

**WASHINGTON STATE CENTER FOR
CHILDHOOD DEAFNESS & HEARING LOSS**
Board of Trustees Packet
June 12, 2015

- Agenda
- Updated Board of Trustees listing
- 2014/2015 School Calendar

AGENDA ITEMS

- Board Minutes
 - May 1, 2015
- Reports:
 - Board Finance Committee
 - Director - Rick Huan
 - Superintendent - Jane Mulholland
 - Outreach - Kris Ching, Carol Carrothers
- Strategic Plan (final draft)

INFORMATIONAL ITEMS

- Enrollment Data
- 2015/2016 Calendar
- Program reviews
 - North Thurston
 - Spokane

**WASHINGTON STATE CENTER FOR
CHILDHOOD DEAFNESS & HEARING LOSS
Board of Trustees Meeting
June 12, 2015**

- 8:15 a.m. Board Finance Committee meets (Executive Director's office)
Nita Kamphuis, Larry Swift, Rita Reandeau, Maria
Christianson, Rick Hauan, Jane Mulholland, Jessica Sydnor,
Bonnie Terada
- 9:30 a.m. Call meeting to order and determination of a quorum
Approval of May 1, 2015, minutes
- 9:45 a.m. Reports
- Board Finance Committee
 - Questions/comments regarding Board reports
- 10:15 a.m. Updates from April McArthur, Director of Bilingual Services
- Presentations at IECC (Infant and Early Childhood Conference) and Newborn Screening meeting
 - "Socio-emotional Development and the Connection to Language"
- 11:15 a.m. Common Ground Project update
- Rick Hauan, Executive Director
 - Jane Mulholland, Superintendent
- 11:40 a.m. Opening Public Meetings Training
- Bonnie Terada, Legal Counsel
- 12:00 noon Lunch
- 12:30 p.m. Strategic Plan – final draft and adoption
- 1:00 p.m. State Budget Contingency Planning
- Rick Hauan, Executive Director
- 1:30 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...."
- 2:15 p.m. Plan for 2015/2016 school year
- 2:30 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)
 Jane Mulholland, Superintendent (360) 418-0402 (jane.mulholland@cdhl.wa.gov)
 Judy Smith, Executive Assistant (360) 418-0401 (judy.smith@cdhl.wa.gov)

| Voting Members | Address | Cong Dist. | Contact Information | Date Apptd. | Term Expires | E-Mail/Fax |
|----------------------------------|---|-------------------|--|--------------------|---------------------|--|
| Maria Christianson | 3796 Brown Road Ferndale, WA 98248 | 1 | (360) 402-0162 Text | 11/18/13 | 07/01/18 | maria.christianson@cdhl.wa.gov mjochristianson@gmail.com |
| Allie "AJ" Joiner | 15806 18 th Ave. W., B 102 Lynnwood, WA 98087 | 2 | (425) 329-8433 VP | 08/30/06 | 07/01/15 | allie.joiner@cdhl.wa.gov |
| Nancy Sinkovitz | 6403 NE 75 th Street Vancouver, WA 98661 | 3 | (360) 910-0338 | 10/01/14 | 07/01/15 | nancy.sinkovitz@cdhl.wa.gov |
| Nita Kamphuis | 635 S. Hawaii Place Kennewick, WA 99336 | 4 | (509) 967-6059 (509) 539-0962 cell | 09/19/08 | 07/01/18 | nita.kamphuis@cdhl.wa.gov |
| Char Parsley, Vice Chair | 3427 W. 7 th Avenue Spokane, WA 99224 | 5 | (509) 315-2128 VP (509) 329-8535 Text | 03/16/07 | 07/01/16 | char.parsley@cdhl.wa.gov |
| Rita Reandeau | 1470 Yukon Harbor Rd., SE Port Orchard, WA 98366 | 6 | (360) 871-7367 (360) 443-3626 Cell: (360) 551-3034 | 08/19/04 | 07/01/19 | rita.reandeau@cdhl.wa.gov |
| Ariele Belo | 1625 19 th Avenue Seattle, WA 98122 | 7 | (206) 388-1275 TTY (206) 452-7955 (Video & Voice) | 01/30/07 | 07/01/16 | ariele.belo@cdhl.wa.gov |
| Sidney Weldele-Wallace, Chair | 19501 SE 332 nd Place Auburn, WA 98092 | 8 | (253) 833-6487 (253) 833-9111 ext. 4705 (253) 569-8000 cell | 06/27/02 | 07/01/16 | sidney.weldele-walla@cdhl.wa.gov |
| Nancy Fitta | 512 63 rd Ave Ct NE Tacoma, WA 98422 | 9 | (253) 517-1070 (253) 922-0539 (253) 376-0414 cell | 05/01/13 | 07/01/15 | nancy.fitta@cdhl.wa.gov |
| Larry Swift | 2306 Glen Kerry Ct., SE Lacey, WA 98513 | 10 | (360) 491-8745 | 07/31/02 | 07/01/19 | larry.swift@cdhl.wa.gov |

WASHINGTON SCHOOL FOR THE DEAF

2014/2015 School Year

July 14

| 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 14

| 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 | | |

May 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 | | | | | | |

August 14

| 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 | | | | | | |

January 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 |

June 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 | | | |

September 14

| 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 | | | |

February 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 | | | |

MARK YOUR CALENDARS!

Deaf Awareness Week
September 22 - 26, 2014

Terrier Invitational (Volleyball)
September 26 - 27, 2014

Homecoming
October 9, 2014

Open House
October 9, 2014

WSBC/WSBCC 2015
January 29 - 31, 2015
Utah School for the Deaf

WSD Poetry Competition
March 19, 2015

All Star Day
May 21, 2015

High School Graduation
June 11, 2015

Middle School Graduation
June 17, 2015

October 14

| 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 | |

March 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 | | |

November 14

| 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 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 | | |

Legend

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

****EARLY RELEASE DATES****

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

September 11, October 16, November 13, December 11, January 8, February 12, April 2, May 14

After School Program

Fall: September 15 - November 5, 2014
Winter: December 1, 2014 - January 28, 2015
Early Spring: February 9 - April 1, 2015
Spring: April 20 - May 20, 2015

| | | | |
|------------------------------|----------------------------|--|-------------------|
| Labor Day | September 1, 2014 | President's Day** | February 16, 2015 |
| Registration Day | September 2, 2014 | Spring Break | April 6-10, 2015 |
| First Day of School | September 3, 2014 | Memorial Day | May 25, 2015 |
| Veterans' Day** | November 10 - 11, 2014 | High School Graduation | June 11, 2015 |
| Thanksgiving Break | November 24-28, 2014 | 8th Grade Graduation | June 17, 2015 |
| Winter Break | Dec. 22, 2014-Jan. 2, 2015 | Last Day of School | June 17, 2015 |
| Martin Luther King Jr. Day** | January 19, 2015 | *No transportation provided on Registration Day | |
| WSD's 129th Birthday | February 3, 2015 | **Holiday and travel day | |

Statewide and School Testing Master Schedule

| | |
|---|---|
| MAP (Measure of Academic Progress) 2-12th grades Fall testing: October 2014 Spring testing: April 2015 | HSPE (High School Proficiency Exam) 10-12th grades Reading: Writing: |
| MSP (Measurement of Student Progress) 3-8th grades | DAPE (Developmentally Appropriate Proficiency Exam) 11th & 12th grades only Fall: Spring: |
| EOC (End of Course) Algebra & Biology 9-12th grades | |

Quarters end: 1st Quarter: November 7, 2014; 2nd Quarter: January 30, 2015 ;
3rd Quarter: April 3, 2015; 4th Quarter: June 17, 2015

Agenda Items

**WASHINGTON STATE CENTER FOR
CHILDHOOD DEAFNESS & HEARING LOSS
BOARD OF TRUSTEES MEETING
May 1, 2015**

Board Members: Allie Joiner (District #2)
Nancy Sinkovitz (District #3)
Nita Kamphuis (District # 4)
Rita Reandeau (District #6)
Sidney Weldele-Wallace (District #8)
Larry Swift (District #10)

Absent: Maria Christianson (District #1)
Char Parsley (District #5)
Ariele Belo (District #7)
Nancy Fitta (District #9)

Legal Counsel: Bonnie Terada

Executive Director: Rick Hauan

Superintendent: Jane Mulholland

Recorder: Judy Smith
Interpreters: Julie Moore, Don Coates

Guests: CDHL Statewide Outreach Team members

- Cathy Corrado, Literacy Specialist
- Rebecca Butz-Houghton, School Psychologist

The meeting was called to order by Sidney Weldele-Wallace, chair, at 9:50 a.m. It was determined a quorum was present.

Minutes – March 6, 2015

Rita Reandeau moved to approve the March 6, 2015, meeting minutes. Nita Kamphuis seconded the motion. It was voted on and approved.

Finance Committee Report

The legislature hasn't voted on a budget yet but the good news is that the House, Senate, and Governor's proposed budgets are all the same for CDHL. All of the budget scenarios increase our biennial budget by at least \$1.2 million. Unfortunately, until a budget has been approved, nothing is definite.

Board comments

- Nita Kamphuis – Her district has a need for CDHL services recently. She said it was very comforting to have so many services available. Both parents and staff were very appreciative of the services provided.
- Sidney Weldele-Wallace is working with Cathy Corrado and several school districts throughout the state regarding CART (Communication Access Realtime Translation) services. Both Lake Stevens and West Valley School Districts are accessing CART services and two more school districts will be added in the near future.

