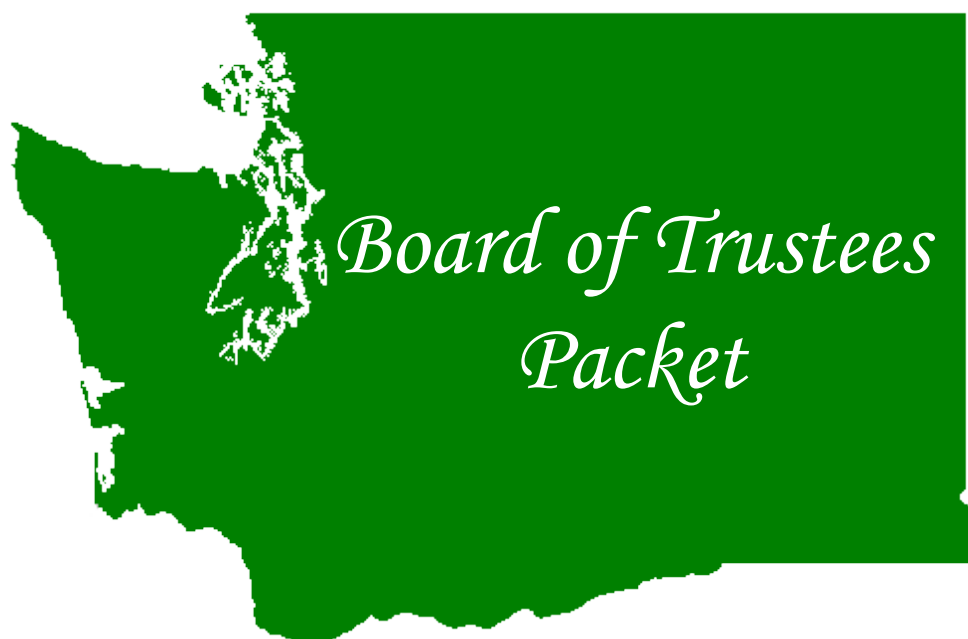


*Washington State Center for Childhood
Deafness & Hearing Loss*

Washington School for the Deaf

*C
D
H
L*

*W
S
D*



October 30, 2015

**WASHINGTON STATE CENTER FOR
CHILDHOOD DEAFNESS & HEARING LOSS**
Board of Trustees Packet
October 30, 2015

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

AGENDA ITEMS

- Board Minutes
 - October 2, 2015
- Reports:
 - Board Finance Committee
 - Executive Director - Rick Hauan
 - Superintendent – Jane Mulholland
 - Outreach - Kris Ching, Carol Carrothers
- Common Ground Project information
- Policy review – 1st reading
 - Suicide Prevention (2145 – formerly 3403)
 - Self Harm/Suicide Threats/Suicide Attempts by Students (3403)
 - Nondiscrimination – Students (3210)
 - Transgender Students (3211)

INFORMATIONAL ITEMS

- CDHL/WSD data

**WASHINGTON STATE CENTER FOR
CHILDHOOD DEAFNESS & HEARING LOSS
Board of Trustees Meeting
October 30, 2015**

- | | |
|------------|---|
| 8:30 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 |
| 9:45 a.m. | Call meeting to order and determination of a quorum
Approval of October 2, 2015, minutes |
| 9:55 a.m. | Reports <ul style="list-style-type: none">• Board Finance Committee• Questions/comments regarding Board reports |
| 10:15 a.m. | D.E.A.F. (Deaf Education Advocates Foundation) <ul style="list-style-type: none">• Bill Brelje, D.E.A.F. board member |
| 11:30 a.m. | Common Ground Project update <ul style="list-style-type: none">• Rick Hauan, Executive Director |
| 12:00 noon | Lunch |
| 1:00 p.m. | Policy Review – 1 st Reading <ul style="list-style-type: none">• Suicide Prevention (policy 2145)• Nondiscrimination (policy 3210)• Transgender Students (policy 3211) |
| 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...." |
| 2:45 p.m. | Plan for January 22, 2016 meeting |
| 3:00 p.m. | Adjourn |

WASHINGTON STATE CENTER FOR CHILDHOOD DEAFNESS & HEARING LOSS

BOARD OF TRUSTEES

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

<i>Voting Members</i>	<i>Address</i>	<i>Cong Dist.</i>	<i>Contact Information</i>	<i>Date Apptd.</i>	<i>Term Expires</i>	<i>E-Mail/Fax</i>
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	07/01/20	allie.joiner@cdhl.wa.gov
Nancy Sinkovitz	6403 NE 75 th Street Vancouver, WA 98661	3	(360) 910-0338	10/01/14	07/01/20	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	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	07/01/20	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

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				

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

Mark Your Calendars!

