASD Accreditation team commends the Washington School for the Deaf for the clear and consistent communication among the residential staff regarding the safety and whereabouts of all students and staff.
5. The CEASD Accreditation team commends the Washington School for the Deaf creating innovative family living units with single-gender, multi-age groupings for the benefit of students.
6. The CEASD Accreditation team commends the Washington School for the Deaf for including students from the Vancouver community to participate in the WSD after school program.
7. The CEASD Accreditation team commends the Washington School for the Deaf for recognizing students who have earned Gold and Honor levels of responsibility with increased independent privileges.

## **RECOMMENDATIONS:**

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1. The CEASD Accreditation team recommends the Washington School for the Deaf find ways to expand technology support for students and staff in the cottages in the students' most accessible language.
2. The CEASD Accreditation team recommends the Washington School for the Deaf provide ongoing training and support for residential and afterschool staff regarding strategies for working with students with additional needs.

## Standard 12: Learning Resources and Information Technology

**The Standard:** *Information resources, materials, and technology are accessible and of adequate scope, quantity, and quality to facilitate the school's pursuit of its total educational program. These resources encourage all students and staff to broaden and extend their knowledge and skills. Access to appropriate information resources and technology is provided for students and staff. Appropriate instruction is offered to develop student and staff inquiry, research, and information literacy skills. Information technology equipment is functional and well maintained.*

<b>X</b>	It is the Visiting Team's assessment that the school <b>MEETS</b> this Standard for Accreditation
	It is the Visiting Team's assessment that the school <b>DOES NOT MEET</b> this Standard for Accreditation. The evidence that supports this assessment is: N/A

<b>Evidence</b>	<b>Visiting Team</b>
Data from Observations and Interviews	X
The information resources and technology plan(s)	X
Budget for information resources and technology	X
Acceptable Use Policy	X
Availability of information resources including hardware and software	X
Availability of information technology equipment	X
Documentation related to information resources and technology	X

### THE VISITING TEAM'S OBSERVATIONS, COMMENDATIONS AND RECOMMENDATIONS

#### OBSERVATIONS:

The Washington School for the Deaf has expanded the role of the full-time Teacher Librarian. This position provides classes and individual support for students and staff using the school's library, and will also begin to support educational technology in the classrooms.

The school library is housed in the secondary academic building. It is well organized with a divided space for story reading for younger students, comfortable seating for reading, and space for browsing. The library was bright, user-friendly and had appropriate literacy-related



displays. The Teacher Librarian provides elementary students with structured ways to select books that are interesting and that appropriately match their reading skills.

CEASD classroom observations noted that various forms of educational technology is available and used in all classrooms, such as document cameras, new Smartboards, computers for students to share, and some iPads. Students have opportunities to observe how technology is used, learn how to use technology and practice the use of technology in the classroom with guided support from teachers. The Elementary Department has a Facebook page that parents can access.

CEASD team members observed students and staff using technology across classrooms in ways that align with the school's ASL English bilingual mission. The school's self-study indicated that an ASL studio with a green screen is in the library. Flat screen televisions were noted in some hallways, some of which displayed student-made videos during various times.

The WSD Educational Technology Committee is comprised of the Principal, Curriculum and Assessment Coordinator, the Superintendent, ASL-English Bilingual Services Director, ASL Specialist, both Technology staff, Teacher Librarian and a teacher. WSD's two full-time Information Technology staff focus primarily on infrastructure, hardware updates and operating systems. It was reported that changes were implemented this past summer to support the school's infrastructure needs. CEASD site team reviews found overall agreement that additional funding is needed to address current and future technology needs. WSD has a five year-technology plan in place, which includes an Acceptable Use Policy. Future WSD initiatives include the school's hope to initiate a 1:1 computing program for students. During interviews, the CEASD team learned that the CDHL Outreach Team plans to develop and increase use of electronic training modules in their work with districts, families and agencies across the state.

Technology continues to be a focus area for WSD. CEASD team interviews revealed a strong desire from the WSD faculty for increased support and capability regarding educational technology. It was reported that the school's technology capabilities are currently stretched.

## **COMMENDATIONS:**

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1. The CEASD Accreditation team commends the Washington School for the Deaf for reinstating and expanding the Teacher Librarian position to reflect current models of media and information literacy and best practices.
2. The CEASD Accreditation team commends the Washington School for the Deaf for having academic staff who are eager for increased technology support, so they can implement innovative instructional approaches and provide more engaged learning opportunities for students.

## **RECOMMENDATIONS:**

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1. The CEASD Accreditation team recommends the Washington School for the Deaf seek ways to better address the school's educational technology needs with coordinated support that is sufficient across the school and is well suited to the visual strengths of Deaf students.
2. The CEASD Accreditation team recommends the Washington School for the Deaf find ways to expand technology support for students and staff in the cottages in the students' most accessible language.
3. The CEASD Accreditation team recommends the Washington School for the Deaf consider how to tap into local/regional professional development opportunities in order to support current technology staff.
4. The CEASD Accreditation team recommends the Washington School for the Deaf consider supporting faculty through peer-to-peer coaching (possibly even a PLC) focused on innovative uses of educational technology.

