

**WASHINGTON STATE CENTER FOR
CHILDHOOD DEAFNESS & HEARING LOSS**
Board of Trustees Packet
September 5, 2014

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

AGENDA ITEMS

- Board Minutes
 - June 12, 2014
- Reports:
 - Executive Director - Rick Hauan
 - Superintendent - Jane Mulholland
 - Outreach - Kris Ching, Carol Carrothers
- Strategic Plan draft

INFORMATIONAL ITEMS

- Enrollment Data (end of school year 2013/2014)

**WASHINGTON STATE CENTER FOR
CHILDHOOD DEAFNESS & HEARING LOSS
Board of Trustees Meeting
September 5, 2014**

8:30 a.m. Board Finance Committee meets (Executive Director's office)
Nita Kamphuis, Larry Swift, Sidney Weldele-Wallace, Maria
Christianson, Rick Huan, Jane Mulholland, Jessica Sydnor,
Bonnie Terada



9:30 a.m.

Note the time change

Call meeting to order and determination of a quorum
Approval of June 12, 2014, minutes

9:45 a.m. Finance Committee Report
Board Retreat Update
Questions regarding reports in the Board packet

10:45 a.m. ASL moment
April McArthur, Director of Bilingual Services

11:15 a.m. Strategic Plan Discussion
Rick Huan, Executive Director

12:00 noon Lunch

1:00 p.m. Prepare for Executive Director's Evaluation

2:00 p.m. Executive Session pursuant to RCW 42.30.110(1)(g) "To
evaluate the qualifications of an applicant for public employment
or to review the performance of a public employee...."

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)

| 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 |
| Vacant | | 3 | | | | |
| Nita Kamphuis, Chair | 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 | 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 | 07/01/14 | rita.reandeau@cdhl.wa.gov |
| Ariele Belo, Vice Chair | 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 | 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.wallace@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 | 07/01/14 | larry.swift@cdhl.wa.gov |

WASHINGTON SCHOOL FOR THE DEAF

2014/2015 School Year

July 14

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December 14

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February 15

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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

ASL Poetry Competition
March 5, 2015

High School Graduation
June 11, 2015

8th Grade Graduation
June 17, 2014

October 14

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November 14

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April 15

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| <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>1:00 p.m. ~ Residential students will go to the cottages, day students will ride bus home</p> <p>September 11, October 16, November 13, December 11, January 8, February 12, April 16, May 14</p> | <p style="text-align: center;">After School Program</p> <p style="color: green;">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</p> |
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|-------------------------------------|----------------------------|--|-------------------|
| 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 | |

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

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
June 12, 2014**

Board Members: Maria Christianson (District #1)
Allie Joiner (District #2)
Nita Kamphuis (District #4)
Char Parsley (District #5)
Rita Reandeau (District #6)
Ariele Belo (District #7)
Sidney Weldele-Wallace (District #8)
Nancy Fitta (District #9)
Larry Swift (District #10)

Director: Rick Hauan

Superintendent: Jane Mulholland

Legal Counsel: Bonnie Terada

Recorder: Judy Smith
Interpreters: Julie Moore, Don Coates

Guests: Nancy Sinkovitz, Director of Residential Services
Jessica Sydnor, Business Services Manager
Kris Ching, Director of Outreach (Birth to 3)
Lorana Myers, Procurement Specialist
Chris Newell, School Psychologist
Renee Outlaw, Speech & Language Pathologist
Carole Kaulitz, Speech & Language Pathologist
Larry Petersen, Former WSD Superintendent
Julia Petersen, Seattle Children's Hospital

The meeting was called to order by Nita Kamphuis, chair, at 10:56 a.m. It was determined a quorum was present.

Thanks to Nancy Sinkovitz for her years of service!

Nancy Sinkovitz, Director of Residential Services, is retiring at the end of August after 26 years of service. The Board members thanked Nancy for her dedication to WSD and its students. Best of luck Nancy!

Agenda addition

An Executive Session was added to today's agenda.

Sidney Weldele-Wallace moved to add an executive session to today's agenda. Allie Joiner seconded the motion. It was voted on and approved.

Minutes – May 2, 2014

Changes: correct the spelling of Sidney's name and add "month" to the Green Team report as the students have saved WSD \$200 per month.

Char Parsley moved to approve the May 2, 2014, meeting minutes with the above noted changes. Nancy Fitta seconded the motion. It was voted on and approved

Board Finance Committee

Staff is putting together savings ideas to offset the substantial budget shortfall for the 2014/2015 fiscal year. Vacancies may not be filled which could severely impact services to children both on the WSD campus and throughout the state. The state of Washington is also facing a significant budget shortfall and the legislature will have to make some very tough decisions.

Reminder: Board Retreat is scheduled for July 29-30 at WSD.