Note: The Executive Session has been moved to 10:30 a.m. and the CEASD agenda item will be at 1:30 p.m.

Executive Session

The Board went into Executive Session at 10:50 a.m. for 30 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 11:20 a.m.

Strategic Plan 2015-2019

The proposed Strategic Plan 2015-2019 was distributed and discussed. The “mission statement” has been revised to include CDHL and a vision statement added. The various areas addressed in the Strategic Plan are:

- ASL English Bilingual Program
- Curriculum and Assessment
- Transition
- Technology

The “Report to the Legislature” was the guiding document in preparing the Strategic Plan. The Board wants the Strategic Plan to be very clear as to what is needed in the coming years and to identify resources to meet those needs.

Please email any comments regarding the proposed Strategic Plan to Judy Smith. A final draft will be submitted at the June Board meeting for adoption.

Math Team (Stowe Beacher and Michelle Clark, Sponsors)

Team members were introduced: Kaja Stone, Emma McKinney, Jennifer Tudor, and Jayson Cabanizas.

The team flew to Rochester, New York, on April 10th to compete in team and individual math competitions. The competitions were held on the RIT (Rochester Institute of Technology) campus. During free time WSD students toured the RIT campus and spent an evening at the Family Fun Center.

Thanks to D.E.A.F. (Deaf Education Advocacy Foundation) for donating \$2,000 to cover the airfare for the team. The Board thanked the team and sponsors for their hard work and for representing WSD in such a positive way.

Larry Swift made a motion asking the Board Chair to send a letter of thanks to D.E.A.F. for their wonderful donation to WSD's Math Team. Nita Kamphuis seconded the motion. It was voted on and approved.

CEASD Conference (Shauna Bilyeu, Conference Coordinator)

Thanks to Allie Joiner, Sidney Weldele-Wallace, and Ariele Belo for attending the recent CEASD conference in Tacoma. Allie attended the National Outreach Conference as well and was very impressed with both conferences. Sidney said the conference committee did a wonderful job.

A slide show of the various CEASD conference activities was shared. Highlights of the conference included:

- Performance by the winners of WSD's ASL Poetry contest during the opening ceremonies.
- Welcome by Governor Jay Inslee. Governor Inslee was given the "National Champion Award" which recognizes and expresses appreciation to key external stakeholders who provide exemplary strategic assistance which directly impacts the success of CEASD on behalf of the member schools and programs, students and their families.

The theme of this year's conference was "From Seedlings to Evergreens – The Nurturing of School Leaders".

Shauna wished to thank the conference committee for their hard work in making this year's conference such a success. A special thank you to Kelly Moore for the amazing job she did on the program book and posters.

Comments from the CEASD Board members and various attendees were very positive. Many were amazed at how much support we have from our Governor and other leaders throughout the state.

Congratulations to Shauna and her team for the outstanding job they did!

Note: CDHL/WSD will be hosting the 2016 ASL Roundtable conference here on the WSD campus.

June 12th Board meeting agenda items

- Strategic Plan – final draft and adoption
- Executive Director's evaluation (Executive Session)
- Open Public Meetings Training (Bonnie Terada)

- “Socio-emotional Development and the Connection to Language” (April McArthur)
- Update on Seattle Public Schools Community Forum to be held on May 19, 2015
- Common Ground Project update

Adjournment

Hearing no objections the meeting was adjourned at 12:20 p.m.

Sidney Weldele-Wallace, Chair
CDHL Board of Trustees

Rick Hauan, Executive Director
CDHL

Date

Date

CDHL Board of Trustees Meeting – June 12, 2015
Reports from Executive Director, Superintendent, Outreach Directors,

Rick Huan, Executive Director

On-going

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

May 2015

- Pre-school planning meeting with HSDC (Hearing, Speech & Deafness Center)
- Special Education Advisory Council (SEAC) visit and presentation
- Meeting with ESP/Dickinson & Partners regarding life-safety emergency system
- Meeting with Administrative Supervisor for the Northwest Regional Cluster for Seattle Public Schools
- Spokane interpreter meeting
- Meeting with Special Education Director for East Valley School District in Yakima
- ESD 101/Spokane Special Education Directors’ meeting
- Deaf Education Study Group/Spokane
- ESD 123/Pasco Special Education Directors’ meeting
- UMCC meeting with WPEA (Washington Public Employees Association)
- DHH Program Review (Seattle Public Schools)
- Audiology, RESPECT, and DHH Collaboration K-20’s
- Small Agency Cabinet meeting

June 2015

- DHH Advisory Council meeting (Seattle Public Schools)
- Superintendent’s Dinner
- State Transition Team meeting (Tacoma)

Jane Mulholland, Superintendent

This has been a busy and highly productive end to the school year. We have had many wonderful student activities, a flurry of recruitments and hiring of staff for next year, along with all the usual day-to-day operations.

Student Activities:

- Elementary Department Read 500 activity and field trip
- Oaks Park Trip—Secondary Department
- “Imagine!” talent show
- Evil Ghost movie premier—student created, filmed and produced movie
- Senior Tease
- Superintendent’s Dinner
- Senior Trip

- ILS Sadie Hawkins Day activities and end-of-year field trip
- Field trip to Mt. St. Helens for conservation work
- And more . . .

All Star Day: Of special note was our annual All Star Day May 21st. Led by Teresa Stotler-Martin, the staff did a magnificent job of making this a day to show case student work and student accomplishments. The elementary department hosted parents for classroom visitations and an Awards Dessert; the secondary department had student learning displays and science fair projects set up in the gym, a transition fair, career speakers, and a banquet and awards program in the evening. It was a wonderful day and was well attended by parents.

SB Testing: Kudos to Shannon Graham and the teachers who prepared the students for their first experience taking the Smarter Balanced assessment, the new multi-state assessment associated with the Common Core State Standards (CCSS). It was a learning experience for everyone as the format of the testing is considerably different from the previous state assessments.

National Deaf HS Fitness Games: Congratulations to Nathan Boyes and the WSD students who were involved in this national fitness competition. WSD was proud not only of the great job our students did competing against large schools such as Fremont, Maryland and Texas, but also because Nathan was the coordinator for the whole event. Both the girls and boys' 16 – 18 year old teams finished in 3rd place for the 2nd year in a row, and WSD's 13-15 year old girls won their team category. Next year we will aspire to do even better. Senior Yajaira Bedolla placed 3rd place out of over 40 girls in the 16-19 year old division and 8th grader Mai Truong got 3rd place in the 13-15 year old division. Thank you to Nathan for building up our program and working with the students to be able to achieve these personal and team victories.

College Bound: So far four of WSD's seniors have been accepted to college. LaSinda Rivas and Miguel Peregrino are headed to Gallaudet University; Norinston Joe and Malcolm Harris will be attending the Southwest Collegiate Institute for the Deaf in Big Spring, Texas.

SEAC Visit: A couple of weeks ago the Special Education Advisory Council spent a couple of hours visiting classes and learning about WSD's ASL English bilingual program, as part of a two day meeting. This is a statewide council, led by Doug Gill, Special Ed. Director for the state at OSPI. We recently got a thank you card from SEAC and some of the comments were so great, I wanted to share a few with you. "Thank you so much for providing us with such a well prepared visit and presentation. I so enjoyed seeing the students and staff actively engaged in the learning process. These students and families are so fortunate to have you and your expertise. I even took some take aways for my own building." "Thank you for the incredible tour! It was the highlight of our trip. Our students and so lucky to have such dedicated teachers!" "It was so exciting to see the quality of teachers and interactions with students." "Thank you for an amazing tour highlighting the wonderful services you provide for our Deaf and HoH

students and their families! Your balanced and thoughtful approach with languages and cultures is inspiring!"

Optimist Club Communication Contest: Senior Miguel Peregrino was the 1st place winner of the Optimist Club Communication Contest in early May, earning a \$2500 scholarship. The regional competition took place in Pasco, WA, so Miguel's family got to be there to see his achievement. Junior Randall Smith came in a close 2nd. Congratulations to both students! Huge thank you to Tyler DeShaw, sponsor and chaperone for the event. Without his organization and support, the students would not have had this opportunity.

Youth Achievement Award: Junior Hilda Beltran-Lopez is being recognized as a 2015 Clark County Youth Achievement Award recipient for the category of leadership. Hilda will be honored at the 17th annual countywide celebration June 14th at Skyview High School.

Odyssey Magazine: And speaking of being proud—check out the article in the newest edition of Odyssey magazine. We are so proud of our AEBPD mentors April McArthur, Raye Schafer, Jenn Christianson and Pam Whitney for their article on Screen Recording. You can find the article at: <http://www.wsd.wa.gov/ghostfiles/Odyssey%202015.pdf>.

Since this is the last Superintendent's Report for the 14-15 school year, I want to express my sincere thanks to the Board of Trustees for your support of the students and staff throughout the year. We appreciate your interest, your affirmation when the students attend the board meetings, and your involvement in special activities. WSD is very fortunate to have such committed board members who sincerely care about, advocate for, and understand not only the needs of our students and staff but also their amazing strengths. Thank you!