## Summary of Major Commendations and Recommendations

The Visiting Team has offered many commendations and recommendations throughout this report, many of which echo the conclusions found in the Washington School for the Deaf Self Study. The major commendations and recommendations to follow represent trends of data gathered or consistent themes from within the Visiting Committee's review of the Self-Study, interviews with staff, students, committees and other stakeholders, as well as observational data supporting the CEASD standards.

Ultimately, the Visiting Committee developed a shared perspective that these conclusive major commendations and recommendations were the most important for the school to both recognize and utilize toward the enhancement of its continued growth.

### COMMENDATIONS

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1. The CEASD Accreditation team commends the Washington School for the Deaf for its clearly stated bilingual mission, which is displayed throughout the school and creates a climate of unity and pride.
2. The CEASD Accreditation team commends the Washington School for the Deaf for the wonderful student generated BEST video that strongly supports the school's mission.
3. The CEASD Accreditation team commends the Washington School for the Deaf for providing effective leadership, support and continuity for the school, including succession planning to ensure stability.
4. The CEASD Accreditation team commends the Washington School for the Deaf in forging and maintaining constructive relationships with families, students, the community and among faculty and staff.
5. The CEASD Accreditation team commends the Washington School for the Deaf for developing a well-articulated School Improvement Plan with involvement from many stakeholders.
6. The CEASD Accreditation team commends the Washington School for the Deaf for using longitudinal assessment data to guide the direction of school improvement.
7. The CEASD Accreditation team commends the Washington School for the Deaf for its prudent planning and control over the school's financial operations.
8. The CEASD Accreditation team commends the Washington School for the Deaf for the strong relationship that has been forged with the Office of the Governor and the state legislature.
9. The CEASD Accreditation team commends the Washington School for the Deaf for the regular and sustained time and attention from the Safety Committee regarding all facilities.
10. The CEASD Accreditation team commends the Washington School for the Deaf for the cafeteria and auditorium designs, which are student and Deaf friendly.
11. The CEASD Accreditation team commends the Washington School for the Deaf for expanding the Leadership Team to ensure that the school programs remain the central focus in decisions.

12. The CEASD Accreditation team commends the Washington School for the Deaf for the strong staff commitment to shared values and beliefs about language, learning and access for all students.
13. The CEASD Accreditation team commends the Washington School for the Deaf for engaging architects with expertise specific to the visual needs of Deaf individuals in designing a fully accessible visual alerting notification system, despite funding challenges.
14. The CEASD Accreditation team commends the Washington School for the Deaf for its commitment to and vigilant supervision of students and their safety.
15. The CEASD Accreditation team commends the Washington School for the Deaf for the high level of commitment from the entire school community for the expansion of their bilingual educational program and services, which is the centerpiece of the school's mission.
16. The CEASD Accreditation team commends the Washington School for the Deaf for the vibrant and effective CDHL Outreach initiatives across the entire state that support a wide range of students and families.
17. The CEASD Accreditation team commends the Washington School for the Deaf for its commitment to assessing students' use of ASL and English, and to track growth and progress in both over time.
18. The CEASD Accreditation team commends the Washington School for the Deaf for dedicating resources to the analysis of the school's assessment data results toward increased support both for students and for program development.
19. The CEASD Accreditation team commends the Washington School for the Deaf for implementing Positive Behavior Interventions and Supports that are age appropriate, and have resulted in a significant decrease in behavior referrals.
20. The CEASD Accreditation team commends the Washington School for the Deaf for partnering Speech Language Pathologists with American Sign Language Specialists/Aide to comprehensively assess and to fully support students' ASL and English development.
21. The CEASD Accreditation team commends the Washington School for the Deaf for the homelike environment that has been created in the safe, visually accessible and well-maintained cottages.
22. The CEASD Accreditation team commends the Washington School for the Deaf for establishing clear expectations for residential program staff qualifications, including two-year degrees and experience working with children.
23. The CEASD Accreditation team commends the Washington School for the Deaf for reinstating and expanding the teacher librarian position to reflect current models of media and information literacy and best practices.
24. The CEASD Accreditation team commends the Washington School for the Deaf for having academic staff who desire increased technology support to implement innovative instructional approaches, so they can provide more engaged learning opportunities for students.

## RECOMMENDATIONS

1. The CEASD Accreditation team recommends the Washington School for the Deaf Board of Trustees continue its proactive efforts in Olympia to identify and seek resources for the school.
2. The CEASD Accreditation team recommends the Washington School for the Deaf increase its footprint across the state, through active public relations initiatives.
3. The CEASD Accreditation team recommends the Washington School for the Deaf enact and sustain mechanisms for annual monitoring of school improvement outcomes and communicate those findings back to the school community.
4. The CEASD Accreditation team recommends the Washington School for the Deaf seek and identify capital funding to address safety issues and improve programming needs.
5. The CEASD Accreditation team recommends the Washington School for the Deaf dedicate attention and resources to improve security by installing a fully accessible visual notification system and upgrading the care access system.
6. The CEASD Accreditation team recommends the Washington School for the Deaf consider establishing an ad hoc staff committee to create desired mechanisms for recognizing staff accomplishments.
7. The CEASD Accreditation team recommends the Washington School for the Deaf implement a fully functional and accessible visual alerting notification system, with appropriate training of staff and students, and ongoing inspection and upkeep.
8. The CEASD Accreditation team recommends the Washington School for the Deaf continue to expand career and transitional services for students, and to implement mechanisms to monitor the effectiveness based on outcomes.
9. The CEASD Accreditation team recommends the Washington School for the Deaf implement a focused and articulated professional development plan to support academic staff in using data analysis/application to drive instructional decisions.
10. The CEASD Accreditation team recommends the Washington School for the Deaf continue to refine the students' Learning's Profiles to maximize the effectiveness for academic staff.
11. The CEASD Accreditation team recommends the Washington School for the Deaf systematically analyze graduates' and former students' outcomes over time to identify trends, and share those finding with staff.
12. The CEASD Accreditation team recommends the Washington School for the Deaf expand the provision of specialized training for academic staff to support WSD students with additional needs, by capitalizing on community partnership opportunities.
13. The CEASD Accreditation team recommends the Washington School for the Deaf find ways to expand technology support for students and staff in the cottages in the students' most accessible language.
14. The CEASD Accreditation team recommends the Washington School for the Deaf seek ways to better address the faculty's educational technology needs with support that is well suited to the visual strengths of Deaf students.