It is important that all Board members be at the summer retreat as the main topic of discussion will be the budget crisis we are facing for FY15 as well as the submission of the 15-17 biennial budget. Also, possible discussion topics will be:

- 2015 CEASD National Conference
- Follow-up on the report to the legislature
- Mission/Vision of CDHL and WSD

Academic Overview (Shauna Bilyeu, Elementary Principal)

Assessment Data for the 2013-2014 school year was shared with the Board. Highlights are as follows:

Reading growth:

- 63% of elementary students
- 50% of secondary students
- Overall growth in reading was 52%

Math growth:

- 56% of elementary students
- 56% of secondary students
- Overall growth in math was 56%

Language usage growth:

- 56% of elementary students
- 61% of secondary students
- Overall growth in language usage growth was 65%

ASL growth

- Students K-6th grade were tested and showed an overall growth of 67% (half a level or more). The process to evaluate ASL skills is just starting and staff is receiving the necessary training.

This PowerPoint will be presented at the Statewide Outreach Team retreat in August so the team members can then share the information with districts they serve. It was also suggested that this information be shared at the WASA (Washington Association of School Administrators) Special Education Conference which is being held August 7-8 in Tacoma.

Outreach Overview (Kris Ching, Director of Outreach ~ Birth to preschool)

The news of CDHL's birth to preschool outreach program is well known statewide. The budget ramifications require that we seek support from other agencies to support this new statewide system. New referrals have been received from Walla Walla, Bellingham, and Spokane.

Residential Overview (Nancy Sinkovitz, Director of Residential Services)

Note from the Superintendent: WSD's residential program is the best she has ever seen thanks to Nancy's leadership and a great residential department staff.

BR (Behavioral Referral) Information

- Currently using Skyward (similar to other schools in the area) which is an automated system for documenting and collecting behavior data.
- There has been a 46% drop in BRs from last year and the number has dropped dramatically from the 2002/2003 school year due to:
 - Really great students
 - Really great staff
 - Consistent expectations
 - Terrier Pride ticket program in the secondary department
 - More Honor and Gold levels achieved than ever before in the residential department
 - BR data is analyzed monthly and problem areas are addressed
- In the process of looking at a new, more user friendly program called SWIS (School Wide Information System). SWIS is a confidential web-based information systems to collect, summarize, and use student behavior data for decision making. SWIS aligns with the philosophy behind Positive Behavioral Intervention & Supports (PBIS) which is currently in use at WSD.

Bilingual Moment (April McArthur, Bilingual Services Director; Lyra Behnke, ASL Specialist; Krissy Walker, ASL Assistant)

How do you approach language planning?

- Status planning: How is a language viewed in society and/or government
- Corpus planning: Resources (i.e. curriculum) to support language
- Attitude planning: Is the language supported
- Acquisition planning: Teacher training programs on how to teach English

WSD became a bilingual school in 2009 with the focus on ASL and English. The journey on the bilingual path included:

- AEBPD (ASL/English Bilingual Professional Development)
- ASL Professional Development

- ASL Programming

All AEBPD staff training finished this year and the focus now is on ASL professional development.

Assessing ASL skills

- Social language (i.e. greetings, requesting information, etc.)
- Academic language (i.e. informing, comparing, ordering, etc.)
- It is important to understand the “Language Ladder” which begins at the bottom with “Language for communication of basic needs” to the top rung of “Language as carrier of culture”. Very often parents only focus on the top rung and not on the steps to achieve that level.

What are we doing that’s different?

- Assessing students’ ASL skills
 - New students (regardless of age level)
 - P-levels at the elementary level
 - Piloting two new assessment
- Changing our instruction
 - Teaching ASL as a language
 - Using research based bilingual instructional strategies

ASL Immersion Class Program Description

- Develop understanding and use of basic/survival ASL through demonstration, practices and classroom activities.
- Use watching, viewing, and observation skills and strategies to gain understanding
- Use ASL skills and strategies to interact/work effectively with others
- Use ASL skills and strategies to effectively present ideas and one’s self in a variety of situations.

Two videos were shared with the Board demonstrating ASL growth of two WSD students from 2012 to 2014 ~ amazing!

The Board asked what is needed to continue this program:

- ASL classroom in the high school
- Fulltime ASL teacher
- Funding for in-depth linguistic skills training

The Board wished to extend their gratitude to staff who work so hard to give the students at WSD and throughout the state the language skills they must have to lead a successful and productive life.

WSD’s Class of 2014

WSD’s class of 2014 introduced themselves and shared their future plans with the Board.

- Trevor Dockter ~ Entering Washington Career Academy for the Deaf and attending Clark College in the fall
- Dalton Schatz ~ Returning to WSD as a 5th year transition student
- Samantha Rowland ~ Attending college in Seattle this fall
- Cesar Sanchez ~ Returning to WSD as a 5th year transition student
- Miguel Flores ~ Returning to WSD as a 5th year transition student
- Maria Preciado ~ Returning to WSD as a 5th year transition student
- Luis Herrera-Guerrero ~ Plans to work this summer and attend a community college in the future.