Deaf Awareness Week

September 21 - 25, 2015

Homecoming

October 1, 2015

Open House

October 1, 2015

Terrier Invitational (Volleyball)

October 2 - 3, 2015

WSBC/WSBCC 2016

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

Statewide ASL Poetry Competition

March 10, 2016

All Star Day (Secondary only)

May 26, 2016

Graduation

High School: June 15, 2016

Elementary Awards Picnic

June 16, 2016

Legend



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

Red

EARLY RELEASE DATES

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

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

After School Program

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

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

*No transportation provided on Registration Day

**Holiday and travel day

Statewide and School Testing Window

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

Fall testing: October 2015

Spring testing: April 2016

SBAC (Smarter Balanced Assessment Consortium)

April - June 2016

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

Agenda Items

**WASHINGTON STATE CENTER FOR
CHILDHOOD DEAFNESS & HEARING LOSS
BOARD OF TRUSTEES MEETING
October 2, 2015**

Board Members: Maria Christianson (District #1)
Allie Joiner (District #2)
Nancy Sinkovitz (District #3)
Nita Kamphuis (District # 4)
Char Parsley (District #5)
Rita Reandeau (District #6)
Ariele Belo (District #7)
Nancy Fitta (District #9)
Larry Swift (District #10)

Absent: Sidney Weldele-Wallace (District #8)

Legal Counsel: Bonnie Terada

Executive Director: Rick Hauan

Superintendent: Jane Mulholland

Recorder: Judy Smith

Interpreters: Dave Morrison, Catherine Thomas

Guests: Jessica Sydnor, Director of Business Operations
Gabriel Vangelys, Teacher of the Deaf/WSD
Julie Spigner, School Counselor/WSD
Chris Newell, School Psychologist/WSD
Safer Hafer, ASL Specialist/WSD
Guthrie Nutter, ASL Special/CDHL Statewide Outreach Team

The meeting was called to order by Char Parsley, acting chair, at 9:45 a.m. It was determined a quorum was present.

Minutes – June 12, 2015

Nita Kamphuis moved to approve the June 12, 2015, meeting minutes. Ariele Belo seconded the motion. It was voted on and approved.

Finance Committee Report

Good news - CDHL ended the fiscal year in the black! We will be returning \$74,000 in savings.

The legislature has fully recognized that funding for CDHL's outreach activities are partly their responsibility. This funding will help provide additional resources to school districts but will not affect funding for WSD.

CDHL was allocated \$500,000 for minor works projects but no funds for capital. The challenge this biennium is to deal with the unexpected maintenance issues. The majority of the minor works funding will be used for an emergency communication system.

Thanks to Jessica Sydnor and her team for their outstanding work!

Notes:

- CDHL/WSD has hired approximately 20 new staff members this year.
- Allie Joiner attended the grand opening of the Salish Sea Deaf School in Anacortes. Jane Mulholland will be meeting with the director next week to offer support.
- Gallaudet would like CDHL to partner with them on their "bookmark" project which is to develop a quick reference guide for general education teachers working with DHH children for the first time.