## Accreditation Recommendation

After its visit to the school, and after considering the evidence seen and heard during the visit, the CEASD Visiting Team is charged with making a recommendation to the CEASD Board regarding the accreditation action the committee should take.

Based on the evidence presented by the school in its Self-Study Document and supporting documentation, and based on the evidence seen and heard by members of the Team from the school's community of stakeholders, the Team will make a recommendation to the CEASD Board to be acted upon at the next regularly scheduled CEASD Board Meeting.

## Next Steps

- ***Implement the School Improvement Plan***  
When CEASD grants accreditation to a school, it does so with the understanding that the school will make a good faith effort to implement the School Improvement Plan that served as one of the bases for accreditation.
- ***Conduct Periodic Reviews of the School Improvement Plan***  
While CEASD does not “collect” evidence of the school’s annual review of the School Improvement Plan, the school is expected to conduct periodic reviews of its Plan. The purpose of the periodic reviews is to ensure that progress is being made in implementing the Plan, to update and revise the Plan as needed, and to pause to celebrate successes. The school should keep records of what transpired during each review such as meeting agendas, minutes, documented changes to the Plan, and summaries of results of the assessments being used to measure progress toward achieving the objectives. Documentation will be required by the next Visiting Team.  
  
*Follow-up on Major Recommendations:* At the next visit the school will be expected to review progress and implementation on the major recommendations.
- ***Prepare for Reaccreditation***  
At the beginning of the next cycle of the school’s accreditation term, begin a new self-study in preparation for the visit of the next Visiting Team. CEASD is on a five year cycle but will follow the cycle of the regional accreditation body if joint visits are initiated.

## Conclusion

We congratulate the Washington School for the Deaf for their commitment to ongoing school improvement and for the accomplishments they have made thus far in the CEASD process. The school's ASL-English bilingual mission is central in all that they do, and is abundantly supported by all of its constituent groups. It is clear that WSD's strong leadership, its inclusion of a wide range of stakeholder input, and the willingness to honestly examine the feedback from stakeholders has provided much of the impetus for strengthening the school's various programs and services.

The CEASD team recognizes the challenges the school faces with respect to sufficient financial support, especially with regard to facilities (buildings needing to be razed and a new academic building needed for programming), installation of a visual notification system (for the safety of students and staff across campus), and for increased technology capabilities. The CEASD team acknowledges the school's initiatives to better use the rich student data on achievement that has been gathered, to analyze and glean implications toward further program improvements.

We wish Washington School for the Deaf much success in their continual work in implementing their comprehensive School Improvement Plan and hope that the CEASD Accreditation team recommendations will be helpful in ensuring a positive future for Washington School for the Deaf. We believe the school can become a valuable resource to school districts, programs and agencies serving Deaf and Hard of hearing students and their families across the state of Washington.

# **Informational Items**



## CDHL Data December 2015

### WSD Campus

- Elementary School: 33
- Middle School: 13
- High School: 50
- WaCAD: 6
  - Total students: 102

### Statewide Outreach

- Birth to 5 program
  - Southwest Washington: 5
  - Central Washington\*: 17
    - Birth to 3: 8
    - 3 to 5: 3
    - Kindergarten to 12<sup>th</sup>: 6

\*This position now works with Birth to 12<sup>th</sup> grade children

Districts Served Through Statewide Outreach (2015-2016 School Year)
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ESD 101	ESD 105	ESD 112	ESD 113	ESD 114	ESD 121	ESD 123	ESD 171	ESD 189
East Valley	Granger	La Center	Chehalis/Centralia	Central Kitsap	Auburn	Pasco	Bridgeport	Anacortes
Freeman	Sunnyside	Longview	Elma		Eatonville	Richland	Methow Valley	Burlington-Edison
Northport	Yakima	WSSB	Rochester		Franklin Pierce	Walla Walla	Moses Lake	Edmonds
Medical Lake			Toledo		Highline		Wenatchee	Everett
Pullman			Tumwater		Issaquah			Lake Stevens
					Kent			Mt. Vernon
					Puyallup			Sedro-Woolley
					Seattle			Stanwood
					Shorenorth (preschool)			
					Snoqualmie			
					Tacoma			

- Audiology services: 36
- ASL Educational Interpreter evaluations: 24
- Program studies: 6
- Student visits contracted 2015/2016 school year: 83
- Students contracted 2015/2016 school year: 273

To: Amy Newnam  
From: Rick Hauan  
RE: Collaborative Grant for Common Ground (CEASD – OPTION Schools)  
Date: January 5, 2016

Hi Amy,

I have organized the information in the same format you asked for in the request. I have broken the responses to your questions into two sections and have responded to the questions for both Common Ground and Washington/Georgia (as best I can, as this is VERY new).