Congratulations to the class of 2014 and special thanks to the senior sponsors: Amy Ellis and Tyler DeShaw.

Civics Class (Piper Gallucci, Teacher)

WSD's civics class visited the meeting to see a Board in action. Board member, Allie Joiner, encouraged the students to vote when they become of age and support issues they believe in. Students in attendance were:

- Jackie Wiles
- Ricardo Pineda
- Jessane Rogers
- Hilda Beltran-Lopez
- Lexie DiCapua
- Uma Strempler
- Juan Gaytan-Arroyo
- Joel Castro
- Enrique Rodriguez

Plan for school year 2014/2015

Meetings will begin at 9:30 a.m. and end at 3:00 p.m. (Board Finance Committee will meet at 8:30 a.m.) on the following dates:

- September 5, 2014
- October 3, 2014
- November 7, 2014
- February 6, 2015 (Olympia area)
- March 6, 2015
- April 3, 2015
- May 1, 2015
- June 12, 2015

Nancy Fitta moved to accept the meeting dates as outlined above. Char Parsley seconded the motion. It was voted on and approved.

Election of Board Chair and Vice-Chair

Nominations for CDHL Board of Trustees Chair

Larry Swift made a motion to nominate Sidney Weldele-Wallace as the next Chair of the CDHL Board of Trustees and that her term be from July 1, 2014 – June 30, 2016. Nancy Fitta seconded the motion. Seeing there were no other nominations, this motion was voted on and approved.

Nominations for CDHL Board of Trustees Vice-Chair

Rita Reandeau made a motion to nominate Char Parsley as the next Vice-Chair of the CDHL Board of Trustees and that her term be from July 1, 2014 – June 30, 2015. Allie Joiner seconded the motion. Seeing there were no other nominations, this motion was voted on and approved.

Congratulations to Sidney and Char!

Executive Session

The Board went into Executive Session at 3:04 p.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 3:34 p.m. and closed for an additional 5 minutes.
- The meeting reopened at 3:39 p.m. and closed for an additional 5 minutes.
- The meeting reopened at 3:44 p.m. and closed for an additional 5 minutes.
- The meeting reopened at 3:49 p.m.

Adjournment

Hearing no objections the meeting was adjourned at 4:00 p.m.

Nita Kamphuis, Chair
CDHL Board of Trustees

Rick Huan, Executive Director
CDHL

Date

Date

CDHL Board of Trustees Meeting – September 5, 2014

Reports from Executive Director, Superintendent, Outreach Directors,

| |
|---------------------------------------|
| Rick Hauan, Executive Director |
|---------------------------------------|

On-going

- Governor’s Goal Council meeting on World Class Education
- Meetings with Seattle Public Schools
- Budget meetings

June 2014

- Meeting with ODHH’s director (Olympia)
- WSDS (Washington Sensory Disabilities Services) Retreat (Olympia)
- Meeting with Seattle area parent

July 2014

- DHH Interpreter Training Module Requirements (Seattle)
- Combined Summer Institute (Seattle)
- Board Retreat

August 2014

- Presentation with Carol Carrothers at the 2014 OSPI/WASA Special Education Workshop
- Meeting with OFM’s Policy Analyst and the Governor’s Deputy Chief of Staff
- Statewide Outreach Team Retreat
- Meeting with Deaf parent with early childhood background
- Spokane Public Schools staffing meeting

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| Jane Mulholland, Superintendent |
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Enrollment: We are starting the year with 105 students and have another 15-18 students in progress or planning to move to Vancouver within the next month. The elementary department has 27 students with a potential 10 more students; the secondary department has 69 with a potential 6 more students; and WaCAD has 9 with a potential 1 additional participant.

AEBPD: A second group of teachers and related services staff completed the ASL-English Bilingual Professional Development training conducted by our AEBPD mentors. These were teachers or staff that started at WSD two years or more after the original training began. We are proud to announce the following staff have met the requirements of this training: Wendy Schlitz, Jane Tabor, Nathan Boyes, Karl Reddy, Ryder Patton, Jennifer Ellis.

New WSD Family Members: We welcome the following new staff into the WSD Family. Shannon Graham, Curriculum and Assessment Coordinator; Anne Liversidge, Sub Teacher; Elaine Sweeney, Sub Teacher; Delena Perry, Sub Driver; Ron Verry, Cook; Sara Gallagher, Cook; Pam Whitney, Preschool Teacher. We are excited to have each of them with us and look forward to the contribution they will make to our program.

Fall Athletics: Football and Volleyball practices are underway and the start of the games is just around the corner. Thanks to the following coaches who, through their time, effort and dedication, help the students develop their skills both as an athlete and a scholar. Volleyball: Kelli Beechy, Krissy Walker; Football: Rob McArthur, Nathan Boyes; Cheerleading: Michelle Howard.