April Lynch, Human Resources Manager

Recruiting and Hiring Update

Current open recruitments for the upcoming school year include Math and Technology Teacher, ASL Teacher, American Sign Language (ASL) Interpreters, and an Outreach Speech-Language Pathologist. Positions recently filled include ASL Specialist, School Counselor, temporary Audiologist, Teaching Assistant (TA) Lead, Speech-Language Pathologist and an Outreach School Psychologist.

Outreach, Kris Ching (0-5), Carol Carrothers (6-21),

From Kris Ching.....

- May 1-3: Deaf Family Camp – Ellensburg
- May 5: North Thurston preschool observation – Lacey (Kris & Kerianne)
- May 5: HSDC, Seattle Public Schools, CDHL meeting – Seattle (Rick, Carol, Kris)

- May 6-8: Infant Early Childhood Conference (IECC) – Tacoma
 - April McArthur & Pam Whitney – presenters
 - Kris & Kerianne Christie – presenters
- May 11: IFSP review for Sedro Woolley - phone conference
- May 12: Hood Canal preschool planning meeting – upcoming consult
- May 13: HSDC collaborative support
- May 18-19: Birth-3 support for Whatcom & Skagit counties (Kerianne)
- May 20: West Local Lead Agency ESIT meeting – Bellingham (Kerianne)
- May 26: HOPE School meeting (Spokane)
- May 27: East Local Lead Agency ESIT meeting – Pullman (Kris)
- May 28: Grays Harbor county meeting with FRC
- May 28: Guide By Your Side training planning
- May 29: ESIT and CDHL contract discussion
- May 29: Birth-3 D/HH State Agencies Taskforce meeting – Olympia

June events:

- June 1: Newborn Hearing Screening Summit – Spokane (Kris & Kerianne)
 - April McArthur & Krissy Walker presenters
- June 2: Seattle Public Schools preschool-elementary program review observations
- June 15-16: WSDS/WSSB/CDHL summer retreat meeting
- June 24-25: Guide By Your Side training for WA, OR and NV – on WSD campus
- June 26: Newborn Hearing Screening Summit – Seattle
 - April McArthur & Krissy Walker presenters

From Carol Carrothers.....

- May 1, 2, 3: Family Camp at Lazy F Camp 45 families May 5 Seattle Public Schools, DHH Advisory meeting and meeting with HSDC
- May 11: Meeting in Everett SD re: summary of student support for year
- May 13: Meeting with Spokane SD Interpreters
- May 14: SFCC Advisory Council meeting
- May 15: ESD 123 meeting and meeting with Pasco school district director and staff
- May 18: Longitudinal Program Study with Highline SD meeting
- May 19: Seattle SD Community Forum meeting; meeting prior to the forum to talk to our CDHL about how to facilitate small group sessions
- May 20: ESD 105 SPED Director meeting; Respect/DHH Collaboration meeting
- May 21: Sunnyside Program Support Meeting
- May 26: Seattle SD program review for Eckstein and Roosevelt schools. 5 members of the Outreach Team participating

- May 27: Discussion with North Thurston SD about the report of their program review
- May 28: Meeting with CDHL staff about our Outreach team system and process
- May 29: Meeting with IEP team for student in Renton SD
- June 2: Program Review for Seattle SD TOPS and CDHL Outreach team members participating

STRATEGIC PLAN

2015-2019

WASHINGTON STATE CENTER FOR CHILDHOOD DEAFNESS AND HEARING LOSS

In 2009, The Washington State Center for Childhood Deafness and Hearing Loss (CDHL) was established to provide statewide leadership for the coordination and delivery of educational services to children who are deaf or hard of hearing. All activities of the center are under the authority of the executive director and the board of trustees.

There are three (3) responsibilities articulated in RCW 72.40.015 which are:

1. To manage and direct the activities for the state school for the deaf (Washington School for the Deaf – WSD);
2. 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;
3. Expand system capacity at the local and statewide level by collaborating with appropriate public and private partners for the training and professional development of educators serving children who are deaf or hard of hearing.

The Board of Trustees and the Executive Director have identified activities under each of the areas of responsibility identified above under CDHL's direction and are aligned with requirements required by OSPI and other state and federal entities. All programs at WSD shall meet the OSPI requirements under the oversight and direction of the Board and Executive Director. All educational services and collaboration activities provided through the Washington Outreach Network (WON) will be to support the delivery of educational services at the local district level, regional programs, and at WSD. These activities will be provided through collaborative governance in coordination with Educational Service Districts (ESD), local school districts and other public and private educational settings throughout Washington State, supporting children and families in all communication modalities.

This Strategic Plan will be divided into two primary sections. The first section will identify the goals and activities guiding the activities of WSD. The second section will identify the goals and activities for statewide support at the local level and system capacity enhancement. All activities continue the work as outlined in the *Report to the Legislature* from the CDHL Board of Trustees dated December 1, 2010 and will be in alignment with our mandate from the legislature as identified by law. The overarching theme is providing support for all children residing in the state of Washington to receive the highest level of educational services regardless of where they live and where they choose to attend school – whether at the local district or at WSD. Additionally, support will be provided to local districts, children and families regardless of the communication modality the family has selected.

MISSION STATEMENT

The Washington State Center for Childhood Deafness and Hearing Loss (CDHL) is a statewide resource committed to ensuring all deaf and hard of hearing students in Washington reach their full potential regardless of where they live or attend school.

VISION STATEMENT

- Washington School for the Deaf: WSD Students are Bilingual, Empowered, Successful for Today and Tomorrow—the BEST.
- Outreach Services: Every child, everywhere, everyday receives appropriate instruction that meets their educational, cultural, social, emotional and communication needs.
- Professional Development: The knowledge base and learning environment at WSD is a model for the CDHL network of trainers and specialists working throughout the state. This work is done in conjunction with public and private partners.

Section 1.1 Directing and managing the operation of the Washington School for the Deaf (WSD)

ASL ENGLISH BILINGUAL PROGRAM

| ASL | Bilingual Components | ENGLISH |
|---|--|--|
| <p align="center">Status of ASL</p> <p>Baseline: Have begun work on an ASL curriculum framework; making conscious effort to put ASL on IEPs where possible; ASL evaluations at beginning and end of year for new students and for elementary students; teachers assigning “P” levels for elementary students;</p> <p>Goal: Establish an ASL-English Bilingual Services Department—providing comprehensive language</p> | <p align="center">Language Planning</p> <p>Baseline: Most teachers understand and are using language allocations for both ASL and English; creating assessments in ASL to measure content knowledge rather than paper/pencil assessment.</p> <p>Goal: Complete WSD’s school wide language plan.</p> <p>Activity:</p> <ul style="list-style-type: none"> • Schedule work time and identify work group members to complete language | <p align="center">Status of English</p> <p>Baseline: Students receive 2 classes daily in English language arts; have specially designed instruction on all IEPs; state wide assessments are in English; English is the primary language of classroom resources.</p> <p>Goal: Content knowledge will be accurately assessed.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Content area staff and administration review assessments currently being used and determine ways of obtaining a |

| | | |
|--|--|---|
| <p>and communication services for WSD and Outreach</p> <p>Activities:</p> <ul style="list-style-type: none"> • Hire ASL specialists for WSD • Hire ASL Language Arts teacher—WSD Secondary Department • Implement ASL assessment for all students • Incorporate ASL as an area of SDI and/or related services in the 3 year eval. and IEP process. • Hire language coaches—WSD • Hire SLP—WSD • Develop oracy program and supports—WSD | <p>plan.</p> <p>Goal: Teachers have a language plan for their classes and instruction is provided in alignment with the plan. ASL and English are equal within the instructional program both as languages of instruction and as content areas.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Provide training on language planning. • Provide time for teachers to develop language plans. • Review and provide feedback to teachers on implementation of language plans | <p>measure of student knowledge without reflecting their English skills.</p> <ul style="list-style-type: none"> • Provide training to content area staff. <p>Goal: Students' English skills support their life goals upon exiting WSD.</p> <p>Activity:</p> <ul style="list-style-type: none"> • School Improvement Planning Team will review SIP goals and mission statement on an annual basis. SIP goals will include measurement of students' English skills through district-level assessments and classroom-based assessments, as well as IEP progress. |
| <p>ASL Resources</p> <p>Baseline: Have begun expanding ASL curriculum resources.</p> <p>Goal: Identify and purchase accessible materials, including video and print resources, to support WSD instruction and Outreach support and training.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Create a budget line item for resource procurement • Obtain and incorporate national ASL standards when available | <p>Bilingual Instructional Strategies</p> <p>Baseline: Most academic staff has completed the ASL English Bilingual Professional Development training; have an instructional framework that includes bilingual strategies.</p> <p>Goal: Bilingual strategies are used consistently school wide.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Provide in-class support for teachers • Train cottage staff in bilingual strategies. | <p>English Resources</p> <p>Baseline: WSD has adequate resources for teaching/supporting English instruction.</p> <p>Goal: Age-appropriate content materials with English-accessible language levels exist at all grade levels.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Identify and purchase English print resources to support content instruction. • Pilot English Language Learner (ELL) materials for use with Deaf/HH students <p>Goal: Students have accessible, age and developmentally</p> |