Updates from April McArthur (Director of Bilingual Services), Wendy Schlitz (School Counselor), Guthrie Nutter (ASL Specialist/Outreach)

- Welcome to Guthrie Nutter, new ASL Specialist for the Statewide Outreach Team.
 - DAW (Deaf Awareness Week) was held the last full week of September. This year's theme was "Sign Language Rights, Our Children, Can!" Representatives Liz Pike and Lynda Wilson, along with Vancouver City Councilman Jack Burkman were in attendance.
 - Highlights of the week were shared which included a performance and workshops by deaf performer, Dack Virnig.
 - Thanks to Guthrie, Sarah Hafer and Krissy Walker for their hard work setting up this event. What a great week!
 - The goal is for DAW to be a statewide event.
- Social-Emotional Development in Deaf Education
 - Our job as educators is to analyze the different components of the whole child. It is important to see what is overlooked, forgotten, ignored, can't be seen, fluffy stuff, or social norms.
 - 75%-80% DHH children are mainstreamed and 95% are born to hearing parents.
 - Relationships with others is extremely important:
 - Full & equal participants
 - Conversing with ease
 - Feeling respected, accepted, & valued
 - Feeling emotionally safe & supported
 - Being challenged

- Suggested reading: *“Turning the Tide: Making Life Better for Deaf and Hard of Hearing Schoolchildren”* by Gina A. Oliva and Linda Risser Lytle.
 - April McArthur shared her experiences of growing up deaf in a hearing world.
 - Need to work together for a unified voice. CDHL has started this process through their outreach program but there is much work left to be done.
 - Be sure to include hard of hearing children as they are in both worlds and it can be extremely difficult for them to find an identity as they are neither deaf nor hearing.
 - Extremely important that parents are fully informed so they can make well educated decisions for their children.
- The Board always enjoys having April present and give the Board a look into the fantastic work she is doing throughout the state.
 - Wendy Schlitz said that work is in progress on a position statement and a supplemental manual for American School Counselors Association (ASCA) and the needs of Deaf and Hard of Hearing students. In April, 2015, 11 individuals representing Gallaudet University School Counseling Program and four schools for the deaf, along with a representative from ASCA, met at Gallaudet for a working weekend to continue revising the position statement and to begin work on a supplemental manual that can be provided to all school counselors, both in the mainstream and deaf schools. At that retreat the representative from ASCA committed to publishing and disseminating the manual once it is finished. The manual will be linked to the ASCA national model for school counseling programs and will propose four additional components and four additional themes related to that unique needs and challenges of DHH students.

Repeal policy 3204: Aversive Interventions

With the passage of Substitute House Bill 1240, CDHL’s policy 3204: Aversive Interventions, should be abolished.

Nancy Fitta moved to abolish policy 3204 (Aversive Interventions). Nita Kamphuis seconded the motion. It was voted on and approved.

The Board had lunch with new CDHL/WSD staff members.

Common Ground Project agenda item has been postponed until October 30th meeting

Assessment Update (Shannon Graham, Curriculum & Assessment Coordinator)

Assessment framework

- ASL
- English
- Math

- New admissions

Measures of Academic Progress (MAP)

- Testing takes place October & April
- December & January for ESY (Extended School Year) screening

ASL Assessment

- 67% showed growth (half a level or more)
- New students: 6 out of 7 new students showed growth in ASL by half a level or more so far this year.

Future direction

- Strengthen language assessment plan
- Further investigate growth trends
- Maximize MAP reporting features
- Improve storage & dissemination of data

Curriculum Adoption

- 2015/2016: Math (propose & purchase curriculum) and ELA (English Language Arts) (design scope & sequence)

Thanks to Shannon for a very informative presentation.

CEASD Accreditation (Jane Mulholland, Superintendent)

The CEASD Accreditation team will be on campus beginning October 25th. The Board is invited to have dinner with them that evening. The accreditation work will be held October 26-28. The team members are:

- Marcia Volpe, Pennsylvania School for the Deaf
- Tim Kelly, St. Mary's School for the Deaf
- John Serrano, Texas School for the Deaf
- John Cool, Iowa School for the Deaf
- Observer: Lisa Meneian-Cecile from British Columbia

The Board self-study, conducted two years ago, was reviewed and updates made.

Executive Session

The Board went into Executive Session at 1:30 p.m. for 20 minutes pursuant to RCW 42.30.110(1)(g) "To evaluate the qualifications of an applicant for public employment or to review the performance of a public employee...." The meeting reopened at 1:50 p.m.

Retirements:

- Jane Mulholland will retire on September 1, 2016. Jane said being superintendent of WSD has been her dream job and she is thrilled with what is happening on campus. She also expressed her appreciation of the Board's support over the past eight years.