Common Core State Standards (CCSS): WSD is fully into the implementation of the CCSS. A CCSS core team consisting of Jennifer Ellis, Michelle Clark, Tyler DeShaw and Shannon Graham are leading the training effort. They are planning 9 in-services throughout the year, and are working with teachers individually to support their transition to the CCSS. Chris Newell, School Psychologist, is providing support to teachers to help them understand how to link IEP goals to the CCSS. An effort like this takes a lot of work and planning, and we appreciate the leadership these staff are providing.

Transition Services: Teresa Stotler-Martin oversees the transition services provided to students at WSD. This includes the transition component of the IEP, career testing, college preparation and support, and career awareness and readiness. Jennifer Ellis joins Teresa this year, focusing on career and work-experiences as part of the transition services students at WSD receive. Watch for more information on the work experience program and other aspects of transition throughout the year.

PBIS: We were able to maintain one period a day for Piper Gallucci to continue providing leadership in the Positive Behavioral Interventions and Supports program—WSD's school wide behavior program. A small group of staff received training in SWIS, a confidential, web-based information system to collect, summarize and use student behavior data for decision making. The PBIS team will meet for 30 minutes weekly to review behavior data and be able to respond quickly to emergent needs.

D.E.A.F.: The Deaf Education Advocates Foundation attended the opening all-staff meeting August 28 and announced an opportunity to apply for mini-grants of up to \$1000 to be used for a student enrichment activity or project. Any staff may apply. The deadline for applications is November 1st. This was a wonderful and welcome bit of good news after reviewing the budget for 14-15 and beyond. This summer former superintendent Larry Peterson joined the D.E.A.F. board as its newest member. Current officers are: President, Bill Brelje; Vice President, Despo Varkados; Secretary,

Carole Kaulitz; and Treasurer, David Born. We greatly appreciate D.E.A.F. for its support of the school.

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

From Kris Ching.....

July:

- Seattle IEE evaluation results meeting 7/7
- Virtual B-3 home visit Bellingham family – with Katie Humes WSDS 7/8
- Phone conference with CDHL consultants for Renton SD 7/15
- IEP meeting for Seattle IEE 7/22
- State Interagency Coordinating Counsel, Tumwater 7/23
- Combined Summer Institute 7/24-25
 - *Presentation, “The Importance of Social Language Before Academic Language” Kerianne & Kris*
 - *Cathy Corrado, April McArthur, Amy Kyler*
 - *Carol Carrothers*
- B-3 home visit with White Salmon family 7/30

August:

- D/HH EI Stakeholder planning meeting 8/4
- Clark County ICC meeting 8/5
- WSDS/ESIT subcontract meeting 8/5
- IFSP meeting (phone) with Benton-Franklin counties 8/16
- CDHL Outreach Retreat 8/11-13
- NCESD B-3 services contract meeting 8/14
- WA & OR Guide By Your Side Training 8/15-16
 - *Presentation – “IFSPs & IEPs, The Inside Scoop!” Kris & Amy Kyler*
 - *April McArthur & Shauna Bilyeu*
- D/HH Early Intervention Specialist Stakeholder meeting, PSESD 8/19
- Highline SD evaluation, Becky Butz-Houghton 8/19
- Part C transition evaluation results meeting, Auburn SD 8/20
- Meeting with Carol and Jae Stewart, Edmonds 8/20
- Hands & Voices Board meeting, Seattle 8/20
- ODHHS B-5 contract meeting with Claudia Foy 8/21
- HSDC meeting Brayde Willson 8/22
- Highline SD Part C transition evaluation, Becky Butz-Houghton 8/22

From Carol Carrothers.....

July:

- July 23: Met with Kabian Rendel, new SEE consultant for the Outreach Team

- July 24: Combined Summer Institute at Seattle University. DHH program had presentations to Administrators of DHH programs. Workshops were:
 - Interpreting Preschool to High School; how does it differ?
 - What does an Audiologist do in a School District?
 - The Importance of Having Language Before Academic Learning Begins
 - What Accommodations do DHH Children Need?
- July 25: CSI: Jon Levy from Orange County DHH Program Principal
- July 28-29: Board Meeting at WSD

August:

- August 1: Proctored the EIPA for one interpreter in Ellensburg.
- August 4: Proctored the EIPA for 2 interpreters in Spokane
- August 8: Gave presentation at the WASA Conference (WA Special Education Administrators) regarding HB 1144 and the Mentorship Project
- August 11, 12, 13 Outreach Team Retreat. 2 day Workshop Beyond Inclusion, Beyond Empowerment; 1 day Outreach summary of last year and changes for next year
- August 17, 18 and 19: Mentorship Workshop in Ellensburg for newly contracted mentors for the mentorship project. 19 people total
- August 20: Proctored EIPA for 3 interpreters in Edmonds
- August 21: Proctored EIPA for 5 interpreters in Edmonds
- August 22: Proctored EIPA for 5 interpreters in Tacoma
- August 28: Provided Inservice workshop for staff in Sunnyside School District

September:

- September 2: WSDS meeting

STRATEGIC PLAN:

WASHINGTON STATE CENTER FOR CHILDHOOD DEAFNESS AND HEARING LOSS (CDHL)

The Center’s (CDHL’s) primary functions are identified under RCW 72.40.015.