| | | |
|--|--|---|
| <ul style="list-style-type: none"> Identify and vet ASL tools for assessment and curriculum usage | <p>Goal: Ongoing training at WSD and through the state is available to maintain integrity of program.</p> <p>Activities:</p> <ul style="list-style-type: none"> Create a budget allocation for supporting ASL-English training. Develop infrastructure to support video conferencing and distance learning. | <p>appropriate curriculum.</p> <p>Activities:</p> <ul style="list-style-type: none"> Re-establish and implement curriculum review cycle. Designate monetary resources to replace outdated curriculum and purchase curriculum in new areas not previously included. |
| <p style="text-align: center;">ASL Attitude</p> <p>Baseline: ASL/English Bilingual training for academic staff and administration completed. Two years of professional development regarding various aspects of ASL. Offering ASL linguistics training to all teachers August 2015.</p> <p>Goal: WSD staff and stakeholders understand the importance of ASL as a world language and the role of ASL in relation to English language acquisition.</p> <p>Activities:</p> <ul style="list-style-type: none"> Provide ongoing trainings to staff, students, parents, school districts, Outreach team, other stakeholders. | <p style="text-align: center;">Best Practices in Deaf Ed</p> <p>Baseline: WSD has components of a strong bilingual instructional program in place; content area instruction is provided in English and ASL at language accessible levels; explicit teaching of vocabulary and background knowledge occurs.</p> <p>Goal: WSD is the model from which the Outreach network of trainers and specialists derive training and instructional guidelines. Students, interpreters and teachers can access professional development and direct instruction through virtual or on-site opportunities.</p> <p>Activities:</p> <ul style="list-style-type: none"> Design and establish infrastructure, including staff, technical resources | <p style="text-align: center;">English Attitude</p> <p>Baseline: ASL/English Bilingual training for academic staff and administration has been completed.</p> <p>Goal: All staff has high expectations for D/hh students' success with English and an understanding of the English language acquisition challenges for D/hh students.</p> <p>Activities:</p> <ul style="list-style-type: none"> Provide training for all departments at WSD regarding English language acquisition issues Provide training to all departments at WSD about the connection between and impact on ASL and English language acquisition and raise expectations regarding English literacy. |

| | | |
|--|---|--|
| | <p>and facilities, to allow for virtual instruction and training to occur.</p> <ul style="list-style-type: none"> • Develop and provide ongoing support for on-line course offerings and training modules for students and professional development opportunities for personnel statewide. | |
|--|---|--|

Section 1.2 Directing and managing the operation of the Washington School for the Deaf (WSD)

CURRICULUM AND ASSESSMENT

Common Core State Standards – Transition & Implementation

Baseline: Have CCSS core group made up of 3 teachers, curriculum and assessment coordinator, administrators; have provided multiple trainings with staff; teachers are in various stages of implementation within their planning and instruction; CCSS reflected on Long Term Instructional Plans (LTIP); have some resources; have contacts with other schools for the deaf to network with regarding their CCSS implementation.

Goal: Establish a system for assessing CCSS implementation within planning and instruction; CCSS not yet reflected school wide on report cards and IEPs.

Activities:

- Core Team in conjunction with School Improvement Plan Team to assess CCSS implementation at the end of each school year.
- Core Team in conjunction with the School Improvement Plan Team to set implementation goals for the subsequent school year.

Goal: All teachers have the necessary knowledge and resources related to CCSS and use CCSS in IEP development and instructional planning and delivery.

Activities:

- Teachers complete trainings offered by Core Team.
- Teachers include CCSS in LTIPs
- Curriculum and Assessment Coordinator and Special Ed Facilitators (SEFs) monitor inclusion of CCSS in IEPs.

Curriculum & Instructional Resources

Baseline: Have a curriculum and assessment coordinator to work with teachers and identify training needs and resources to support the instructional needs of students; have some dedicated budget for curriculum resources; have a Board of Trustees approved curriculum adoption cycle; have policy and procedure re: curriculum adoption.

Goal: All classes have appropriate Board-approved curriculum.

Activities:

- Revise curriculum adoption cycle
- Identify monetary resources for purchasing new curriculum and resources, including electronic resources
- Convene curriculum groups to review curriculum and make recommendations for BOT approval.
- Purchase curriculum.
- Provide training to staff as needed.

Assessment: Classroom, School wide & School Based Assessment

Baseline: Teachers have an understanding of formative and summative assessments and the appropriate uses for each; WSD has an assessment framework; teachers have some understanding of how to use data to make instructional decisions.

Goal: All teachers use data for instructional decision making to support optimal student outcomes.

Activities:

- Identify time for teachers in PLCs or individually to review data on a regular (at least weekly) basis and make adjustments to instruction as needed.
- Identify time for teachers and administrators to review data on a regular (at least quarterly) basis and make adjustments to student schedules or classroom supports as needed.

Goal: Teachers use assessment effectively to measure student progress.

Activities:

- Teachers participate in training regarding development of formative assessments.
- Teachers participate in PLCs to share their assessment and exchange ideas with others.

Section 1.3 Directing and managing the operation of the Washington School for the Deaf (WSD)

TRANSITION

Career Interest and Knowledge Curriculum

Baseline: Avenues curriculum in Elementary Department addresses people in community and jobs. NAV 101 is offered in Secondary Department. Have multiple activities tied to graduation requirements that focus on career interests and experiences.

Goal: All students have an understanding of a variety of careers, and are able to explain the skills and education required to be successful in those careers.

Activities:

- Develop a career education scope and sequence specific to WSD.
- Determine career education curriculum or resources to support classroom instruction.
- Provide training to teachers on implementation of career education within their instruction.
- Reassess and prioritize activities related to career education and high school senior requirements.

Work Experience Program

Baseline: WSD has on and off campus work placements. More structure and accountability has been created related to work experience expectations.

Goal: Students leave WSD with the “soft skills” needed to be successful in a work environment and, when possible, the technical entry level skills to prepare them for competitive or supported employment.

Activity:

- Address scheduling issues to allow students to have a sequential program that includes a work experience class, on-campus work and an off-campus placement.

Goal: WSD has a large enough pool of work placements to fit students’ career interests.

Activity:

- Provide extra days for work experience staff to develop work placements in the community.

Goal: The work experience program provides adequate support and training to allow students to be successful in their placements.

Activity:

- Hire additional job coaches to provide initial training and periodic on-site supervision for students in on and off campus work placements.

Post Secondary Preparation

Baseline: Students are able to remain in high school to complete IEP goals and objectives to age 21; Independent Living Skills (ILS) program in place for juniors and seniors; NAV 101 in the Secondary Department; work experience program; transition planning; partnerships with DVR and other agencies; support for college or next steps.

Goal: Students leave WSD prepared to take their next step.

Activities:

- Continue partnership with Vancouver School District to allow students access to CTE courses.
- Identify resources to support interpreters for mainstream classes.
- Explore developing CTE courses at WSD as appropriate: automotive, video and digital media, culinary arts.
- Strengthen work experience program through activities identified above.

Section 1.4: Directing and managing the operation of the Washington School for the Deaf (WSD)

TECHNOLOGY

Emergency Communication Systems

Baseline: A school wide visual communication system was installed in 2011 or 2012. Within two years the system failed. Money has not been available to replace it. An Emergency Preparedness Committee meets every two weeks to review how to handle drills and prepare for crisis situations. Currently WSD has no method for communicating effectively and comprehensively with staff during a disaster situation.

Goal: Install a campus wide visual communication system.

Activities:

- Complete campus technology evaluation by outside source.
- Identify monetary resources and implement recommendations for installing a visual communication system throughout campus.

School/Agency Wide Infrastructure

Baseline: Two technology specialists oversee the infrastructure at WSD. They have requested the opportunity to attend training to develop/maintain their knowledge and skill sets.

Goal: WSD's infrastructure is able to support all operational technology needs as well as educational technology needs.

Activities:

- Complete campus technology evaluation by outside source.
- Identify monetary resources to implement recommendations
- Provide training opportunities for technology specialists as needed.

Instructional Tools

Baseline: WSD has an educational technology committee to review teacher needs for instructional support. This includes hardware and software support.

Goal: Academic staff has the tools, training and support necessary to utilize educational technology effectively within their instruction.

Activities:

- Hire a librarian-media specialist to oversee educational technology and print resources, and to provide training to staff.
- Identify monetary resources to implement a 1:1 electronic initiative with students.

Section 2: Providing statewide leadership and support for the coordination of regionally delivered educational services in the full range of communication modalities, for children who are deaf or hard of hearing.

Section 2. 1 CDHL Washington Outreach Network (WON): Statewide Local Support

Instruction/Services

Baseline: Provide direct instruction and consultation—on-site and remotely—to school districts, early childhood agencies/providers, families and students in need throughout the state.

Goal: Increase capacity to provide instruction to students where needed.

Activity:

- Recruit TODs and Related Services providers to be part of the WON. To include:
 - ASL specialists
 - Language coaches
 - SLPs
 - Other related service providers

Goal: Inform districts, early childhood agencies/providers, families, and other stakeholders of instructional services available.

Activity:

- Information sharing at ESD SPED director meetings, early childhood agency/provider meetings, RESPECT meetings, conferences, and via website

Goal: Have an adequate workforce within WON to meet the needs of districts, early childhood agencies/providers, students and families.

Activity:

- Identify FTE and monetary resources to support additional team members.

Goal: Provide ASL instruction to families throughout the state.

Activity:

- Hire additional FTE to provide instruction remotely to parents throughout state.