- Bonnie Terada has been WSD and then CDHL's legal counsel since 1988. She will be retiring in April 2016. Bonnie will introduce her predecessor at the January meeting.
- It will be a great loss to WSD and CDHL when Jane and Bonnie retire. Their years of service and dedication to the students and staff of CDHL/WSD are greatly appreciated.

Next Board of Trustees meeting: October 30, 2015 at WSD

- Suggested agenda items include:
 - Behavior referral data
 - School district reviews
 - Policies – 1st reading

Adjournment

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

Char Parsley, Vice-Chair
CDHL Board of Trustees

Rick Hauan, Executive Director
CDHL

Date

Date

CDHL Board of Trustees Meeting – October 30, 2015

Reports from Executive Director, Superintendent, Outreach Directors

Rick Hauan, Executive Director

On-going

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

October 2015

- PNW Institute on Special Education & the Law (Seattle)
- WSDS meeting (Wenatchee)
- Statewide Outreach Team meeting (Tacoma)
- Meet new administrators for NW School for the Deaf and Hard-of-Hearing (Shoreline)
- Seattle Community meeting (Seattle)
- RESPECT K-20 (Spokane)
- ESD 101/Spokane Special Education Directors meeting
- ESD 123/Pasco Special Education Directors meeting
- Meeting with Instye Partners (Common Ground Project) (Atlanta)
- ADWAS Auction (Seattle)
- CEASD Accreditation visit (WSD)
- Central Kitsap/Shoreline program review

Jane Mulholland, Superintendent

Due to the short time between board meetings, my report will be short.

Accreditation: Depending on when you are reading this, the CEASD accreditation visit will be underway or finished. We will share the outcome of the visit with the Board on the 30th, and will make the full report available when it is received in a month or so. I want to acknowledge the leadership and exemplary work Shauna Bilyeu has done leading the accreditation process. Likewise, thanks to Allie, Larry and Nancy for their participation in the visit, and to the entire Board for its involvement, interest and support. I am so proud of WSD and all our staff and stakeholders. We have an amazing school.

MAP Testing: The Measures of Academic Progress (MAP) testing is underway and will be completed by early November. This provides us data on new students, as well as information on how continuing students have retained information over the summer. Thanks to Shannon Graham and Janice Stotts for their work administering the tests, and to the teachers and teacher assistants for preparing the students.

School Video: In partnership with ESD 112, WSD has developed a new video focusing on our ASL-English bilingual instructional program. We will arrange for you to see it at the October 30 meeting. It is awesome!

Transition Fairs: In my role as Superintendent of WSD, I have been attending the state wide transition fairs planned and facilitated by Dan Crady and Lee Ellis. I am there as a vendor with information about WaCAD and WSD. I was at the fair in Burlington October 7 and Yakima October 22. These are amazing opportunities for middle school and high school students, as well as school staff, parents and community members to get information about transition options/services for the future. Over 80 people attended the fair in Yakima! I plan to participate in the rest of the fairs planned for the year, which should total 5.

Supervisor Training: Renee Cunningham, Jason Cox and April McArthur completed level 2 training for state supervisors in Olympia last week. Congratulations to the three of them!

Enrollment: While the enrollment numbers are a little lower at this point than usual, it is due to having lost 33 students at the end of last year due to graduation, students ending their 5th/6th year program, or families moving. We have already accepted over 20 new students this year with more pending. I anticipate we will be close to 110 again by the end of the year.

Have a great meeting. I am sorry I will miss it, but I appreciate being able to spend the time with my son on a brief trip to Mexico.

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

From Kris Ching.....