1. Managing and directing the supervision of the state school for the deaf (Washington School for the Deaf – WSD);
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;
3. Collaborating with appropriate public and private partners for the training and professional development of educators serving children who are deaf or hard of hearing.

Area of Service Delivery include:

- Instruction
- Curriculum and Assessment
- School-to-Career/Training
- Use of Technology

| OPERATE WSD | STATEWIDE SERVICES | Professional Development |
|---------------------------|---------------------------|---------------------------|
| Instruction | Instruction | Instruction |
| Curriculum and Assessment | Curriculum and Assessment | Curriculum and Assessment |
| Transition | Transition | Transition |
| Technology | Technology | Technology |

To each area apply Strength – Weakness – Opportunity – Threat (SWOT) analysis; then develop **access** and **success** goals for each area.

Function 1. Managing and directing the supervision of the state school for the deaf (Washington School for the Deaf – WSD)

- **INSTRUCTION**

ASL-ENGLISH BILINGUAL PROGRAM

| ASL | “The Connectors” | ENGLISH |
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| <p style="text-align: center;">Status</p> <ul style="list-style-type: none"> • S: Have begun work on an ASL curriculum framework; making conscious effort to put ASL on IEPs where possible; ASL evaluations | <p style="text-align: center;">Language Planning</p> <ul style="list-style-type: none"> • S: Most teachers understand and are using language allocations for both ASL and English; creating assessments in ASL to | <p style="text-align: center;">Status</p> <ul style="list-style-type: none"> • S: Students receive 2 classes daily in English language arts; have specially designed instruction on all IEPs; state wide assessments |

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| <p>at beginning and end of year for new students and for elementary students; teachers assigning P levels for elementary students;</p> <ul style="list-style-type: none"> W: No ASL specialist; no ASL LA teacher; no measurement of ASL content knowledge within SBA. O: Provide statewide support for ASL program development and bilingual instructional programs; SBA provides ASL interpretation of many test items. T: Don't have an ASL specialist or ASL teacher to provide support to WSD Secondary students or for statewide activities. | <p>measure content knowledge rather than paper/pencil assessment.</p> <ul style="list-style-type: none"> W: School wide language plan is not completed. O: Provide support to bilingual programs state wide for how to do language planning and its impact on program development and implementation. T: Don't have enough bilingual resources to meet the statewide need. Had to cancel training this summer because of not having the resource. Lack of training will lead to not doing language planning, both at WSD and state wide. | <p>are in English; English is the primary language of classroom resources.</p> <ul style="list-style-type: none"> W: Hard to measure content knowledge with English assessments. O: The ways of showing knowledge of English is improving through the SBA. T: Students still acquiring a first language have difficulty accessing information and demonstrating knowledge through English. |
| <p>Goals:</p> <ul style="list-style-type: none"> Success: ASL is offered as a content class for all students with its own learning objectives, outcomes for the purpose of developing literacy in ASL. Access | <p>Goals:</p> <ul style="list-style-type: none"> Success: ASL and English are equal within the instructional program both as languages of instruction and as content areas. Access | <p>Goals:</p> <ul style="list-style-type: none"> Success: Students develop in English. Access |
| <p>Corpus</p> <ul style="list-style-type: none"> S: Have begun expanding ASL curriculum resources in the library. W: ASL resources still inadequate to meet the need. O: Waiting for the Clerc Center "think tank" group to create an ASL curriculum T: Lack of instructional resources, developmental | <p>Bilingual Instructional Strategies</p> <ul style="list-style-type: none"> S: Most academic staff have completed AEBPD training; have an instructional framework that includes bilingual strategies. W: Use of bilingual strategies not used consistently school wide; need more in-class support for teachers; need to train cottage staff in bilingual | <p>Corpus</p> <ul style="list-style-type: none"> S: Adequate resources in English in general. W: Age-appropriate content materials with English-accessible language levels. O: Pilot English Language Learner (ELL) materials for use with Deaf/HH students T: Students can't perform well on high stakes assessments |