For Common Ground, I have included the accomplishments and other information for the entire time we have been together, roughly 25 months. In the year-end report for the grant I will break out the information for just the grant period. If you need it broken out for this activity, please let me know. It just flows better if I can talk through the activities sequentially and give the bigger picture.

### **Common Ground Responses**

Budget Period: We are seeking funding for January 1, 2016 – December 31, 2016. Activities will begin on January 24<sup>th</sup> and will conclude by year end. Budget request and activities linked to the budget are listed under the individual sections below.

#### **Questions from the Oberkotter team**

1. What has been accomplished to date by Common Ground (CEASD and OPTION Schools) since October 2013.
  - Held eight meetings (three full meetings and two Child First sub-committee meetings and one meeting with OSEP during the grant cycle).
  - Presentations at five conferences. H&V (2015), CEASD (2014, 2015), OPTION Schools (2014, 2015).
  - Developed 12 shared understandings and obtained board approval from both CEASD and OPTION Schools, Inc., in the spring of 2015. This information is posted on respective websites and disseminated at all of the conferences.
  - Submitted proposals for presentations during the upcoming year for three national conferences. We have received confirmation back from ACE-DHH as keynote presentation and EHDI for a break-out session. We are waiting for confirmation from A.G. Bell for the presentation at their national conference in June/July 2016.
  - Identified policy implications for each of the 12 understandings. I have included the shared understandings with embedded policy implications we have identified to date for nine of the 12 (Appendix A)
  - The sub-committee has agreed on a new Child First information brochure as a result of their two meetings. Attached is the draft to be discussed with the respective boards at their next regularly scheduled meeting. (Appendix B)
  - Presenters have attended and fully participated at each other's conferences and the Hands and Voices Leadership conference before and after the presentation was completed. This has shaped our discussions and understandings of each others membership and respective values.
  - We utilized each other's networks to request comment regarding the LRE statement released from OSEP for Part C in the spring of 2015.
  - We continued to work on identifying and discussing critical areas of difference that have traditionally hindered program implementation for both organizations.

2. What are the strategic goals for 2016 (and beyond) in the ongoing collaboration between CEASD and OPTION (to the extent they can be articulated in more detail and what activities are being proposed to achieve those goals)
  - Goal: Widen the network of collaboration to include organizations such as AG Bell, National Association of the Deaf (NAD), Hands and Voices (H&V), American Society for Deaf Children (ASDC), Early Hearing Detection and Intervention (EHDI), Association of College Educators – Deaf and Hard of Hearing (ACE-DHH), and National Association of State Directors of Special Education (NASDSE).  
Activities: Presentations at conferences and meetings with organization leaders to seek commitment to the shared understandings and explore participation in future projects.
  - Goal: Set up pilot programs to identify pairings of OPTION and CEASD Schools to explore how they can be a resource for each other.  
Activities: Identify two pairs of CEASD/OPTION Schools, one using schools associated with Common Ground members (New York – New York School for the Deaf – Fanwood and Clarke School, Manhattan); and one using schools without representation on Common Ground (i.e. Mississippi School for the Deaf and Magnolia School). Discussions could focus on such shared goals as serving a specific child and family with resources from both organizations, utilizing space more effectively, sharing curriculum that supersede modality, support joint professional development and parent involvement and how to better support students in the mainstream. An additional activity has been identified to survey schools to see what formal or informal relationship exist so we can capitalize on existing successes.
  - Goal: Plan for an overlapping conference in spring 2017 having one shared conference day with topics of interest for both groups and opportunities for networking and relationship building.  
Activities: Work with conference planning teams to gain approval, identify location, identify topics for the common day, and develop communication and publicity for each organization.
  - Goal: To develop a co-authored white paper or article (for example on Least Restrictive Environment) to be submitted for publication in journals/publications of interest for both organizational members.  
Activities: Identify at least one member from CEASD and OPTION Schools to draft the document and submit to the full Common Ground Group for approval. Each group may need to obtain approval from its respective board. Possible publications for submission: Odyssey, Volta Voices, Hands and Voices Communicator, ASDC Endeavor, CEC Teaching Exceptional Children and Communication Disorders Quarterly.
3. Can the different collaborations (CEASD/OPTION vs GA/WA) be broken apart so that we can get a better handle on the strategic goals of each collaborative and the anticipated (or hoped for) outcomes?
  - Yes. These are two separate activities and this section is addressing Common Ground (CEASD/OPTION). The next section will address the Washington/Georgia collaborative. The anticipated goal and activities for Common Ground are listed in number 2 above.
4. How are we to measure success for the collaborations that have occurred to date as well as the future conversations being proposed; how do we evaluate whether the collaborations are effective and are playing a role in improving outcomes for children who are deaf or hard of hearing and their families?
  - One measure of success is that we have developed a strong working relationship that has endured over two years and continues to strengthen and identify projects and policy opportunities that have far reaching impact in the field.
  - Each of the five conference presentations to date has generated a great deal of dialogue among our respective organizations and anecdotally been the impetus to open dialogue not only between CEASD and OPTION Schools, but also with parent organizations at the state and local level. One example is the recent legislation passed in California Senate Bill 210 ([http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=201520160SB210](http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201520160SB210)) supporting language developmental milestones for deaf and hard of hearing children. This was supported by a committee that came together, reportedly as a result of the example of collaboration set by Common Ground. Another example is the work that has recently emerged linking the effort on literacy initiatives and early childhood education in the states of Georgia and Washington. (See WA/GA responses below)
  - The ability to rewrite the Child First brochure that reflects the principles adhered to by both organizations.