- Sept. 29 Preschool consult planning meeting CDHL & HSDC - Seattle (Kris & April)
- Oct. 5 CDHL Outreach Director meeting – virtual (Carol, Kris & April)
- Oct. 6 Home visits with Kristi Morrison in Soap Lake & Moses Lake (Kristi & Kris)
- Oct. 7 WSDS-CDHL-WSSB Collaboration meeting – Wenatchee
- Oct. 8 CDHL Outreach Team meeting – Tacoma
- Oct. 12 Georgia Pathway & CDHL videoconference meeting (Rick & Kris)
- Oct. 13 Family Academy Night (FAN) at WSD
- Oct. 14 K20 Respect meeting – Spokane (Rick, Carol & Kris)
- Oct. 15 Meeting with Danette Driscoll of Spokane HOPE School (Rick, Carol & Kris)
- Oct. 15 Special Ed. Director meeting at ESD 101 (Rick, Carol & Kris)
- Oct. 17 Deaf Nation Expo – Portland
 - Thank you to WSDAA for sharing a table with CDHL! ☺

- Oct. 21 Spokane Public School D/HH Staff meeting
- Oct. 22 Spokane Public School D/HH Staff & Community meeting
- Oct. 26 CEASD Outreach meeting (Kris, Carol, April, & Kerianne)
- Oct. 29 State Agencies Taskforce meeting – Olympia (Kris & Kerianne)

From Carol Carrothers.....

- October 7: WSDS meeting Wenatchee
- October 8: Outreach Team meeting in Tacoma. Focus was on leadership, what is offered at WSD, future trainings.
- October 9th: Met with James Kilpatrick and Lynessa Cronn at Northwest School for Deaf and Hard of Hearing Children. Began discussions of supporting their mentorship program and working with James for our SEE interpreters.
- October 10: WSRID conference. Gave a presentation on the history of HB 1144, current standards and the mentorship program.
- October 14: Respect K-20 meeting
- October 15: ESD 101 Director Special Education meeting

Spokane Falls ITP Advisory Meeting

- October 16: ESD 123 Director of Special Education meeting
- October 26: CEASD in Vancouver
- October 30: Salish Sea School visit

The Common Ground Project: Joint meetings between CEASD and OPTION Schools

Representatives from CEASD and OPTION (see below) have had 7 meetings since fall of 2013 and another is scheduled for April 20th. What started as exploratory discussions has progressed to increasingly clear identification of not only our differences but our common values and beliefs as well. Our hope is that we will at some point be able to collaborate on behalf of the Child First campaign and the education and whole person development of today and tomorrow's d/hh infants, children and youth and – in ways we have not in the past. We call this work the Common Ground Project.

Thus far, *Rick Hauan*, Executive Director of the Washington Center for Childhood Deafness and Hearing Loss (CDHL) which is the parent organization of the Washington School for the Deaf, has served as facilitator of the joint meetings. *Jane Mulholland*, *Joe Finnegan*, *Ron Stern* and *Jamie Tucker* have represented CEASD with the following people participating on behalf of OPTION: *Barbara Hecht*, President of OPTION Schools and Director of the Clarke School program in Boston; *Maura Berndsen*, Past President of OPTION and Educational Director of Listen and Talk in Seattle, WA; *Bill Corwin*, President of Clarke Schools and Chair of the OPTION Schools Legislation and Policy Committee; and *John Porteous*, *private businessman and chair of an OPTION school in Sacramento, CA*, who attended OPTION programs as a young child and was mainstreamed.

At our respective conferences in 2014, the Common Ground Project shared a draft of a vision statement, purpose, goals and shared understandings. After input and additional work this year, the boards for CEASD and OPTION have both unanimously approved this document, which is attached.

We look forward to the continued work of the Common Ground Project and to the positive benefits that can occur for deaf and hard of hearing students in our schools and programs.

The Common Ground Project

A joint project of CEASD and OPTION Schools

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

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

Goals:

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

Shared Understandings

- 1) One size does not fit all. The full continuum of communication choices and educational placements must exist so an appropriate program can be offered to meet each child's needs.
- 2) Children birth-to-3 and their families should have access to funded services in center-based settings where they have an opportunity to meet other families and other children who are D/HH and receive multidisciplinary services from specially qualified personnel.
- 3) Children 3 – 5 and their families should have access to funded services in center-based settings where they have an opportunity to meet other families and other children who are D/HH and receive multidisciplinary services from specially qualified personnel.
- 4) Qualitative and quantitative data are critical to understanding the efficacy of programs and/or services for children who are D/HH and must be collected at the program, state and national level.

Data needs to include but not be limited to demographics; language access and acquisition; literacy and academic benchmarks; cognitive ability; social/emotional development; post school outcomes; and developmental indicators.