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| <p>benchmarks.</p> | <p>strategies.</p> <ul style="list-style-type: none"> • O: Offer virtual and on-site opportunities for incorporating bilingual instructional strategies in the classroom. • T: Resource allocation to support ongoing training; without this, the program would lose integrity. Lack of infrastructure for a building to support video conferencing and distance learning. | <p>without access to appropriate level English materials to build content knowledge and English literacy.</p> |
| <p>Goals:</p> <ul style="list-style-type: none"> • Success • Access | <p>Goals:</p> <ul style="list-style-type: none"> • Success: All TODs within the state are trained in and use bilingual strategies as an integral part of their instruction. • Access | <p>Goals:</p> <ul style="list-style-type: none"> • Success: Students have accessible, age and developmentally appropriate curriculum. • Access |
| <p>Attitude</p> <ul style="list-style-type: none"> • S: ASL/English Bilingual training for academic staff and administration • W: Lack of cultural perspective on the importance of ASL as a world language and lack of understanding and acceptance of ASL's role in relation to English language acquisition. • O: Creating understanding in public stakeholders about the critical role ASL has in creating academic success. • T: Outside influences that do not understand the importance of acquisition in ASL and its role in academic success. | <p>Best Practices in Deaf Ed</p> <ul style="list-style-type: none"> • S: Have components of a strong bilingual instructional program in place; content area instruction provided in English and ASL at language accessible levels; explicit teaching of vocabulary and background knowledge. • W: Students are not ready to learn when they arrive at WSD because they do not have the linguistic foundation to access instruction. • O: Students, interpreters and teachers can access professional development and direct instruction through | <p>Attitude</p> <ul style="list-style-type: none"> • S: ASL/English Bilingual training for academic staff and administration • W: Low expectations for D/hh students' success with English; lack of understanding about the English language acquisition challenges for D/hh students. • O: Provide training for constituents regarding English language acquisition issues • T: Lack of Post secondary training opportunities in WA State; low expectations lead to unemployment and underemployment. |

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| | <p>virtual or on-site opportunities.</p> <ul style="list-style-type: none"> • T: Current infrastructure, including staff, technical resources and facilities, does not allow for virtual instruction or training to occur. | |
| <p>Goals</p> <ul style="list-style-type: none"> • Success: Educate WSD stakeholders about the critical role of ASL in academic success. • Access | <p>Goals:</p> <ul style="list-style-type: none"> • Success: Develop and provide ongoing support for on-line course offerings for students and professional development opportunities for personnel statewide. • Access | <p>Goals:</p> <ul style="list-style-type: none"> • Success: Increase understanding of the connection between and impact on ASL and English language acquisition and raise expectations regarding English literacy. • Access |

Function 1. Managing and directing the supervision of the state school for the deaf (Washington School for the Deaf – WSD)

- **CURRICULUM AND ASSESSMENT**

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| <p>Common Core State Standards – Transition & Implementation</p> <ul style="list-style-type: none"> • S: Have CCSS core group made up of 3 teachers, curriculum and assessment coordinator, administrators; have begun training with staff; teachers are in various stages of implementation within their planning and instruction; have some resources; have contacts with other schools for the deaf to network with regarding their CCSS implementation. • W: Need a system for assessing CCSS implementation within planning and instruction; CCSS not yet reflected school wide on report cards and IEPs. • O: Teachers at WSD and state wide require more training and resources geared to the unique needs of our student population. • T: Trainings specific to WSD’s instructional environment are not readily available |
| <p>Goals:</p> <ul style="list-style-type: none"> • Success: All teachers will have the knowledge and resources related to CCSS and will use CCSS in IEP development and instructional planning and delivery. • Access |
| <p>Curriculum & Instructional Resources</p> <ul style="list-style-type: none"> • S: Have a curriculum and assessment coordinator to work with teachers and identify training needs and resources to support the instructional needs of their |

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| <p>students; have some dedicated budget for curriculum resources; have a Board of Trustees approved curriculum adoption cycle; have policy and procedure re: curriculum adoption.</p> <ul style="list-style-type: none"> • W: Some courses do not have curriculum; some curriculum is outdated. • O: As CCSS implementation occurs, a structure will be available for updating CCSS-aligned curriculum resources. Provide support to TODs and D/HH classrooms state wide regarding curriculum that supports or is adaptable to meet the need for differentiated instruction. • T: Sufficient budget to implement curriculum adoption cycle |
| <p>Goals:</p> <ul style="list-style-type: none"> • Success: WSD will have CCSS-aligned curriculum for all courses. • Access: |
| <p style="text-align: center;">Assessment: Classroom, School wide & School Based Assessment</p> <ul style="list-style-type: none"> • S: Teachers have basic 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. • W: Time for regular data analysis; time for PLCs to focus on creation of assessments; • O: CCSS resources and curriculum are being developed and information is available through other programs for the deaf to support students to achieve higher results on classroom assessments and on the SBA. • T: Time and budgetary support for PLCs, training and resource acquisition; disconnect between CCSS and actual instructional needs of students we serve. <p>Goals:</p> <ul style="list-style-type: none"> • Success: Teachers use assessment effectively to measure student progress. • Access: |

Function 1. Managing and directing the supervision of the state school for the deaf (Washington School for the Deaf – WSD)