Goal: TODs are trained to use bilingual strategies as an integral part of their instruction.

Activities:

- Provide training for TODs.
- Provide supervision/follow up to ensure teachers have the knowledge/skills they need to implement bilingual strategies.

Curriculum/Assessment

Baseline: Provide information to districts and individual teaching staff on curriculum choices, including but not limited to academic, cognitive, social/emotional, speech and language, ASL assessments upon request.

Goal: Disseminate information about evaluation resources and guidelines for selection, administration, and interpretation to districts and early childhood agencies/providers.

Activity:

- Information provided via website, individual consultations with school districts and early childhood agencies/providers, ESD SPED meetings, student IEP meetings.

Goal: To obtain a comprehensive bank of curriculum and assessment tools/resources for use by WON team members.

Activity:

- Identify and purchase appropriate curriculum and assessment tools/resources.

Goal: Implement ASL assessment for all ASL-using students, and incorporate as an area of SDI and/or related services in the 3 year evaluation and IEP process.

Activities:

- Identify FTE and monetary resources to hire ASL specialists to conduct assessments.
- Convene a work group of ASL linguistic specialists, SLPs and school psychologists to

develop a model for incorporation of ASL into the evaluation and IEP process.

Transition

Baseline: We provide transition support through technical assistance consultations, transition fairs and visits with high school students. We have a Statewide committee on transition in collaboration with DVR, WSD, WSDS, WaCAD and the Center for Transition and Change

Goal: Increase number of students and their families attending transition fairs.

Activities:

- Increase number of visits to high schools to reach more students and inform of the fairs.
- Identify additional ways of providing information to families and districts about the fairs.

Goal: Increase family involvement in students' transition planning and implementation.

Activity

- Create and disseminate a survey to parents to create a database and determine existing understanding of transition among parents.

Goal: Collaborate with other agencies/organizations focusing on transition planning and post-secondary outcomes.

Activity:

- In compliance with the Workforce Innovation Opportunity Act (WIOA), increase students' opportunities to gain job experience and career awareness through job shadowing, internships, mentoring with D/HH/DB adults.

Goal: Improve the connection between transition-aged students and DVR counselors resulting in increased referrals, applications and outcomes.

Activities:

- Information about DVR services available at transition fairs and during high school visits with students.
- Collaborate with DVR to have DVR counselors to attend and participate in transition fairs.

Technology

Baseline: No effective system currently exists for direct instruction, consultations, mentoring or classes using distance learning.

Goal: Establish a multi-platform system for meetings, webinars, consultations and direct instruction for students and parents.

Activity:

- Identify FTE and monetary resources to support development and oversight of system.

Goal: Develop and maintain an effective website.

Activity:

- Identify FTE and monetary resources to support development and oversight of website, social media and other public access tools.

Section 3.1 Collaborating with appropriate public and private partners for the training and professional development of educators serving children who are deaf or hard of hearing.

Professional Development

Instruction

Baseline: Have capacity to provide professional development opportunities to district staff and early childhood agencies/providers in ASL/English Bilingual methods, SEE, Listening and Spoken Language, EIPA, assessments selection/administration/interpretation, transition, speech language, behavior, social/emotional development, students with significant learning challenges, early childhood transition, and language and literacy develop. Provide training to parents through activities such as: the Family Retreat; Deaf Fiesta; and monthly WSD parent gatherings i.e. Family Activity Night. Supporting implementation of HB 1144 through an 8-month mentorship opportunity for educational interpreters.

Goal: Develop and expand capacity for early childhood and school age trainings.

Activities:

- Create webinars on a variety of topics.
- Increase amount of FTE dedicated to or available for statewide training

Goal: Increase number of educational interpreters who meet the WA standards.

Activity:

- Identify monetary resources to support the interpreter mentorship program.

Curriculum/Assessment

Baseline: We provide information and training regarding curriculum and assessment issues with deaf and hard of hearing students to administrators through Respect meetings, to teachers through DHH Collaboration meetings, through presentations at conferences, and during technical assistant consultations.

Goal: To obtain a comprehensive bank of curriculum and assessment tools/resources for use by WON team members.

Activity:

- Identify and purchase appropriate curriculum and assessment tools/resources.

Transition

Baseline: We provide information and training regarding transition issues with deaf and hard of hearing students to administrators through Respect meetings, to teachers through DHH Collaboration meetings, through presentations at conferences, and during technical assistant consultations.

Goal: Meet the transition-related training needs of districts, students and families in the state.

Activities:

- Disseminate information regarding Center for Change in Transition Services (CCTS) trainings
- Identify additional FTE and monetary resources to increase transition-related expertise within the WON.

Technology

Baseline: No current infrastructure exists to support use of technology for training and instructional purposes.

Goal: Establish an infrastructure for training: webinars, video conferencing, direct instruction

Activities:

- Develop a training protocol to address needs for trainers and trainees re: fully accessing video conferencing, training modules and direct instruction.
- Hire staff to oversee and manage the technology and support its use.

Goal: Development of a statewide database to collect demographic information, track service needs/provision, parent contact information, assessment, data mining and report building.

Activities:

- Identify FTE and monetary resources needed to support the database activities.
- Partner with Department of Health, OSPI, Department of Early Learning, DSHS to analyze data and make decisions about resource deployment.

Goal: All TODs will have the knowledge and technical skills to utilize technology as part of their instructional programs.

Activities:

- Provide training related to use of technology to support ASL development in the classroom.
- Identify FTE and monetary resources to provide training related to use of video as part of ASL development.

Informational Items

CDHL Data As of May 31, 2015

WSD Campus

- Elementary School: 28
- Middle School: 19
- High School: 51
- WaCAD: 8
 - Total students: 106

Statewide Outreach

- Birth to 5 program
 - Southwest Washington: 9
 - Central Washington: 11

| |
|---|
| Districts Served Through Statewide Outreach |
|---|

| ESD 101 | ESD 105 | ESD 112 | ESD 113 | ESD 114 | ESD 121 | ESD 123 | ESD 171 | ESD 189 |
|-----------------|-----------------|-----------|--------------------|---------------|-----------------|---------------|------------|--------------|
| East Valley 361 | East Valley 090 | Vancouver | Centralia/Chehalis | Port Townsend | Auburn | Clarkson | Bridgeport | Bellingham |
| Freeman | Sunnyside | | Elma | | Federal Way | College Place | Ephrata | Edmonds |
| Mead | Yakima | | North Thurston | | Franklin-Pierce | Finley | Oroville | Everett |
| Medical Lake | | | Olympia | | Highline | Kennewick | Soap Lake | Lake Stevens |
| Pullman | | | Raymond | | Issaquah | Pasco | Wenatchee | Lakewood |
| | | | Rochester | | Kent | Richland | | Monroe |
| | | | Tumwater | | Northshore | | | Snohomish |
| | | | Yelm | | Puyallup | | | Stanwood |
| | | | | | Renton | | | |
| | | | | | Seattle | | | |
| | | | | | Snoqualmie | | | |
| | | | | | Tahoma | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |

Number of student visits contracted to date: 163

Number of students contracted to date: 110

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

| | | | | | | |
|----|----|----|----|----|----|----|
| 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 | | |

May 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 | | | | |

August 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 | | | | | |

January 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 | | | | | | |

June 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 | | |

September 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 | | | |

February 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 | | | | | |

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

Flying Hands ASL Poetry Competition
March 10, 2016

All Star Day
May 26, 2016

Graduations
High School: June 15, 2016
8th Grade: June 17, 2015

October 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 |

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 |

| | | |
|--|--|--|
| <p style="text-align: center;">Legend</p>  -First and last day of school  -Non-school days  -Early Release Dates  -Residential Travel days | <p style="text-align: center;">**EARLY RELEASE DATES**</p> <p style="text-align: center;">1:00 p.m. - Residential students will go to the cottages, day students will ride bus home</p> <p style="text-align: center;">September 17, October 15, November 19, January 21, February 18, March 17, April 17, May 19</p> | <p style="text-align: center;"><u>After School Program</u></p> <p style="text-align: center; color: green;">Fall: September 14 - November 4, 2015</p> <p style="text-align: center; color: green;">Winter: November 30, 2015 - January 27, 2016</p> <p style="text-align: center; color: green;">Early Spring: February 8 - March 30, 2016</p> <p style="text-align: center; color: green;">Spring: April 18 - May 25, 2016</p> |
|--|--|--|

| | | | |
|------------------------------|----------------------------|---------------------------|------------------------|
| 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

| | |
|---|--|
| <p style="text-align: center;">Statewide and School Testing Master Schedule</p> <p><u>MAP (Measure of Academic Progress) 2-12th grades</u></p> <p style="text-align: center;">Fall testing: Spring testing:</p> <p><u>SBAC (Smarter Balanced Assessment Consortium)</u></p> <p><u>EOC (End of Course) Algebra & Biology 9-12th grades</u></p> | <p><u>HSPE (High School Proficiency Exam) 10-12th grades</u></p> <p style="text-align: center;">Reading: Writing:</p> <p><u>DAPE (Developmentally Appropriate Proficiency Exam)</u></p> <p style="text-align: center;">11th & 12th grades only Fall: Spring:</p> |
|---|--|

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



Washington Statewide Outreach Team



Program Review Report Form

Dates:

4-23-15 (Mountain View Elementary and Chinook Middle School)

4-24-15 (North Thurston HS)

Referral and Background Information:

The Center for Childhood Deafness and Hearing Loss (CDHL) was asked to provide feedback on the current structure of the deaf and hard of hearing program and to offer recommendations and guidance on communication philosophy. The CDHL team was impressed with the enthusiasm and openness of the teaching staff and is excited for how this program can develop to become a strong local program for deaf and hard of hearing students.