## 5. BUDGET:

See Complete Budget sheets on Appendix C

### Common Ground Meeting Totals

Item/Service Description	Rate	Amount	Total	Note
Travel	\$10,850	4	\$43,400.00	Number of meetings
Food, light refreshments	\$700	4	\$ 2,800.00	4 meals and 2 light refreshments - 2 total days of meetings
Services	\$75	160	\$12,000.00	Interpreters (\$75 per hour, 20 hours per day, 2 interpreters)
Professional Services	\$9,100	2	\$18,200.00	Facilitator
	<b>Meeting Total</b>		<b>\$76,400.00</b>	
Travel breakdown per person	Rate	Amount	Total	Note
Airfare	750	9	\$ 6,750.00	9 members
Hotel	200	18	\$ 3,600.00	lodging nights
Other	500	1	\$ 500.00	Ground Transportation and other incidentals
	<b>Meeting Total</b>		<b>\$10,850.00</b>	
	<b>Meeting Total</b>		<b>\$76,400.00</b>	
**See Appendix C	<b>Presentation Total</b>		<b>\$20,750.00</b>	
	<b>Grand Total</b>		<b>\$97,150.00</b>	

### Washington/Georgia Collaboration

Budget Period: We are seeking funding for January 1, 2016 – December 31, 2016. Activities will begin on January 27<sup>th</sup> and will conclude by year end. Budget request and activities linked to the budget are listed under the individual sections below.

Questions from the Oberkotter team

- What has been accomplished to date related to the Washington/Georgia collaboration?  
The first meeting of the Washington/Georgia collaboration will take place January 27, 2016. Individually, each state team has been doing extensive, ground breaking work in its own state redefining and redesigning the early childhood literacy and special education system of supports for infants, toddlers, young children and their families for the past 3 or more years. The purpose of the joint work going forward is to learn from each other, explore ways to strengthen the work we are doing in our respective states, be a resource/model to other states and impact policy development on the national level related to Part C and 619 of the Individuals with Disabilities Education Act (IDEA).
- What are the strategic goals for 2016 (and beyond) in the ongoing collaboration between Washington/Georgia (to the extent they can be articulated in more detail and what activities are being proposed to achieve those goals
  - Goal/Activities: Under the facilitation of Insyte Partners, each state will develop activities for the following year at our first meeting on January 27, 2016.

3. Can the different collaborations (CEASD/OPTION vs GA/WA) be broken apart so that we can get a better handle on the strategic goals of each collaborative and the anticipated (or hoped for) outcomes?
  - Yes. These are two separate activities and this section is addressing Washington/Georgia collaboration. The previous section addressed the Common Ground Project. The anticipated goal and activities for the Washington/Georgia collaboration are listed in number 2 above.
4. How are we to measure success for the collaborations that have occurred to date as well as the future conversations being proposed; how do we evaluate whether the collaborations are effective and are playing a role in improving outcomes for children who are deaf or hard of hearing and their families?
  - Outcomes will be identified as part of the facilitated goal and activity setting on January 27, 2016.

5. BUDGET:

**WA/GA Meeting**

Item/Service Description	Rate	Amount	Total	Note
Travel	\$6,250	2	\$12,500.00	Number of meetings
Food, light refreshments	\$700	2	\$ 1,400.00	4 meals and 2 light refreshments - 2 total days of meetings
Services	\$75	80	\$ 6,000.00	Interpreters (\$75 per hour, 20 hours per day, 2 interpreters)
Professional Services	\$9,100	2	\$18,200.00	Facilitator
	<b>Meeting Total</b>		<b>\$38,100.00</b>	
Travel breakdown per person	Rate	Amount	Total	Note
Airfare	750	5	\$ 3,750.00	9 members
Hotel	200	10	\$ 2,000.00	lodging nights
Other	500	1	\$ 500.00	Ground Transportation and other incidentals
	<b>Meeting Total</b>		<b>\$ 6,250.00</b>	
	<b>Grand Total</b>		<b>\$38,100.00</b>	

## Appendix A

### **The Common Ground Project** **A joint project of CEASD and OPTION Schools**

**Vision Statement:** All infants, children and youth who are D/HH should have the services, supports and specialized providers they need to become successful as full-fledged human beings. As children and adults, they should thrive, not just survive.

**Purpose:** OPTION Schools and CEASD will identify areas for collaboration to help all infants, children and youth who are D/HH succeed.

**Goals:**

- A. Become more familiar with each other's national organization and the membership of each.
- B. Develop shared understandings leading to specific cooperative efforts based on our common interests.
- C. Advocate, educate and articulate at the federal, state and local level the shared understandings and the differences among our groups/constituents.
- D. Develop a model for working together.
- E. Identify models and strategies we can undertake to impact at the individual state levels where the need exists now.
- F. Promote family education and empowerment that is complete, accurate, and balanced, and supports parents being able to make the best decision for their child and family.
- G. Identify additional partners in this collaborative effort on behalf of all children who are D/HH and their families.