- **TRANSITION**

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| <p style="text-align: center;">Career Interest and Knowledge Curriculum</p> <ul style="list-style-type: none"> • S: Avenues addresses people in community and jobs at Elementary level. NAV 101 implemented in Secondary Department. Have multiple activities tied to graduation requirements that focus on career interests and experiences. • W: Not enough time for NAV 101 instruction (occurs 2 x month, 50 min. ea); need a scope and sequence specific to WSD students; • O: Reassess and prioritize activities related to career knowledge development, senior project, High School and Beyond plan. • T: Inadequate training with on the curriculum and planning time for modifying activities to the needs of students. |
| <p>Goals:</p> <ul style="list-style-type: none"> • Success: Students will gain an understanding of a variety of careers, and will be |

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| <p>able to explain the skills and education required to be successful in those careers.</p> <ul style="list-style-type: none"> • Access |
| <p style="text-align: center;">Work Experience Program</p> <ul style="list-style-type: none"> • S: Have established on and off campus work placements; more structure and accountability to work experience expectations. • W: Need a larger pool of work placements to better fit students' career interest; need more staff to provide on-site support to students and their employers. • O: Expand community partnerships, resulting in more work placements; develop more work sites on campus. • T: Budgetary restrictions affecting transportation and staffing. <p>Goals:</p> <ul style="list-style-type: none"> • Success: Students in the work experience program gain 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. • Access |
| <p style="text-align: center;">Post Secondary Preparation</p> <ul style="list-style-type: none"> • S: Students are able to remain in high school to complete IEP goals and objectives to age 21; ILS program; NAV 101; work experience opportunities; transition planning; partnerships with DVR and other agencies; support for college or next steps. • W: Measuring the long-term success of graduates—difficult to maintain contact. WSD does not have the staff to provide vocational or CTE courses. • O: Partnerships with Vancouver SD provide courses for students in vocational and CTE courses. • T: Budgetary restrictions that prohibit expanding staff resources to develop additional courses and supports. <p>Goals:</p> <ul style="list-style-type: none"> • Success: Students will be successful in college, work or their identified post secondary program/activity. • Access |

Function 1. Managing and directing the supervision of the state school for the deaf (Washington School for the Deaf – WSD)

- TECHNOLOGY

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| <p style="text-align: center;">Emergency Communication Systems</p> <ul style="list-style-type: none"> • S: A committee has been established to review the current failed system and review options for resolution. • W: Our current system failed • O: We have put in place a temporary computer based network solution until funding can be realized from OFM. A new system will be incorporated into the new Academic Building Plan. • T: The lack of equipment places students and staff at risk. Communication barriers exist for deaf/hard of hearing students and staff. |
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| <p>Goals:</p> <ul style="list-style-type: none"> • Success: A new Emergency System in place to address safety needs. • Access: Traditional Public Address systems are not accessible to the staff or students on our campus. We must have a visual alert system to address this concern. |
| <p style="text-align: center;">School/Agency Wide Infrastructure</p> <ul style="list-style-type: none"> • S: We have a technology committee who is responsible to review current and future needs. • W: Limited staff and resources make it challenging to fully realize the potential of curriculum and assessment tools to support student success both on-campus and statewide, through use of virtual instruction. • O: Partnering with experts at the local ESD and with State support through the Office of the Chief Information Officer strengthens our limited technology support. • T: Budget constraints and physical plant restraints due to electricity infrastructure in existing buildings – including hardwired internet access e.g. Bandwidth, infrastructure development and maintenance, webpage development and maintenance, on-line instructional materials, assessment tools, data aggregation, etc. |
| <p>Goals: Provide access for students and staff to current resources available.</p> <ul style="list-style-type: none"> • Success: Through the use of technology students will demonstrate positive academic growth. • Access: access to video technology provides a tool to use curriculum and assessment statewide rather than in a single location. |
| <p style="text-align: center;">Instructional Tools</p> <ul style="list-style-type: none"> • S: We have a technology committee to review teacher needs for instructional support. This includes hardware and software support. • W: Technology needs related to instructional support is very specialized. Lack of trained personnel to support the wide variety of software and hardware needs impacts response time and innovation for current video and visual needs of our students. • O: A new academic building design that incorporates flexibility and innovation to reach students not only on the campus, but state wide will greatly impact student learning activities across our state. • T: Lack of funding and forecasting program needs and on-campus support and statewide instructional activities impacts our ability to plan for successful instruction and assessment. |
| <p>Goals:</p> <ul style="list-style-type: none"> • Success: Technology will provide appropriate learning opportunities for deaf/hard of hearing and deaf-blind students, supporting use of curriculum and assessment activities on-campus and instructional practices statewide. • Access: Align instruction to be visually accessible and be a conduit in deaf education practices statewide. |

Function 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.