Due to the immediate need of the school district, this report gets right to the nitty gritty of the observations and suggested additions to classroom services. The team would like to meet face to face, to describe and expand on all recommendations. In addition, the team would like to continue to support the district with follow up training, individual teacher support and program support as desired by the district.

In this report you will see the observations broken down into overall program observation and suggestions, followed by specific categories; assessment, social emotional needs, preschool, elementary, middle/high school, transition and deaf students with additional disabilities.

Overall Program Impressions

The North Thurston School District program for deaf and hard of hearing students is ready to grow. Staff were eager to meet with CDHL team members. The team was enthusiastically invited into classrooms, were provided interviews and numerous discussions. The program

has the potential and interest to grow into a larger program, inviting referrals from outlying school districts. Before expansion however, stability is needed in protocol for language planning, assessment, teaching strategies and curriculum choices. The current program is a mix of mainstream and pull out services but does not offer a range of accommodation support for successful inclusion of deaf and hard of hearing students into the mainstream.

The team did not visit other schools in the district where undoubtedly there are students with different hearing levels. Does an itinerant teacher of the deaf see these students? Is there an audiologist or teacher of the deaf with expertise in listening and spoken language assuring these students have the accommodations needed? NTSD has the potential to become a model site with classroom and itinerant services.

Recommendations for Overall Program

Deaf and hard of hearing students thrive with access to peers and deaf adult role models. Overall mental health, self-esteem, self-advocacy and education are negatively impacted when students are isolated from these models. This often leads to minimal awareness of accommodation needs and rights, leaving students floundering in academics, unskilled at getting clarification, asking for specific supports and building the skills necessary for life in and out of school. Counseling and support for students as a minority population is needed to address fears, isolation, self-advocacy and accommodation needs and options, as they maneuver through mainstream settings. Every part of the NTSD program would benefit from the hiring of staff and/or contractors who are deaf and hard of hearing. In addition, Deaf adults can be invited to participate in school activities such as reading tutoring, Deaf culture/history workshops, De’VIA art workshops and so on.

Assessment: Formative and Summative

| | |
|--|--|
| <p>Assessments: Formative, Summative Mt. View DHH classroom (Portable)</p> <ul style="list-style-type: none"> Presently no assessments are being given | <p>Assessment Suggestions: Mt. View DHH classroom (Portable)</p> <ul style="list-style-type: none"> For children ages 5-13, the Kendall ASL Proficiency can be used to measure ASL skills—this needs to be done by at least 2 fluent ASL |
|--|--|

| | |
|--|--|
| <p>specifically designed for the d/hh students. Staff is unaware of district mandated testing for specific grade levels except for required state testing.</p> <p>Assessments: Formative, Summative: Preschool</p> <ul style="list-style-type: none"> Unknown which assessments are used in the preschool, teacher of the deaf was not aware of any specific assessments being used to evaluate children’s communication and language development. | <p>users who have some awareness of ASL linguistics.</p> <ul style="list-style-type: none"> Staff development on assessment in the areas of literacy including running records and writing assessment. For students who are mainstreamed, staff should complete the Karen Andersen checklist to monitor success in the class. <p>Assessment Suggestions: Preschool</p> <p>As part of their educational program, children who are deaf or hard of hearing should receive annual educational evaluations that assess their language and vocabulary skills, their speech skills (when appropriate), and their academic skills. In the preschool, it is recommended that these assessments be updated regularly during the school year. This will enable the school to chart their progress and determine developmentally appropriate goals. The evaluation should be completed by a highly qualified professional (a teacher of the deaf and/or a professional who is fluent in the language being assessed) and results should be shared with the child’s teacher(s) as well as with his/her parents to aid in the educational planning for the child.</p> <ul style="list-style-type: none"> The preschool should use the Visual Communication Sign Language Checklist (VCSL) should be used to monitor student language acquisition as well as guide language activities. VCSL can be used for IEP goals. The Fremont ASL Checklist is another useful tool for tracking language development. |
|--|--|

Social Emotional Needs: The following social/emotional considerations are based on observations as well as interviews conducted during CDHL’s visit. The recommendations are aimed at program wide social/emotional support and should be tailored for each child’s circumstance and grade level. The overarching concern is that DHH students, without any exposure to DHH adults and peers, encounter multiple aspects of their identity, which they are not able to integrate without guidance. Over time, the natural process of understanding how to navigate their environment and how to integrate multiple layers of identity can become disjointed if DHH students are not exposed to others with a similar experience in the world. For DHH students who are in a mainstream school environment, it is crucial that they are aware of other individuals who identify at DHH

and who have been successful in balancing multiple layers of identity and learning how to navigate a wide variety of situations and environments. DHH students, regardless of grade level, should receive exposure to Deaf history, Deaf culture, and American Sign Language (ASL). Any opportunity to expand the district’s DHH program to include more DHH students and adults is strongly recommended.

| | |
|--|--|
| <p>Social/Emotional/Behavior/Counseling</p> <p>Elementary School Observations:</p> <ul style="list-style-type: none"> Kindergarten class observation and data collected from the teacher, para educators, and school psychologist indicate there are concerning persistent behaviors which have resulted in multiple occasions of dismissal from the classroom which include breaching physical boundaries and aggression toward peers | <p>Social/Emotional/Behavioral/Counseling</p> <p>Suggestions:</p> <ul style="list-style-type: none"> Exposure to other DHH adults and peers Consistent reinforcement of appropriate strategies to navigate the classroom and interact with peers appropriately if there is a communication breakdown or barrier Development of alternative communication strategies when assistive listening devices are not being utilized and the DHH child is not able to receive auditory input Class wide activities that highlight DHH children and adults who are well renown in their fields Counseling and behavioral support which includes emphasis on other DHH kids in order to counteract any sense of isolation Counseling and behavior support should be provided to any student with social/emotional goals on their IEP or those with BIPs in place |
| <p>Social Emotional Middle School Observations:</p> <ul style="list-style-type: none"> One middle school student was observed and interviewed briefly. Student indicated having no DHH peers but did indicate having a close friend Upon further questioning, the details of the relationship described reflected a limited and superficial connection | <p>Suggestions:</p> <ul style="list-style-type: none"> Exposure to DHH peers and adults Exposure to Deaf history, Deaf culture, accomplished Deaf role-models Communication should be produced in either ASL or spoken English one at a time in order to avoid code-mixing and for clearer instruction Counseling support should include discussion about DHH individuals, their rights, and how to integrate multiple layers of identity Counseling and behavior support should be provided to any student with social/emotional goals on their IEP or those with BIPs in place |

| | |
|--|--|
| <ul style="list-style-type: none"> • Instruction was observed as Simultaneous Communication (SimCom) which is a mixture of spoken English and signs produced at the same time | |
| <p>Social/Emotional High School: Observations:</p> <p>Two high school students were interviewed on-site in order to get a sense of their experience in the classroom as well as an overall impression of their experience in the school as a whole.</p> <ul style="list-style-type: none"> • Students both initiated conversation using SimCom • When prompted to choose one language (ASL or English) to communicate, both students utilized ASL • Students indicated a lack of meaningful friendships at school and indicated that they do not feel that most of the other students know they are DHH • Students indicated getting along with other students however, the relationships were not described as particularly meaningful • Students knew very little about Deaf culture other than the use of ASL • Students indicated very little exposure to Deaf culture, Deaf history, or Deaf activities in their area, however; both students indicated strong interest in participating in DHH events in order to meet other individuals with a similar life experience • Students had significant misunderstandings regarding Deaf universities, requirements, language usage, etc. • Students were unaware of their right to accommodations in the educational environment and | <p>Suggestions:</p> <ul style="list-style-type: none"> • Students should receive academic counseling support in order to provide information regarding higher education opportunities, highlighting the similarities and differences between Deaf universities and general universities. Language usage and cultural differences should be a significant aspect of this discussion <ul style="list-style-type: none"> ○ Deaf Universities – academic requirements should be discussed (e.g. Gallaudet, Rochester Institute of Technology (RIT), California State University, Northridge (CSUN) , South West Collegiate Institute for the Deaf (SWCID)) including discussion of language usage (ASL, English) ○ Hearing Universities- requirements should be discussed (e.g. English proficiency) as well as emphasis on DHH students’ right to request accommodations under the American’s with Disabilities Act (ADA) • Students’ rights under the ADA should be explained clearly to ensure students know how to properly advocate for themselves both now and in the future • Exposure to other DHH peers and adults • Any opportunity to allow students to engage in community events with other DHH individuals is encouraged • Students should be encouraged to use ASL and English at separate times to avoid code mixing and fully develop themselves as bilingual • Counseling support should include discussion about the various |

| | |
|--|---|
| <p>beyond under the American's with Disabilities Act (ADA)</p> | <p>experiences of other DHH individuals and how to integrate multiple layers of identity and successfully navigate various environments</p> <ul style="list-style-type: none"> • DHH role models should be highlighted and brought into discussion as often as possible • Counseling and behavior support should be provided to any student with social/emotional goals on their IEP or those with BIPs in place. <p>In conclusion, all of the aforementioned strategies are aimed at making sure the DHH students involved in the program at North Thurston are aware that they are not alone in their experience. It is crucial to address the specific challenges that may arise for DHH students and provide clear strategies to overcome those challenges, in order to diminish any sense of isolation or anxiety about successfully navigating their world.</p> |
| <p>Observations of Physical Setting: Preschool</p> <p>The preschool classroom was observed during circle and center times.</p> <ul style="list-style-type: none"> • During circle time, the teacher was sitting on a low chair with the interpreter beside her. Students were sitting on the floor facing her, spread across the carpet. • During center activities, the children were assigned small groups with adult helpers to complete tasks. A pvc/sheet blocker to reduce background distractions surrounded the table of children. However, there were four students and three adults working in that area, which was highly active. In addition, the adults were all standing behind the students. | <p>Physical Setting Suggestions:</p> <ul style="list-style-type: none"> • During circle time, it would be beneficial for the children to be seating in a circle. This would give all the students access to see the teacher and other students as well as the interpreter. • Center activities – the concept of physically blocking off an area (reported by the classroom teacher as one of the modifications for children with autism) can help children to focus, however by having too many children in that area and having the adults behind the children (and out of their sight line) can cause confusion and inhibit access to communication. • Have children and adults at eye level (having adults sit down) and in full view of each other during activities. |