- 5) Eligibility determinations for special education and 504 plans should take into consideration the supports the child has required (birth-3) and will require (3-21) to develop age-appropriate language, pre-academic/academic and developmental skills, and to access the curriculum as an engaged learner/participant at the school.
- 6) IEP teams/service delivery models need to plan for the unique educational and access needs of a child/student who is D/HH, and address the whole child including academic, cognitive, social/emotional, communication, and language development components.
- 7) It is critical to provide accurate information to federal, state and local policy makers about the diverse needs of children who are D/HH. Explore areas where we can collaborate in this effort.
- 8) In order to prevent potentially lifelong developmental ramifications, a child identified as D/HH requires immediate and ongoing specialized, quality, family-centered early intervention/involvement designed to meet that child's individual needs.
- 9) States must develop a system for empowering parents of newly-identified deaf/hard of hearing infants/toddlers/children to become informed decision-makers through provision of complete, balanced, unbiased information about their learning and whole person development needs, language acquisition, communication modalities, technology and the early intervention system.
- 10) Families with children who are D/HH need ongoing, quality opportunities to receive accurate information about the range of language and communication needs, whole child development, educational approaches and placement options, the special education process, and the importance of the parents' role and decision-making throughout.
- 11) Children who are D/HH should not be made to fit into the program that happens to exist in their local area. The needs of the child, which are informed by the family's desired outcomes for the child or other family circumstances, data, team input and evaluation, should drive program, services and placement.
- 12) LRE has been misapplied by federal, state and local agencies. D/HH children should receive their education and support in an environment that meets their individual needs.

3/18/15

CENTER FOR CHILDHOOD DEAFNESS AND HEARING LOSS

POLICY: 2145
(formerly policy 3403)

Adopted: March 6, 2015
Revised:

SUBJECT: **Suicide Prevention**

Approved by: _____
Sidney Weldele-Wallace, Chair, CDHL Board of Trustees

The CDHL Board of Trustees recognizes that suicide is a leading cause of death among youth and those suicidal indicators such as substance abuse and violence are complex issues that should be taken seriously. While CDHL/WSD staff may recognize potentially suicidal youth and the CDHL/WSD can make an initial risk assessment, the CDHL/WSD cannot provide in-depth mental health counseling. Instead, the board directs CDHL/WSD staff to refer students who exhibit suicidal behaviors to an appropriate service for further assessment and counseling.

CDHL/WSD staff who have knowledge of a suicide threat must take the proper steps to support the student and to report this information to the building principal or designee who will, in turn, notify the appropriate school officials, the student's family and appropriate resource services.

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

- Identify training opportunities for staff on recognizing, screening and referral of students in emotional or behavioral distress, including those who exhibit indicators of substance abuse, violence or suicide;
- Describe how to utilize the expertise of CDHL/WSD staff trained in recognition, screening and referral;
- Provide guidelines, based on staff expertise, for responding to suspicions, concerns or warning signs of emotional or behavioral distress;
- Address development of partnerships with community organizations and agencies for referral of students to support services, to include development of at least one memorandum of understanding between the CDHL and one such entity;
- Contain procedures for communication with parents;
- Describe how staff should respond to a crisis situation where a student is in imminent danger to himself or herself or others;
- Describe how the CDHL/WSD will provide support to students and staff after an incident of violence or student suicide.

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

Cross References: 3211 - Transgender Students
 3207 - Prohibition of Harassment, Intimidation and Bullying
 2140 - Guidance and Counseling **(will be presented at the
January meeting for a 1st reading)**

Legal References: RCW 28A.410.226 Washington professional educator
 standards board — Training program on youth suicide
 screening — Certificates for school nurses, social workers,
 psychologists, and counselors — Adoption of standards.
 RCW 28A.410.043 School Counselor Certification
 RCW 28A.320.1271 Model school district plan for
 recognition, initial screening, and response to emotional or
 behavioral distress in students.
 RCW 28A.320.127 Plan for recognition, screening, and
 response to emotional or behavioral distress in students.