**Shared Understandings**

- 1) One size does not fit all. The full continuum of communication choices and educational placements must exist so an appropriate program can be offered to meet each child's needs.
  - a) Policy implications: Could CEASD and OPTION Schools' boards encourage our member schools to work together to support a full continuum of communication options and placements? Funding as well as philosophy issues are implicit in this work. Would focusing on students in the mainstream be a place to start? Develop information about services that need to be available for students in the mainstream. Then identify resources. Teacher of the Deaf is critical to ensuring student needs are identified and met. Understanding of the function an interpreter provides (simply putting an interpreter in the room doesn't automatically mean a child's needs are being met). Direct instruction vs. accessing instruction through an interpreter.
  - b) Low Hanging Fruit: Have annual conferences include a focus or presentation on collaborative efforts happening in various states. Have a standing agenda item on board agendas to discuss collaborative projects occurring.
- 2) Children birth-to-3 and their families should have access to funded services in center-based settings where they have an opportunity to meet other families and other children who are D/HH and receive multidisciplinary services from specially qualified personnel.
  - a) Policy implications: In conflict with the "natural environment" provision of Pt. C. Request ECTA provide evidence they are relying on that supports the "natural environment" provision. We would then analyze that evidence.
  - b) Low Hanging Fruit: Contact Blind/VI groups to see if they have shared concerns and have done any work in this area.
- 3) Children 3 – 5 and their families should have access to funded services in center-based settings where they have an opportunity to meet other families and other children who are D/HH and receive multidisciplinary services from specially qualified personnel.
  - a) Policy implications: Review provisions of 619.
  - b) Low Hanging Fruit: Contact Blind/VI groups to see if they have shared concerns and have done any work in this area.

- 4) Qualitative and quantitative data are critical to understanding the efficacy of programs and/or services for children who are D/HH and must be collected at the program, state and national level. Data needs to include but not be limited to demographics; language access and acquisition; literacy and academic benchmarks; cognitive ability; social/emotional development; post school outcomes; and developmental indicators.
  - a) Policy implications: OSEP meeting; parent support groups
  - b) Low Hanging Fruit: Make a recommendation that functional and standardized data should be reviewed annually and offer suggestions for the tools that could be used. (OPTION has established a national database and most programs are now participating in the data collection. Almost ready to begin reporting on this. Data collected: demographic, date of Dx, entry to program, sp. lang, voc. functional analysis, parent involvement, social communication.)
- 5) Eligibility determinations for special education and 504 plans should take into consideration the supports the child has required (birth-3) and will require (3-21) to develop age-appropriate language, pre-academic/academic and developmental skills, and to access the curriculum as an engaged learner/participant at the school.
  - a) Policy implications: Define the evaluation procedures that will address the shortfalls. What tools define age-appropriate for ASL, English? FAQ related to predictive factors and what would happen without the supports being provided through the IEP or 504 plan. OSEP meeting.
  - b) Low Hanging Fruit:
- 6) IEP teams/service delivery models need to plan for the unique educational and access needs of a child/student who is D/HH, and address the whole child including academic, cognitive, social/emotional, communication, and language development components.
  - a) Policy implications: Special considerations training for SPED directors, IEP teams. Link to NASDSE guideline rewrite. IDEA reauthorization—expand Special Considerations and/or guidelines for applying them. Issues related to interpreters—what they do or don't provide or address in terms of student needs.
  - b) Low Hanging Fruit: Look at the DOJ-DOE document from the perspective of D/HH students. Put on agenda for April 20.
- 7) It is critical to provide accurate information to federal, state and local policy makers about the diverse needs of children who are D/HH. Explore areas where we can collaborate in this effort.
  - a) Policy Implications: (Future Discussion)
  - b) Low Hanging Fruit: (Future Discussion)
- 8) In order to prevent potentially lifelong developmental ramifications, a child identified as D/HH requires immediate and ongoing specialized, quality, family-centered early intervention/involvement designed to meet that child's individual needs.
  - a) Policy Implications: (Future Discussion)
  - b) Low Hanging Fruit: (Future Discussion)
- 9) States must develop a system for empowering parents of newly-identified deaf/hard of hearing infants/toddlers/children to become informed decision-makers through provision of complete, balanced, unbiased information about their learning and whole person development needs, language acquisition, communication modalities, technology and the early intervention system.
  - a) Policy implications: (Future Discussion)

b) Low Hanging Fruit: (Future Discussion)

10) Families with children who are D/HH need ongoing, quality opportunities to receive accurate information about the range of language and communication needs, whole child development, educational approaches and placement options, the special education process, and the importance of the parents' role and decision-making throughout.

a) Policy implications: Need a system for parents to become advocates for their children. Need a way to figure out who the parents are who need training, and find a way to make it happen.

b) Low Hanging Fruit: Identify and gather resources that exist that we could promote and share; i.e. Child First brochure; states currently doing a good job with parents—Maryland; Hands and Voices. Start on a state rather than national level.