Preschool Curriculum:

| | |
|--|---|
| <p>Preschool Curriculum</p> <p>Observations:</p> <p>Our observation opportunities of the preschool program were limited but the following were noted:</p> <ul style="list-style-type: none">• Circle time: teacher reviewed a storybook prior to the class leaving for a field trip to the beach. Interpreter was placed where all the students could see her and interacted well with students. The book used was a storybook about a shark and a minnow with cartoon drawings. | <p>Preschool Curriculum Suggestions:</p> <p>Curriculum Suggestions:</p> <p>Children who are deaf or hard of hearing benefit from being engaged in highly focused activities designed to accelerate their learning of language - including attention/listening skills, speech or sign vocabulary and communication skills, and development of connected language.</p> <ul style="list-style-type: none">• Circle time: Clear visuals and real-life manipulatives are often beneficial when introducing or expanding on new topics. We would suggest the classroom to utilize these types of resources to facilitate understanding and build vocabulary. For example, a book about visiting a beach (with photographs) would enable pre-teaching vocabulary specific to the experience. During the review of the book, the teacher asked, “who eats seaweed at home?” – having a bag of dried seaweed would be a physical prompt for the kids to possibly recognize (and a fun chance for them to taste it!). Perhaps shells that may be found on the beach could be passed around (crab, clam, etc). |
|--|---|

Elementary Curriculum:

| | |
|--|---|
| <p>Curriculum Observations: Mt. View DHH classroom (Portable)</p> <ul style="list-style-type: none">• Presently no specific curriculum is being used in the classroom. Mountain View Elementary is looking to pilot 3 reading programs next year. The teacher is currently using materials found in the class or downloaded from the internet. The teacher follows different themes she develops (for example, How to introduce yourself, and family member names)• Teacher wrote on the board ASL & English sentences• Teacher discussed similarities and differences between ASL and English grammar structure. | <p>Curriculum Suggestions: Mt. View DHH classroom (Portable)</p> <ul style="list-style-type: none">• Evaluate the potential of using the resources and reading programs already housed in the deaf classroom for use with the DHH students. The team would be happy to make curriculum suggestions if it is felt available material is not adequate.• Volunteer to pilot one of the 3 choices of reading curriculum Mountain View is contemplating for next year.• When teaching ASL, use ASL curriculum and modify for students. The Bravo ASL series-has units broken into context, for example, a unit on meeting the Bravo family that teaches ASL signs for family members.• When representing ASL clauses (sentences) on the board, use “GLOSS” because there is no written form of ASL. (Its important to use accurate representation of ASL when using writing tools- GLOSS is an acceptable way to represent ASL in written form)• When talking about “signing” use “ASL” or “American Sign Language”, not “signing”. |
|--|---|

Elementary Student Groupings:

| | |
|--|--|
| <p>Observations of Student Groupings and location: Mt. View DHH classroom (Portable)</p> <p>All students are mainstreamed. The DHH classroom functions as a resource room instead of a self contained DHH classroom. Students are currently in small groups for 15 minutes of the day. Signing time is set up for peer and adult interaction from 8:35 to 8:50 daily. Most students are seen on a 1:1 basis with some overlap in the afternoon.</p> | <p>Student groupings suggestions: Mt. View DHH classroom (Portable)</p> <ul style="list-style-type: none">• Set up the classroom as a self-contained classroom instead of a resource room model. As a self contained DHH class, the class could then attend specialists as a class instead of mainstreaming with various general education grade levels.• Have students remain in groups for longer period of time to focus and receive direct instruction on language and literacy.• Students can be in flexible groupings for center time, for example; students can be grouped by language level, reading level, age or developmental level. This set up increases the amount of time they see language and thought presented by peers instead of through an interpreter. It also gives them an opportunity to identify with a group, a “home room” with all the students using the same language. |
|--|--|

Elementary Instructional Support:

| | |
|---|---|
| <p>Observations of Instructional Model: Mt. View DHH classroom (Portable)</p> <p>Various-with some students receiving pull out DHH support from Melanie and Danni (teachers)</p> <ul style="list-style-type: none">• Informal Language Plan structure• Observed teacher in a small group activity working on family member vocabulary. Students were seated in a circle. Students were encouraged to ask questions and pay attention to others. | <p>Instructional Model suggestions: Mt. View DHH classroom (Portable)</p> <p>Critical mass (large number of DHH peers) would support healthy development of cognitive, language, and socio-emotional skills. Focus should be on the whole child- in addition to academic support, students should participate in a program that supports development of positive self-esteem through interaction with DHH peers and DHH adult role models.</p> <ul style="list-style-type: none">• Establish Language Plan: This language plan will clearly articulate communication philosophy and plan for language acquisition, which also addresses the status and corpus (plan for utilizing resources for supporting acquisition of ASL and English) planning components.• Separate languages- adults should not use ASL and English (code mixing) at the same time. Model appropriate use of fluent English and ASL separately. Use bilingual teaching strategies to teach students how to code-switch.• Teach a unit on multiculturalism that includes the study of membership in the hearing community and Deaf community. Include Deaf studies. Excellent resource: Kendall Deaf Studies curriculum• Bring in Deaf adults to work with students-Deaf adults work as mentors, language mentors, and advocacy mentors• Bring in Deaf adults to teach DHH how to use interpreters appropriately• Students should be mainstreamed only if they have a full mastery of language skills.• DHH teacher can support students who are in mainstream by teaching students: |
|---|---|

| | |
|--|--|
| | <ul style="list-style-type: none"> ○ How to use Text Features ○ How to use Dictionary/Thesaurus ○ Reading strategies ○ World knowledge related to upcoming holidays/celebrations ● Train staff on current best practices for working with deaf students in reading and writing. |
|--|--|

Middle School/High School:

| | |
|--|--|
| <p>Observations of instructional model middle school/high school</p> <ul style="list-style-type: none"> ● Lack of role models. Students are isolated from observation and interaction with deaf and hard of hearing adults who could model fluency on the pendulum of environments that effect language choices, accommodation choices, and advocacy needs. | <p>Instructional Model Suggestions:</p> <ul style="list-style-type: none"> ● Expand program to enhance peer interaction and support opportunities. ● Increase opportunities to meet and interact with deaf and hard of hearing adults. ● Create a homeroom for students that use ASL to be a part of a group. Discussion can center on common experiences, academics etc. |
|--|--|

HS Transition Program / Supports, Summative:

| | |
|--|--|
| <p>HS Transition Program / Supports, Summative:</p> <p>Observation in mainstream classes unavailable. Report based on interviews with two mainstreamed high school students and the</p> | <p>HS Transition Program / Supports Suggestions:</p> <p>The teaching staff was very eager to learn and open to discuss ideas for increasing supports to students. With information,</p> |
|--|--|

| | |
|--|--|
| <p>special education teacher:</p> <ul style="list-style-type: none"> • A lack of clear transition planning. When asked about goals, both students had exciting goals, one a journalist, the other a doctor. Neither of them knew the requirements for these fields, or had clear plans to advance their knowledge. (IEP review reinforced the need for a clear transition plan with clearly identified supports) • Weak awareness of accommodation options and request protocol. Both students have complained to their teacher for over a year about an interpreter they cannot understand. They are still forced to use this interpreter. Neither student felt empowered to take additional steps to advocate for themselves. • Lack of independent living evaluation awareness and training. Both students could easily note budgeting categories, but neither had realistic ideas about the costs of each category (utilities, rent, etc.). Neither student could list resources for deaf and hard of hearing adults. Although aware of Sorenson for video phone use, they were both lacking information about accommodations, services, where to purchase equipment, how to hire an interpreter, or the breadth of options on how to educate others about their needs in a variety of settings. • IEPs have very weak transition plans. Evaluation methods are unclear. Students could not answer question posed in this interview. However, their IEPs note no need for supports in Independent living. Students have clear vocational goals and only a note in their IEP to use specific vocabulary in resumes and mock interviews. Both students report fear of what will happen after graduation, both have a “back up plan” to become teachers if they do not qualify for their desired career. Neither knew the requirements for becoming a teacher. • Technology and accommodations. Both students are savvy with touch screen technology. Neither is aware of the breadth of | <p>modeling and support, they are equipped to build a strong DHH program.</p> <ul style="list-style-type: none"> • Expand Transition Assessments. The only tool noted in IEPs is the COPSii inventory. • Institute a checklist for transition preparation shared with families and student to provide a road map of next steps. • Transition Plans in IEP to include Independent Living Evaluations and training that cover environmental assessment, financial management, social skills management, communication and accommodation needs assessed across environments, disability awareness, self-advocacy skills, interpersonal skills, work ethics, high and low tech accommodations. • Transition Plans to include work site visits, informational interviews with employers and employees in careers of interest, interviews and observation of deaf adults in employment settings. • Education about IDEA, ADA and 504 laws specific to their own accommodation needs. • Support to student to actively run their own IEP meeting by their final year. • DVR attendance at IEP meetings the year before graduation. • Support to contact Student disability services on college campuses in preparation for attendance. Support to request note-takers, interpreters, CART, FM system, extra time, teacher’s handouts, etc. • Education about community resources: ODHH, HSDC, NAD, phone company reduced rates for higher data plans, etc. |
|--|--|

technology and support services specific to people with hearing different hearing levels.