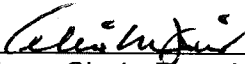
WASHINGTON SCHOOL FOR THE DEAF

POLICY: **3403**

Adopted: **March 6, 2009**

SUBJECT: **Self Harm/Suicide Threats/Suicide Attempts by Students**

Approved by:


Allie "AJ" Joiner, Chair, Board of Trustees

The Board is committed to promoting healthy relationships and a safe learning environment. To this end, all student threats or actions related to self-harm or suicide occurring on school property or at activities under the jurisdiction of the school will be immediately addressed. Staff will take all information regarding threats or actions of self-harm or suicide seriously. Staff will follow the procedures below for the protection of the student. Staff will make no promises to the student about keeping the information secret. Information regarding self-harm, suicide threats or suicide attempts cannot be held as confidential. With the student's knowledge, information related to self-harm or suicide risk should be shared with relevant professionals, caregivers and parents/guardians, solely for the purpose of keeping the student alive and safe. This policy is in effect for all students regardless of age. For the purpose of this policy, "parents" shall refer to parents, legal guardians, custodians, and caregivers of students that are under the age of 18 years or parents of students 18 or older for whom the adult student has given the school written permission to communicate with the parent.

CENTER FOR CHILDHOOD DEAFNESS AND HEARING LOSS

POLICY: 3210

Adopted:

SUBJECT: **Nondiscrimination - Students**

Approved by:

Sidney Weldele-Wallace, Chair, CDHL Board of Trustees

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

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

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

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

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

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

Cross References: 4260 - Use of School Facilities
 3211 - Transgender Students
 2151 - WSD After School Program
 2150 - Athletic Participation
 2140 - Guidance and Counseling (**will be presented at the January meeting for a 1st reading**)
 2030 - Service Animals in Schools (**we have 2163: Animals on Campus – this will be researched for the January meeting**)
 2020 - Curriculum Development and Adoption of Instructional Materials

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

CENTER FOR CHILDHOOD DEAFNESS AND HEARING LOSS

POLICY: 3211

Adopted:

SUBJECT: **Transgender Students**

Approved by:

Sidney Weldele-Wallace, Chair, CDHL Board of Trustees

The CDHL Board of Trustees believes in fostering an educational environment that is safe and free of discrimination for all students, regardless of sex, sexual orientation, gender identity or gender expression. To that end, the board recognizes the importance of an inclusive approach toward transgender students with regard to official records, confidential health and education information, communication, restroom and locker room accessibility, sports and physical education, dress codes and other school activities, in order to provide these students with an equal opportunity for learning and achievement. This policy and its procedure will support that effort by facilitating CDHL/WSD compliance with local, state and federal laws concerning harassment, intimidation, bullying and discrimination.

Cross References:

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

Legal References:

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

Management Resources:

Prohibiting Discrimination in Washington Public Schools - OSPI Guidelines for school districts to implement Chapters 28A.640 and 28A.642 RCW and Chapter 392-190 WAC (February 2012)

Informational Items

CDHL Data October, 2015

WSD Campus

- Elementary School: 31
- Middle School: 11
- High School: 47
- WaCAD: 8
 - Total students: 97

Statewide Outreach

- Birth to 5 program
 - Southwest Washington: 4
 - Central Washington*:
 - Birth to 3: 10
 - 3 to 5: 3
 - Kindergarten to 12th: 9

*This position now works with Birth to 12th grade children

Districts Served Through Statewide Outreach (2015-2016 School Year)

ESD 101	ESD 105	ESD 112	ESD 113	ESD 114	ESD 121	ESD 123	ESD 171	ESD 189
East Valley	Yakima	WSSB	Chehalis/Centralia	Central Kitsap	Auburn	Richland	Moses Lake	Anacortes
Freeman	Sunnyside	La Center	Elma		Franklin Pierce	Walla Walla	Wenatchee	Burlington-Edison
Pullman			Rochester		Highline	Pasco	Bridgeport	Everett
			Toledo		Issaquah			Mt. Vernon
					Puyallup			Edmonds
					Snoqualmie			Lake Stevens
					Tacoma			
					Seattle			
					Shorenorth (preschool)			

- Audiology services: 32
- ASL Educational Interpreter evaluations: 23
- Program studies: 5
- Student visits contracted 2015/2016 school year: 63
- Students contracted 2015/2016 school year: 195