11) Children who are D/HH should not be made to fit into the program that happens to exist in their local area. The needs of the child, which are informed by the family's desired outcomes for the child or other family circumstances, data, team input and evaluation, should drive program, services and placement.

a) Policy implications: Parents should have choices in terms of modalities and placement. Need updated NASDSE guidelines.

b) Low Hanging Fruit: Get example of what is happening in King County, WA.

12) LRE has been misapplied by federal, state and local agencies. D/HH children should receive their education and support in an environment that meets their individual needs.

a) Policy implications: Discussion with OSEP—go on record and be able to tell respective members. Updating NASDSE Guidelines would tie in with this. OPTIONS supporting Child First would be related to this. How can we support families when no appropriate program option is available in their geographic area? Some ideas might work in one place and not another. Need a variety of strategies that could be explored.

b) Low Hanging Fruit: (Future Discussion)

c) Project Idea: (Future Discussion)

- 1) Pilot with several states to have pairs of OPTION-CEASD members meet with state special ed. directors to discuss LRE & Special Considerations. Showing them what is possible—anecdotal and in person.
- 2) Pilot re: talking with TPP directors re: LRE and Special Considerations
- 3) Talking points about the significance of hearing loss and the sacrifices families might have to make or consider making.

#### Action Items

- 1) Create definitions for LSL, ASL/English bilingual, SEE program guidelines/characteristics. Questions: Do the NASDSE guidelines have good definitions? They would be pre-LSL so that would need updating. Maybe the ASL/English Bilingual Approach needs to be clarified to support consistent use. Also, what about TC? Many programs are referred to this way. What does it mean?
- 2) Common language for a Deaf Child's Bill of Rights as a state model?
- 3) Maura--Send copy of King County description of services to the group.

Agenda Items for Future Meetings: (We didn't discuss this in Washington, D.C. These were left from our last meeting.)

- Child First
- Sharing the work of this group with Option Schools and CEASD members
- Cogswell Bill
- Address the "Hows" of the shared understandings
- Resource/finance models



- Project—identify something we can begin working on together.
- Funding for work group
- Succession planning re: Option Schools and CEASD Boards as leadership changes
- Identify name for work group

Worked on last: 3/11/15—Santa Fe



# EQUALITY AND QUALITY EDUCATION FOR DEAF AND HARD OF HEARING CHILDREN: A STATEMENT OF CHILD FIRST PRINCIPLES

## INTRODUCTION

While the deaf and hard of hearing communities and the special education world in general have debated the meaning and reach of the Individuals With Disabilities Education Act (IDEA) for more than 30 years, it is beyond contention that when provided appropriate early and continuous high quality language learning and academic opportunities, deaf and hard of hearing children can and do attain high levels of achievement. The population of deaf and hard of hearing children is diverse, and their needs for access to a range of language and communication options are diverse as well. When early access is not provided, children fall behind in linguistic and cognitive growth and ultimately educational achievement. High quality and specialized support for each child's language and communication development in accessible environments is the key to the child's success.

7/15/15—Add a scenario before the intro. BR would draft.



## **QUALITY ACCESS TO LANGUAGE AND COMMUNICATION IS A HUMAN AND EDUCATIONAL RIGHT**

Starting with early identification, deaf and hard of hearing infants, toddlers and school age children should receive support for language and communication development through specialized services from qualified providers. This right is fundamental and indispensable in the provision of a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) under the Individuals with Disabilities Education Act (IDEA). Sadly, however, the *implementation* of IDEA does not protect this human right to language for deaf and hard of hearing children.

true member of the school community.

## **LANGUAGE DEPRIVATION IS DISABLING**

Being deaf does not disable a child. What disables a child is the language deprivation that results from diminished exposure and limited opportunities to acquire meaningful language and communication. Early and on-going access to language and communication is essential for normal cognitive functioning and development, and is taken for granted for every hearing child. Without comparable access, deaf and hard of hearing children ~~have~~ the opportunity to become thinking, literate, self-sufficient individuals. Instead, they experience disadvantages and delays that can become impossible to overcome. A rich, immersive language environment is needed regardless of communication pathway—throughout all waking hours.

## **ONE SIZE DOES NOT FIT ALL**

As with other students receiving their education through special education, a “one size fits all” approach cannot be used to determine a deaf or hard of hearing child’s IEP goals, services, accommodations and subsequent placement. Each child must have an individual educational program (IEP) and learning environment that is driven by his or her unique strengths and needs. The environment must provide accessible language development and interaction opportunities so the child is a

## **RESEARCH SUPPORTS NEED FOR FULL ACCESS TO ALL INTERACTIONS**

Decades of research demonstrate that children and adults develop optimally through social interactions and active learning. Early, unrestricted access to language and communication is critical to cognitive and literacy development and ultimately to academic achievement and success. Deaf and hard of hearing children need ongoing access to specialized services and supports so they can connect with a variety of peers and adults with whom they can communicate spontaneously and learn from effectively. As fundamental as this issue is, such genuine opportunities are all too often elusive for the deaf or hard of hearing child at schools where placement is based on a flawed interpretation of LRE.

child. The provision of FAPE is paramount, and the individual placement determination about LRE is to be considered within the context of FAPE. (US Department of Education, Deaf Students Education Services, 57 Fed. Reg. 49274 Oct. 30, 1992)

## **THE INDIVIDUALIZED EDUCATION PROGRAM (IEP) DETERMINES THE LEAST RESTRICTIVE ENVIRONMENT (LRE) FOR A CHILD SERVED UNDER IDEA**

The IEP identifies the unique educational needs of the child, which ultimately leads to the determination of services and placement. IDEA requires a continuum of alternative placements to be available, as any single placement cannot be the LRE for all students. Because LRE varies by student—a setting that meets the needs of one may not necessarily meet the needs of another—all placements on the continuum, including specialized programs and schools, are equally valid and necessary. Decisions that focus on location without addressing the child's individual needs, such as the quality of education, access to curriculum, support services, accommodations and social interactions are a misapplication of the LRE provisions and a violation of the child's educational rights.