Deaf Students with additional disabilities:

Deaf Plus Students, Summative:

Observation in mainstreamed PE class and in self contained classroom.

- Overall strategies were prompt dependent. Environment is visually chaotic.
- No strategies for student to create and expand his own visual communication system. Technology and systems used are too high and programmed by staff, challenging skill building for self-determination. Programmed by staff.
- Weak system for development and tracking of schedule.
- No connection between money and work skill building.
- No opportunity for trial work experiences.
- Great connection with specific high school students during PE

Deaf Plus Students, Suggestions:

Teaching staff eager for support to expand curriculum and accommodations for students.

- Training for staff on strategies and systems that encourage self-determination.
- Training on portable camera and printer system to create and expand visual schedules, vocabulary, storytelling across environments, choice making and labeling.
- Training on visual system options that combine ASL signs, partial objects, pictures, etc.
- Use of iMovie or similar tool for student to build strategies to organize thought process, create person-centered stories, build a video resume, work on projects with HS peers, etc.
- Curriculum to include thoughtful solutions to encourage higher levels of independence; cooking lessons using color-coded measuring cups and spoons for those who can not read measurements, tactile glue/visual marks on the microwave, washer/dryer, stove, etc. allowing student immediate information about settings, etc.
- Work trials in community settings and within the school allowing work training, along with clear visual charts of earning and the opportunity for spending. Connect production to earnings.

| | |
|--|--|
| | <ul style="list-style-type: none"> • Support to fully utilize student iPad, including review of apps and accessibility settings. • Exploration of technology accommodations. |
|--|--|

Summary:

NTSD is in an ideal position to establish a strong DHH program. Staff interviewed expressed interest and eagerness to gain skill. It is the experience and belief of CDHL that attaining critical mass is crucial to creating an effective deaf program. Opening the doors and inviting other districts to participate will have a profound impact. “If you build it, they will come,” is an adage that has been proven true time and again in districts across the nation. A “program” for one or two students per school doesn’t afford developing children and youth much needed opportunities to build identity, self esteem, exposure to the experiences of other children, their language, their vocabulary, their personalities, or their strengths.

Full language access to both English and American Sign Language, deaf and hard of hearing adult role models, friends who share the same language and life experiences are all vital to the positive and healthy development of strong deaf and hard of hearing children. There are two considerations that need to be addressed: developing full language skills and learning new content. Developing full language competency is paramount. Full time mainstream programs dictate that all instruction is interpreter mediated. Learning new content should not be at risk because of limited language access. Having a full language and full access to both teacher and peers readies the student to learn new content. There must be time when direct instruction from a teacher of the deaf, interaction with adults and peers and discussion is presented in ASL. Information and new content needs to be given in a language that is fully accessible, i.e. ASL. Students develop metacognitive and metalinguistic skills that then establish a foundation for bridging to additional language, i.e. English. Explicit instruction needs to be provided on developing bilingual strategies and how to meaningful code-switch between the two languages.

For North Thurston School District, training for staff, students (when age appropriate) and families would be beneficial starting with the following topics:

- Language acquisition for DHH children, including code-switching across the pendulum of ASL to English.
- American Sign Language and Deaf Culture.
- ASL English Bilingual Education, language planning, assessments, appropriate curricula and transition plans.

- Training in literacy approaches for deaf and hard of hearing students with the expectation that they can be reading at grade level.

Students would benefit greatly from having more opportunities to meet and interact with Deaf adults and to more transition experiences from School to Work or College.

CDHL looks forward to supporting to North Thurston School District's deaf and hard of hearing program in any way possible in the future. We appreciate the opportunity to meet the enthusiastic and dedicated staff and students.

Consultants: Kerianne Christie (Birth-3 Specialist), Cathy Corrado (Literacy Specialist), April McArthur (ASL-English Bilingual Services Director), Erica Pedro (Behavior Specialist), and Jennifer White (Transition Specialist).



Washington Statewide Outreach Team



Program Development and Review Report

Annual Report 2014-15 School year

District: Spokane Public Schools

District Contact: Angela Johnstone, Michelle Gwinn, Laura Pieper

Dates: Submitted June 10, 2015

Referral and Background Information:

The Center for Childhood Deafness and Hearing Loss (CDHL) has been working with Spokane Public Schools since the spring of 2013 to evaluate the existing service delivery model and design a comprehensive service delivery system for children who are deaf/hard of hearing (d/hh). This report is designed to identify major milestones and accomplishments for the 2014-15 school year and articulate anticipated activities for the 2015-16 school year. Because this is a report of an on-going review process, recommendations are not included. This is a collaborative “work-in-progress.” It has been an honor to work with the high caliber of staff and the engaged community throughout this process.

Planning Phase

Designing the activities required much work with administration, staff and the community. Ms. Johnstone and Ms. Gwinn have taken the lead on this for the past two-plus years. Beginning this process in 2013 we identified a four year plan including sequential planning, staff involvement, program design, community involvement, resource and data analysis, an implementation plan and ultimately a newly designed program to be implemented in incremental steps.

Activities

Working together with administration and staff we have identified areas of concern, areas of strength, resource allocation and designed a plan to involve the community to build the program responding to the concerns of parents, other family members, students, deaf community members and staff. We have held three community meetings and have been responsive to the concerns identified by stakeholders.

As a group, CDHL has provided staff and consultants who have met with the administrative team at least twice a month to design a communication and activity plan to support the staff and community as we have proceeded through this program development process. We have also met with a d/hh core group,

made up of community members, staff and administration at least monthly. Our focus has been on engaging the community members and staff to develop a positive working relationship with all stakeholder groups. This has been effective, however, there is a need to have meetings with just staff and administration separate from outside stakeholders as there are district related issues that need to be addressed separate from the public. This is to support effective strategies for program development and continue to develop trust with the community demonstrating that SPS has the expertise to meet student and family needs in the area of providing appropriate school services.

We have held three community forums. The first forum was held on November 13, 2014 and we walked stakeholders through a process where they identified areas of concern and areas of strength of the current d/hh program. From the information we gathered at that meeting we were able to identify three areas to develop action steps as we collaboratively develop a program. This method is designed to involve the community in the development process to create a more comprehensive plan. The three areas of concern were:

1. Building community;
2. Use of technology; and,
3. Professional development and training opportunities for staff and families.

At the subsequent meetings on March 26, 2015 and May 14, 2015 the meetings focused on the identified areas of concern. It is important to note that the top concern identified by the community stakeholder group, by an overwhelming margin, was “building community.”

Next steps

There are many activities that will lead to the implementation plan for a d/hh program at Spokane Public Schools. Over the coming 2015-16 school year we will be working on the following activities:

1. On-going community building activities
2. Program development
3. Staff and resource planning
4. Program implementation plan
5. Staff development for interpreters, teachers, audiology support, speech pathology support, support for teaching in a multi-lingual environment (use of American Sign Language, English, Listening and Spoken Language support amongst others)
6. Working with other local school districts and other community partners to identify areas to collaborate in order to develop a sustainable program
7. Design a plan for the 2016-17 school year to present to senior management

8. Design a five (5) year plan for service delivery and implementation of a comprehensive service delivery plan.

Summary

Together CDHL and SPS staff have addressed concerns and program gaps and have a plan to improve service delivery for deaf/hard of hearing children. Our focus has been to engage the community, provide supports for staff delivering services to students in the classroom and academic setting as well as build a stronger community for students to move on to success in their post-school lives.

I want to thank Angela Johnstone, Michelle Gwinn and Laura Pieper for their support as we walked through the program review process which began two years ago and has lead to community involvement and program development this year. I would also like to acknowledge that this could not have happened without the strong collaborative process supported by these people as well as the staff who strive for excellence in delivering support and academic instruction at the building level –teachers, speech pathologists, audiologist, general education teachers, involved building principals, interpreters, para-educators and other support personnel. Without the commitment of many people this work would not be successful.

Respectfully submitted,

Rick Hauan
Executive Director
WA State Center for Childhood Deafness and Hearing Loss (CDHL)