CDHL Outreach: Statewide Local Support

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| Instruction |
| <p>S: We provide in-service trainings to school districts. We provide on-site and remote mentoring to school district educational administrators and individual teachers</p> <p>W: Information dissemination to end-users (i.e. school districts) about staffing and instructional delivery methods and program need</p> <p>O: Promote comprehensive review for services needed and available within a region at each on-site consultation</p> <p>T: Services not provided or under-provided due to lack of professional resources (staff); or districts will use a resource not qualified to deliver educational services to Deaf/hard of hearing students</p> |
| <p>Goals: To provide 10 – 15 school district in-service presentations 2014-2017</p> <ul style="list-style-type: none"> • Success: Districts have support for their local district. • Access |
| Curriculum/Assessment |
| <p>S: We provide consultations to districts and individual teaching staff on curriculum choices. We provide academic, cognitive, social/emotional, speech and language, ASL assessments upon request.</p> <p>W:</p> <p>O:</p> <p>T: Not enough signing psychologists available for assessments.</p> <p>Goals:</p> <p>Success: More and more people know about these assessments being available.</p> <p>Access</p> |
| Transition |
| <p>S: We provide transition support through technical assistant consultations, transition fairs. We have a Statewide committee on transition in collaboration with DVR, WSD and the Center for Transition and Change</p> <p>W: Budget cuts don't allow for more transition fairs</p> <p>O:</p> <p>T</p> <p>Goals:</p> <p>Success</p> <p>Access</p> |
| Technology |
| <p>S: We have Jabber available for trainings, consultations, mentoring and even classes.</p> <p>W: Our website is not adequate to support all the information available.</p> <p>O: Tele-health, Tele-therapy, relating to speech pathology and audiology, LSL service delivery, social language, counseling, early intervention, itinerant TOD meetings, Parent Education, opportunities</p> |

for deaf adult role models to interact with children and peer to peer.
 Reduce the lag time in service delivery, reduce travel costs and time, reduce carbon foot print
 Webinar access for parent training, professional development
 Visit preparation – meeting (video conference call) this could reduce the time needed at a site.
 Coaching/mentoring – teachers, service providers to provide
 Follow-up after the visit with local district to cover items needed for progress monitoring. Crisis response.
 T: Privacy requirements, natural disasters (power outages, earthquakes etc) Techology issues, Firewalls in individual districts can restrict access to the software to provide support, Lack of equipment or access to equipment, Training on new technology hardware or software

Goals: Improve services delivery, efficiency and access to end users
 Success: Cost effective way to deliver service, carbon footprint, increase number of students teams and families we serve more cost effectively
 Access: Crisis intervention can be provided statewide; parent intervention...; School district intervention.

Function 3: Collaborating with appropriate public and private partners for the training and professional development of educators serving children who are deaf or hard of hearing.

CDHL Outreach: Professional Development

Instruction

S: We provide professional development opportunities to district staff in the EIPA, SEE, ASL/English Bilingual methods, FRC/EI, and literacy. We provide training to parents through the Family Retreat, Deaf Fiesta, and monthly WSD parent gatherings. We also provide an 8-month mentorship opportunity for educational interpreters.
 W: The cost to the districts might prohibit some people from being able to attend the mentorship program.
 O:
 T:

Goals:
 Success
 Access

Curriculum/Assessment

S: We provide instruction in curriculum and assessment issues with deaf and hard of hearing students to administrators through Respect meetings, to teachers through DHH Collaboration meetings and technical assistant consultations.
 W:
 O: We have multiple opportunities each year with districts through the Respect/DHH Collaboration meetings.
 T:

Goals:
Success
Access

Transition

S: We provide transition training through the transition fairs and inservice trainings

W
O
T

Goals:
Success
Access

Technology

S
W
O
T

Goals:
Success
Access

DRAFT

INFORMATIONAL ITEMS

CDHL Data

End of school year 2013/2014

WSD Campus

- Elementary School: 31
- Middle School: 17
- High School: 54
- Post High School: 9
 - Total students: 111

Statewide Outreach

- Birth to 5 program
 - Southwest Washington: 12
 - Central Washington: 10

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| Districts Served Through Statewide Outreach |
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| ESD 101 | ESD 105 | ESD 112 | ESD 113 | ESD 114 | ESD 121 | ESD 123 | ESD 171 | ESD 189 |
|--------------|------------|---------|--------------------|----------------|-------------------|----------|------------|--------------|
| Davenport | Ellensburg | | Chehalis/Centralia | Bremerton | Bellevue | Finley | Bridgeport | Ferndale |
| Mead | Grandview | | Elma | Central Kitsap | Bethel | Pasco | | Lake Stevens |
| Medical Lake | Granger | | Montesano | | Federal Way | Richland | | Lakewood |
| Newport | Highland | | North Thurston | | Highline | | | Meridian |
| Northport | Royal | | Olympia | | Issaquah | | | Mt. Baker |
| Pullman | Sunnyside | | Pe Ell | | Kent | | | Mt. Vernon |
| Spokane | | | | | Puyallup | | | |
| | | | | | Renton | | | |
| | | | | | Snoqualmie Valley | | | |
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Number of student visits contracted to date: 417

Number of students contracted to date: 98