**Note:** Make this a pull out box with the OSEP citation and exact quote.

Any setting which does not meet the communication and related needs of a child who is deaf, and therefore does not allow for the provision of FAPE, cannot be considered the LRE for that

## DEAF AND HARD OF HEARING STUDENTS HAVE A RIGHT TO AN IEP WHICH SAFEGUARDS:

### Multiple Pathways to Language Learning

Instructional approaches and learning environments should be designed to optimize language and cognitive growth. Research supports the need for full and accessible natural language and interactions, which may include American Sign Language, spoken English, or some combination thereof. Individuals who are deaf or hard of hearing depend on a range of language learning modalities and each child's individual learning and access needs must be addressed, with English literacy as an expected outcome for all.

### Family Engagement

Family engagement is essential for optimal language development of deaf and hard of hearing children. Schools and programs must welcome parents as active, engaged participants and advocates in their child's education. Parents must be empowered with accurate information so they are truly equal partners in the planning and development of their child's educational program and services. Educators must ensure a balanced and informed decision-making process is available to all families.

### Placements Based on Individual Needs

For a child who is deaf or hard of hearing, the LRE is a language-rich environment where the child is an engaged learner, achieving age appropriate language, literacy and learning benchmarks. The LRE is one that supports the child's strengths and meets the child's individual needs for meaningful language and communication access, social interaction and educational achievement. This environment includes quality, on-going, and meaningful participation in planned and incidental learning opportunities with a variety of peers and adult role models, both in and out of the classroom. In light of this, the U.S. Department of Education should support, rather than penalize, state and local education agencies in making appropriate placements for deaf and hard of hearing children in specialized programs. Proximity to other students

alone is not integration, nor does it guarantee an appropriate educational program. LRE is not synonymous with "inclusion."

### Instruction by Qualified Personnel

An appropriate educational placement must provide services delivered by qualified and certified personnel such as teachers, psychologists, speech therapists, ASL specialists, listening and spoken language specialists, evaluators, administrators, interpreters, pediatric and educational audiologists and other support personnel who understand their unique needs and are specifically trained to address them effectively. Educational personnel must have expertise in meeting the needs of deaf and hard of hearing children based on their language and specific communication modality. Personnel should be proficient in the primary language and communication mode of the deaf and hard of hearing child and share the common goal of ensuring that the child succeeds linguistically, educationally, socially and intellectually using all available tools.

### Educational Progress Monitoring

Given the low incidence of deaf and hard of hearing students, many well-intentioned professionals lack experience and an understanding of what they need to succeed and can achieve. To address this, progress monitoring of appropriate developmental and educational benchmarks is necessary to validate the child's progress. Early intervention programs and schools must be accountable for ensuring their students achieve appropriate educational objectives and goals. If the child is not achieving expected outcomes, the range of services, communication approaches and placement should be promptly re-evaluated and appropriate changes made accordingly. Placement, programs and services should not be based on a "wait to fail" model.

## Appendix C Budgets

### Common Ground Meeting Totals

Item/Service Description	Rate	Amount	Total	Note
Travel	\$10,850	4	\$43,400.00	Number of meetings
Food, light refreshments	\$700	4	\$ 2,800.00	4 meals and 2 light refreshments - 2 total days of meetings
Services	\$75	160	\$12,000.00	Interpreters (\$75 per hour, 20 hours per day, 2 interpreters)
Professional Services	\$9,100	2	\$18,200.00	Facilitator
	<b>Meeting Total</b>		<b>\$76,400.00</b>	
Travel breakdown per person	Rate	Amount	Total	Note
Airfare	750	9	\$ 6,750.00	9 members
Hotel	200	18	\$ 3,600.00	lodging nights
Other	500	1	\$ 500.00	Ground Transportation and other incidentals
	<b>Meeting Total</b>		<b>\$10,850.00</b>	
	<b>Meeting Total</b>		<b>\$76,400.00</b>	
**See Appendix C	<b>Presentation Total</b>		<b>\$20,750.00</b>	
	<b>Grand Total</b>		<b>\$97,150.00</b>	

### Common Ground Presentation

	Rate	Amount	Total	Note
Travel	\$6,250	3	\$18,750	Number of meetings
Food, light refreshments	\$700	2	\$1,400	4 meals and 2 light refreshments - 2 total days of meetings
Services	\$75	8	\$600	Interpreters (\$75 per hour, 20 hours per day, 2 interpreters)
Professional Services	\$9,100	0	\$0	Facilitator
	<b>Meeting Total</b>		<b>\$20,750</b>	
Travel breakdown per person	Rate	Amount	Total	Note
Airfare	750	5	3750	9 members
Hotel	200	10	2000	lodging nights
Other	500	1	500	Ground Transportation and other incidentals
	<b>Meeting Total</b>		<b>\$6,250</b>	

